



**THE CORRELATION BETWEEN STUDENTS' SELF-
CONFIDENCE AND SPEAKING ABILITY AT XI
GRADE MADRASAH ALIYAH SWASTA (MAS)
BABUSSALAM BASILAM BARU**

A THESIS

*Submitted to State Institute for Islamic Studies (IAIN)
Padangsidempuan as a Partial Fulfillment of the Requirement for the
Degree of Educational Scholar (S.Pd) in English*

Written By:

JENNITA AIDHA
Reg. Number: 16 203 00118

ENGLISH EDUCATION DEPARTMENT

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

PADANGSIDIMPUAN

2022



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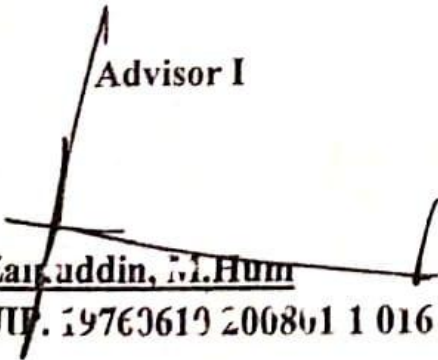
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After reading, studying and giving advice for necessary revision on the thesis belongs to **Jennita Aidha**, entitled "**The Correlation Between Students' Self-Confidence and Speaking Ability at XI Grade Madrasah Allyah Swasta (MAS) Babussalam Basilam Baru**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.


Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu 'alaikum warohmatullah wabarakatuh

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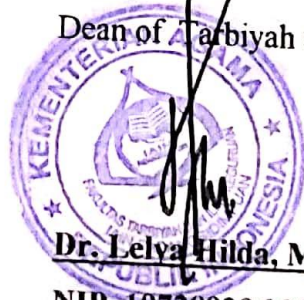
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ABSTRACT

This research focussed on the correlation between students' self-confidence and speaking ability at XI grade madrasah aliyah swasta (MAS) babussalam basilam baru. The students problem in this research were: 1) Students felt that they are lack of confidence as the result they feel shy, 2) Students are lack of vocabulary as not knowing what to say in English, 3) Lack of practicing English in the classroom or in the real communication. The purpose of this research was to know of how significant the correlation between students' self-confidence and speaking ability at XI grade Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.

This research had three formulation of the problem, they were How was students' self-confidence at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru, How was students' speaking ability at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru, and was there any significant correlation between students' self-confidence and speaking ability at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru. The purpose of this research are to know students' self-confidence at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru, to know students' speaking ability at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru and to know whether there is or there is not significant correlation between students' self-confidence and speaking ability at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.

The kind of this research was quantitative research with correlational method. 39 students were gotten by Arikunto formula and saturated sampling techniques chosen from all the population of the subject have chance to be chosen as a sample. They were 17 students from XI-PUTRI until 22 students from XI-PUTRA. For this research the researcher used all the population to take sample.

To analyze the data, the researcher use Product Moment formula. After analyzing the data, the researcher found that mean score of variable X was 74.42 and mean score of variable Y was 62.06. Besides, the score of $r_{xy} = 0.6$ was more than $r_{table} = 0,316$ on 5% and $1\% = 0,408$. The result showed that there was any significant correlation between two variables. It means the hypothesis (H_a) was accepted and (H_o) was rejected. It was concluded that there was any significant correlation between students' self-confidence and Speaking Ability at XI Grade Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru in high correlation.

Key words: Students' Self-Confidence, Students' Speaking Ability

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Title of Thesis : Hubungan Antara Kepercayaan diri Siswa dan Kemampuan Berbicara pada Kelas XI Madrasah Aliyah Swasta (MAS) Babussalam Basilam

ABSTRACT

Penelitian ini berfokus pada Hubungan Rasa Percaya Diri Siswa dengan Kemampuan Berbicara Siswa Kelas XI Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru. Masalah siswa dalam penelitian ini adalah: 1) Siswa merasa kurang percaya diri sehingga merasa malu, 2) Siswa kurang kosa kata karena tidak tahu harus berkata apa dalam bahasa Inggris, 3) Kurangnya latihan bahasa Inggris di kelas atau dalam komunikasi yang sebenarnya. Tujuan dari penelitian ini adalah untuk mengetahui seberapa signifikan hubungan antara kepercayaan diri siswa dengan kemampuan berbicara siswa kelas XI Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.

Penelitian ini memiliki tiga rumusan masalah, yaitu Bagaimana rasa percaya diri siswa kelas XI Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru, Bagaimana kemampuan berbicara siswa kelas XI Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru, dan Apakah ada hubungan yang signifikan antara kepercayaan diri siswa dengan kemampuan berbicara siswa kelas XI Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru. Tujuan penelitian ini adalah untuk mengetahui kepercayaan diri siswa kelas XI Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru, untuk mengetahui kemampuan berbicara siswa kelas XI Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru dan untuk mengetahui apakah ada atau tidak ada hubungan yang signifikan antara kepercayaan diri siswa dengan kemampuan berbicara siswa kelas XI Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.

Jenis penelitian ini adalah penelitian kuantitatif dengan metode korelasional. 39 siswa diperoleh dengan rumus Arikunto dan teknik sampling jenuh yang dipilih dari seluruh populasi subjek memiliki peluang untuk dipilih sebagai sampel. Mereka adalah 17 siswa dari XI-PUTRI sampai 22 siswa dari XI-PUTRA. Untuk penelitian ini peneliti menggunakan seluruh populasi untuk mengambil sampel.

Untuk menganalisis data, peneliti menggunakan rumus Product Moment. Setelah menganalisis data, peneliti menemukan bahwa rata-rata skor variabel X adalah 74,42 dan skor rata-rata variabel Y adalah 62,06. Selain itu, nilai $r_{xy} = 0,6$ lebih besar dari $r_{tabel} = 0,316$ pada 5% dan 1% = 0,408. Hasil penelitian menunjukkan bahwa ada hubungan yang signifikan antara dua variabel. Artinya hipotesis (H_a) diterima dan (H_o) ditolak. Disimpulkan bahwa ada hubungan yang signifikan antara kepercayaan diri siswa dengan Kemampuan Berbicara di Kelas XI Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru dalam korelasi yang tinggi.

Kata Kunci: Kepercayaan Diri Siswa, Kemampuan Berbicara

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Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and Criticism are also expected from all the readers of this thesis.

Padangsidempuan, 03 Maret 2022

Researcher

Jennita Aidha
Reg. No. 16 203 00118

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Speaking is the most important for people to express and convey their feeling. As Nunan states in Mita said that speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning.¹ So, speaking is the way which helps students to use and to transmit knowledge in effective way. English as a foreign language student are obliged to master speaking skill in order to communicate their ideas easily, effectively, and confidently.

In reality there are many factors that cause students getting problems in their speaking. Based on interviewed some of the students at MAS Babussalam Basilam Baru, there are many problems in their speaking first as Aprina said the students felt that they are lack of confidence so the result they feel shy. The students felt that they are lack of confidence because not knowing what to say in English because lack of vocabulary.² Students also often complain that they cannot think of anything to say because most of students often fell unsecured when they try to express something in a foreign language as the result they difficult to convey something.

¹Mita Wahyuni, "Correlation Study Between Students' Self-Confidence and Their Speaking Achievement at The Eighth Grade of SMP Al- Islam Surakarta in Academic Year 2017/2018"(IAINSurakarta,2018),https://scholar.google.co.id/scholar?hl=id&as_sdt=0%2C5&b=.

²Aprina Pulungan as students MAS Babussalam Basilam Baru, private interview, on 3rd Mei 2021 at: 09:30 AM.

Second, as Nikmah said besides, students feel that they are lack of confidence students are also lack of practicing English in the class room or in the real communication.³ They are afraid to make errors in speaking, get bad comments, or feel embarrassed and scared when people are looking at them while they speak. Next in grammatical, they were still difficult to make correct sentence. Moreover, students are afraid of making mistakes and being laugh by their classmate. So, they consider that speaking is difficult skill to practice.

Furthermore Febri said in taking the score, they sometimes do not have enough chance to speak up generally teacher do not call all the students' name to perform, it is up to the students to perform first or later.⁴ Those who have high self-confidence will take use the chance well given by teacher to show their performance. But some students do not enough confidence to perform in front of class and they tend to be silent without trying to show their capability.

Actually to make good communication with others students are able to know the situation by speaking to others. In reality a researcher found some students are difficult to speak in front of the people. In the other word, students feel anxious when they have to speak in front of the class. The anxiety indicates that they feel un-confidence in speaking.

The important skill which use in daily activities is speaking. But the fact some of the students choose passive one in the class room. They

³Nikmah Muizza Pulungan as students MAS Babussalam Basilam Baru, private interview, on 3rd Mei 2021 at: 09:30 AM.

⁴Febrian Putri Angraini as students MAS Babussalam Basilam Baru, private interview, on 3rd Mei 2021 at: 09:30 AM.

did not have motivation to speak up, though their teachers teach them. They were still low in speaking because the students are afraid to make mistake in grammar, pronunciation and et cetera. Furthermore, a researcher concluded if some people have little confidence in their abilities they will speak hesitantly. They cannot express their thought and unsure with their information that will share by them.

As a general truth there are many factors that influence toward students speaking ability. According to Utama et al there are two aspects to be success in the speaking skill: linguistics aspect and non-linguistics aspect. Self-confidence is one of the factors which play the important role in determining the learners' willingness to communicate of the speaking skill.⁵ Self-confidence is the crucial part in speaking skill, because that can give enthusiasm, brave and stimulation to the learners. Because that if the learners have high self-confidence, they will be achieve the best performance in speaking skill fluently.

Self-confidence is a feeling of trust in someone or something, and believes in their own abilities without being cocky, arrogant, or over confidence. But most of them, there is no self-confidence, and afraid to take a part in the conversation. When they did a conversation with their friends in front of class, they have long pause, and they were anxiety to make mistakes and usually their friends would judge them. So, those

⁵Roysmanto Roysmanto, "A Correlation Between Self-Confidence and the Students' Speaking Skill," *Research and Innovation in Language Learning* 1, no. 1 (2018): 1, <https://doi.org/10.33603/rill.v1i1.1076>.

made them difficult to speak up, only silent without words. In the other words, they had problem with their confidence.

From the description above, the researcher interested to know whether or not there is significance the correlation between students' self-confidence and speaking ability at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.

B. Identification of the Problem

Here, the researcher identifies the problem of the research like:

1. Students felt that they are lack of confidence as the result they feel shy.
2. Students are lack of vocabulary as not knowing what to say in English.
3. Lack of practicing English in the classroom or in the real communication.

C. Limitation of the Problem

This research does not discuss all the factors why students getting problems in their speaking. The researcher only take Students felt that they are lack of confidence as the result they feel shyness for discussing in this research. The students should know their problem while they speak.

There are some reasons why students felt that they are lack of confidence which make they feel shyness especially while they speak. Sometimes when they perform in front of the class they will nervous. This happen because most of students often fell unsecure when they try

to express something in foreign language, because they afraid of making mistake as the result they difficult to convey something.

D. Formulation of the Problem

In conducting the researcher, describes the formulation of the problems as follows:

1. How is students' self-confidence at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru?
2. How is students' speaking ability at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru?
3. Is there any significant correlation between students' self-confidence and speaking ability at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru?

E. Purpose of the Research

Based on the explanation above formulation, the researcher determined the purposes of the research as follows:

1. To know students' self-confidence at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.
2. To know students' speaking ability at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.
3. To know whether there is or there is not significant correlation between students' self-confidence and speaking ability at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.

F. Definition of Key Term

1. Self-Confidence

Self-Confidence is a concept of self-confidence relates to self in one's personal judgment, ability, power, etc.

2. Speaking Ability

Speaking is important skill which help students to use and to transmit their knowledge in effective wayspeaking ability in order to communicate their ideas easily, effectively, and confidently.

G. Significances of the Research

The result of this research give the benefit to some categories below:

a. For The Students

Students will know the importance of self-confidence in English speaking, so they will be known of those aspects and the result they will improve self-confidence in order to increase their English speaking ability.

b. For The Teacher

For the teacher this study is expected to add some knowledge and some references and their duty to lead their students, and motivates their students to delve their interpersonal intelligence to reach a successful in their learning especially English. They also have to set a good example to speak and to should promote the concept don't be afraid to make mistake. That show teacher also human being and something they can possibly make a mistake too, and this is natural.

c. For The Reader and Other

For the reader and other this study is expected to give a contribution for further study to do scientific researches concerning with students' self-confidence and students' English speaking ability.

H. Outline of Thesis

The systematic of this research were divided into five chapters, each chapter consisted of many sub chapters with detail as follow; The first chapter-consist of introduction, background of the problems, limitation of the problems, purpose of the problems, significances of the research, and the systematic outline of the thesis. This research is expected to be useful at least three domains, they are the science of education, students, and for the next researcher.

The second chapter consists of the theoretical description, review of related finding, frame work of thinking and hypothesis in this research. The third chapter is consist of the research methodology, place and time of the research, research method, population and samples, definition of operational variables, instrument of research, validity and reliability of instrument, and techniques of analysis data.

The fourth chapter is consist of the description of the data, analysis of the data, the discussion of the result and limitation of the problem. The fifth chapter is consist of the conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Descriptions

1. Self-Confidence

a. Definition of Self-Confidence

Self-confidence is defined as an individual's recognition of this own abilities, loving himself and being aware of his own emotions.⁶ Self-confidence also an attitude that the individual which has optimism and believes his self with positive in any situation. So, from the definition above it can be concluded that self-confidence is attitude which allows students to do something well and appropriate.

Jeremy Harmer in Safrina said that Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.⁷ It is about how people feel their ability and can vary from situations. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride independence, trust, the ability to handle criticism and emotional maturity.

In other words, Self-confidence might be in reference to specifics task or more wide ranging attitude you hold about the

⁶Ismail Gurler, "Correlation between Self- Confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students," *Curr Res Soc Sci* 1, no.2 (2015): 14–19, https://scholar.google.co.id/scholar?hl=id&as_sdt=0%2C5&q=Ismail+gurler.

⁷Safrina Hulu, "Improving Students' Speaking Ability Through Problem Solving Technique at The 1 St Group 2 Nd Semester Students English Education Department Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies at the 1 St Group 2 Nd Semester Student" (Iain Padangsidempuan, 2017), <http://scholar.google.com/hl=id&as=2C5&q=sufrina+hulu&btnG#d>.

ability in life. Brown said in Eny Gufrina Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.⁸ This is one thing that make speaking is difficult for students as a foreign language. So the teacher or lecturer needs mastering speaking well in the classroom to get success in teaching learning speaking process.

In addition Lawrence said in Khoiri imam, self-confidence is a crucial to a happy and fulfilling life.⁹ Actually self-confidence is an important way to improve own general language skill in English. So, based on the statement self-confidence is attitude of personal factor which allow us to have believes to be capable yourself.

b. Characteristic of Self-Confidence

They are some Characteristics of self-confidence, according to McPheat in Nuniek says, people with high Self-Confidence show some characteristics, as follow:¹⁰

⁸Eny Gufrina Daulay, "Community Language Speaking Skill Learn Ing to Improve Students" 07, no. 02 (2019): 252-61, <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ%0ACommunity>.

⁹Imam Khoiri, "The Correlation Of Students' Self Confidence and Students' English Achievement at Grade VIII SMP Negeri 9 Padangsidimpuan" (IAIN Padangsidimpuan, 2017), <http://jurnal.iainpadangsidimpuan.ac.id>.

¹⁰Nuniek Kurniasih, "The Correlation Between Emotional Quotient (EQ), Self-Confidence and Speaking Ability at the Eight Grade Students of SMP N 2 Gombong Kebumen in the Academic Year 2017/2018" (IAIN Surakarta 2018), <http://scholargoogle.co.id?hl=id&as=Nuniek+Kurniasih&btnG=d5>.

- 1) Belief in their capability and competence with the result they don't need the praise, admiration and acceptance from other.
- 2) Do not show conformist attitude in order to be accepted in the community.
- 3) Accept and face the rejection from other and dare to be themselves.
- 4) Have good self-control and stable emotion.
- 5) Have internal locus of control (view the success and failure as the result of self-efforts and hard to give up).
- 6) Have high motivation to reach the goal, when the expectation does not come true they can see the positive side from it.
- 7) Try to do something with own effort.
- 8) Tend to show their capability.
- 9) Able to make quick decision even in uncertain circumstance.

There for from the description above it can be concluded the power of high self-confidence for someone's characteristics have positive capacities for someone's characteristics, both for themselves and others. Which shows a person is able to control himself and his emotions in a certain situation. They are some characteristics of self-confidence according to Mc. Pheat, if students have the characteristics as above, then they should have high self- confidence.

Another explanation according to Hakim in Citra Asri there are some characteristics of self-confidence, as follows:¹¹

- 1) Having calm attitude in doing something.
- 2) Having sufficient potential and capability.
- 3) He is able to adapt himself and communicate in any situation.
- 4) He is able to neutralize the suspense that comes in any situation.
- 5) Having mental and physical conditions that support the appearance.
- 6) Having sufficient intelligence.
- 7) Having sufficient formal education.
- 8) Having skills or competences that support his life.

¹¹Citra Asri Melati and Fkip Ump, "A Correlation Study Between Self-Confidence and Their Speaking Achievement," 2014, 5-22, <https://scholar.google.co.id/scholar=citraasri+correlation&btG=>.

- 9) He always has positive thinking in facing any problems.

From the description above it can be concluded, someone who has characteristics of self-confidence is having positive in attitude, potential in communicate, and able to adapt himself in any situation also in certain condition.

In addition according to Judy H. Wright in Rita, There are six characteristics of high self confidence in ability to affect the journey of the life. These factors are:¹²

- 1) They are ambitious. They want more from life than existence or survival. They can envision themselves in better circumstances and surroundings.
- 2) They are goal oriented. They seek a challenge of completing and setting new goals for themselves. They are not especially competitive, except against themselves. They enjoy breaking their own records.
- 3) They are visionary. Rather than being stuck for too long, they can see themselves in better circumstances and surroundings. They keep a picture of what success will be like.
- 4) They have learned to communicate. They know how to ask for what they want and to hear advice and counsel. It is less important for them to be right than to be effective. They listen more than they speak.
- 5) They are loving and kind. Those people who have a good inner self-image form nourishing relationships instead of toxic ones. They have learned to detach from relationships which do not allow them to be authentic.
- 6) They are attractive and open to others. Self-confident people are usually drawn to one another. They vibrate their confidence in a way that attracts good things and good people to them. Being attractive does not necessarily mean physically attractive in the usual sense of the word, but rather spiritually beautiful.

¹²Rita Purnamawati, "The Correlation Between Students' Self-Confidence, Students' Pronunciation And Their English Speaking Achievement Of The 10th Grade Students Of MA Minjahul Muna Ngrayun Ponorogo in Academic Year 2018/2019" (IAIN Ponorogo, 2019), <http://scholar.google.co.id/scholarq=Rita+purnamawati&btnG>.

It can be concluded a person who has high self-confidence would know their ambitious, their goal, and capability in communicate to each other to make them be able to control whatever is in him in a positive way in certain condition and situations. The most important person who has self-confidence have a good posture and better in body language in doing something. they are able to put in a good position and be creative to see the world in realistic terms, accepting other people the way they are, while pushing themselves to change in a more positive and confident direction.

c. Indicator of Self-Confidence

There are some indicators of self-confidence according to Kate and Brinley:¹³

1) Direction and value

It means you know what you want, where you want to go, and what's really important to you.

2) Motivation

It means you are motivated by and enjoy what you do. In fact, you're likely to get so engrossed in what you're doing that nothing distracts you.

3) Emotional stability

It means you have calm and focused approach to how you are yourself and how you are with other people as you tackle challenges. You notice difficult emotions such as anger and anxiety, but you work with them rather than overcome you. It means, you try to manage yourself and we have to fight negative thinking, with used self- affirmation it means the kind of word which develop our self-confidence.

4) A positive mind-set

It means you have the ability to stay optimistic and see the bright side even when you encounter setbacks. You

¹³Brinley and Kate Burton Platts, *Building Confidence, Jhon Wiley & Sons, LTD* (England, 2006), <https://www.google.com/search?client=firefox-b-d&q=brinley+and+kate+confidence>, p. 12-13.

hold positive regard for yourself as other people. 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 examples when your friend talking your bad, your respond must be positive.

5) Self-awareness

It means you know what you are good at, how capable you feel, and how you look and sound to others. You also acknowledge that you are a human being, and you don't expect to be perfect.

6) Flexibility in behavior

It means you adapt your behavior according circumstance. You can see the bigger picture as well as playing attention to details. You take other people's views on board in making decisions.

7) Eagerness to develop

It means you enjoy stretching yourself, treating each day as a learning experience, rather than acting as if you are already an expert with nothing new to find out. You take your discoveries to new experiences.

8) Health and energy

It means you're in touch with your body, respect it, and have a sense that your energy is flowing freely. You manage stressful situations without becoming ill.

9) A willingness to take risks

It means you have the ability to act in the face of uncertainly- and put yourself on the line even when you don't have the answers or all the skills to get things right.

10) A sense of purpose

It means you have an increasing sense of the coherence of the different parts of your life. You have chosen a theme or purpose for your life.

From the description above it can be conclude when person act with confidence, person are likely to have a good selection of these ten qualities. So they have good in communication and better in situational condition.

d. Self Confidence in Speaking

By having self confidence in speaking, students be able to have positive and realistic perception of their selves and their

abilities. So have high self-confidence is important. Students not be shy and afraid in showing their abilities, asking something to teachers, and et cetera. Students not surrender if we meet failure in doing tasks. It is different when students have low self-confidence, students difficult to communicate.

Self-Confidence is the capability to knowing and understands your-self. Self-Confidence becomes one factors of the psychological, it can determine the student's willingness to participate in speaking activity. Students who have high self-confidence will believe that they will not fail and making mistake in speaking. In the other word the researcher assumes that there is positive correlation between self-confidence and speaking ability.

2. Speaking Ability

a. Definition of Speaking

The most important skill in learning a foreign language is speaking. Language is a tool used to communicate with others. One of the ways is by speaking. David Nunan said in Zainuddin at all that speaking is the process of communication which convey, express, inform and give the ideas, thoughts, feeling, opinions, and talking about perception by using words or sounds of articulation that can be learnt through teaching and studying process.¹⁴

¹⁴Zainuddin M.Hum and Sojuangon Rambe, "Improving Students' Speaking Ability Through Numbered Heads Together Strategy At Grade Xi Sma N 1 Batang Angkola" 05, no. 1 (2018): 58–71, http://scholar.google.com/scholar?hl=id&as=zainuddin+iain=padangsidimpuan&oq=zainuddin+iain+pa#d=gs_qabs&u=23%p%3D5VGUNfWU5CGj.

Speaking here means the individual's ability in expressing his or her ideas. The focus in learning a foreign language is on communicative activities and expressive abilities.

For building a good communication people must have a good Speaking Ability. To know about the notion of speaking itself the following are the definitions of speaking stated by some experts. Kathleen in Rita Purnamawati said Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹⁵ Speaking is productive rather than receptive ability because it is as a way in which the language system is manifested through the use of the organs of speech. On the other hand, speaking can be considered as productive and receptive ability because it is used in communication activity.

In addition, Thornbury in Nuniek said that speaking is interactive and requires the ability to cooperate in the management of speaking turns. It also typically takes place in real time with little time for detail the plan.¹⁶ In conclusion, Speaking Ability is the students' capability of speech or increasing speaking or talking, interaction or interactive process of constructing and sharing

¹⁵Rita Purnamawati, "The Correlation Between Students' Self-Confidence, Students' Pronunciation And Their English Speaking Achievement Of The 10th Grade Students Of MA Minjahul Muna Ngrayun Ponorogo in Academic Year 2018/2019."

¹⁶Nuniek Kurniasih, "The Correlation Between Emotional Quotient (Eq), Self-Confidence, And Speaking Ability At The Eighth Grade Students Of Smp N 2 Gombong Kebumen In The Academic Year 2017/2018" (IAIN Surakarta, 2018), <http://scholar.google=Nuniek+kurniasih&btnG=>.

meaning between the speaker and the listener by performing and delivering the messages or ideas.

b. Types of Classroom Speaking Performance

Speaking is an ability that is also required to be mastered by the students during the learning process in the classroom, and it is divided into several performances. So here Brown says that the kinds of oral productions that students are expected to carry out in the classroom:¹⁷

1) Imitative

In the drill process, students are offered limited practice through repetition and allowed to focus on one element of language in a controlled activity. The ability imitates the word or phrase or possibly a sentence.

2) Intensive

Intensive speaking can be self-initiated or it can be even form part of some pair work activity, where learners are “going over” certain forms of language. The production of short stretch of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship.

3) Responsive

These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interactions, which sometimes includes multiple exchange and/ or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of maintaining social relationship. This performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard greetings, small talk, simple request and comments.

5) Interpersonal (dialogue)

This conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

¹⁷H. Douglas Brown, *Principles of Language Learning and Teaching*, ed. Allen Ascher, Longman, Fourth Edi, 2000, <http://id1lib.org/book/5686376/9d6534>, p. 327-328.

6) Extensive (monologue)

Extensive oral production task include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps not verbal responses) or ruled out altogether.

c. Indicator of Speaking

Speaking achievement has four categories asses speaking which are generally recognized in analyzing speaking. They are pronunciation, Intonation, grammar, vocabulary. This research uses speaking achievement in analyzing speaking source on teachers' book of MAS Babussalam Basilam Baru. They are as follows:

- 1) Pronunciation: includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly.
- 2) Grammar: that communication in speaking will run smoothly if grammar is used in speaking. So, grammar or structure is a very important aspect in speaking achievement.
- 3) Intonation: Intonation is the way the sound rise and fall or how we say something or the sound pattern of phrases and sentences produced by pitch variation in the voice. The pitch of the voice with which a voiced sound is pronounced is called intonation.¹⁸
- 4) Vocabulary: is range of words known or used by a person in trade, profession, etc. if students have many vocabularies, it will be easier for them to express their idea.

¹⁸Mita Wahyuni, "Correlation Study Between Students' Self-Confidence and Their Speaking Achievement at The Eighth Grade of SMP Al- Islam Surakarta in Academic Year 2017/2018" (IAIN Surakarta, 2018), https://scholar.google.co.id/scholar?hl=id&as_s=mita+wahyuni+correlation&btnG=.

So from the explanation above it can be concluded there are four the indicators of speaking. Then, the researcher use the indicator based on lesson plan of MAS Babussalam Basilam Baru to make the researcher easier to do the research.

d. The Functions of Speaking

A few language experts have attempted to categorize the functions of speaking in human communication. According to Brown and Yule, Below are the explanations of the speaking functions:

1) Talk as Interaction

In interactional discourse, language is mainly used to communicate in our daily life. It is an interactive act of verbal expression which is done spontaneously by two or more person. This is about how people try to convey their message to others. So, the primary intention in this function is social relationship. According to Richards, some of the skills involved in using talk as interaction are:¹⁹

- a) Opening and closing conversations
- b) Making small-talk
- c) Recounting personal incidents and experiences
- d) Turn-taking
- e) Interrupting
- f) Reacting to others

2) Talk as transaction

In transactional discourse, speaking is more focus on delivering the message and making sure that the others

¹⁹Jack C.Richards, *Curriculum Development in Language Teaching* (Cambridge: University Press, 2001), [http://id1lib.org/g/JackC . Richard\(Editor\).](http://id1lib.org/g/JackC_Richard(Editor).)

understand what we want to deliver, clearly and accurately. Language serving this purpose is ‘message’ oriented rather than listener oriented. In this kind of spoken language, students and teachers usually focus on meaning and talking in the way of their understanding. For example, classroom group discussions, teachers’ classroom instructions, and problem solving activities. Richards also mentioned some of the skills involved in using talk transactions, they are:²⁰

- a) Explaining a need or intention
 - b) Describing something
 - c) Asking questions
 - d) Confirming information
 - e) Justifying an opinion
 - f) Making suggestions
 - g) Clarifying understanding
 - h) Making comparisons
- 3) Talk as performance

In this case, speaking activities are more focus on monolog rather than dialogue. Speaking as performance can be seen at speeches, public talks, retelling stories, and so on. Examples of talk as performance are making a presentation, performing class debate, and giving lecture.

In conclusion there are three functions of speaking that are categorized by the expert that include talk as interaction, talk as transaction, and talk as performance. Those are kinds of talks we usually use in daily speaking with its different functions.

²⁰Jack C.Richards.

e. The Material of Teaching Speaking

Material is the facilities of teaching-learning process that such kind of media to achieve purposes. Material should appropriateness with the syllabus. In teaching speaking, the goal is to make students aware and practice English directly every time and everywhere. The material should facilitate students to understand the goal of teaching speaking and to express ideas, feeling, and opinion using English.

The researcher would be used the materials on the teachers' book in PERMENDIKBUD K13. The researcher used Extensive (monologue), because this category would give easier for learners. In this category, teacher gives extended monologues to students in telling short story. The researcher use the material have been touhg by the teacher, opinions and though based on teachers' book chapter II on page 18.

From the description above for developing materials for speaking skills, the researcher use Extensive (monologue) as a basic to build the topic in this research.

f. The Criteria of Assessing of Speaking

Speaking Ability is not merely speaking, but it is more than talking. According to Thornbury in Nuniek explains that there are two ways for assessing Speaking Ability, they are holistic scoring (a single score on the basis of an overall impression) and analytic scoring

(giving separate score for different aspects of the task).²¹ He says that four or five categories seem to be the maximum that even trained scorers can handle at one time. Thornbury mentions those categories as grammar and vocabulary, discourse management, pronunciation, and interactive communication.

In addition based on the teacher raters' of MAS Babussalam Basilam Baru there are four criteria used to rate the students' performance, namely overall communicative effectiveness. There are pronunciation, grammar, intonation, vocabulary.

Table 1
The Criteria of Assessment of Speaking²²

Aspects	Competency	Score
Pronunciation	Speaking words incomprehensible or no response	1
	Speaking with incorrect pronunciation but still understandable	2
	Speaking with several incorrect pronunciation	3
	Speaking with correct pronunciation	4
	Have few traces of foreign accent	5
Grammar	Problems with intonation	1
	The intonation of mistakes sometimes makes it difficult to understand	2
	Usually clear and accurate with some problem areas	3
	Pronunciation is clear, accurate and there are no important errors	4
	Makes few notice able error of grammar or word-order	5
Intonation	Speaking with many pauses	1
	Speaking too slowly	2
	Speaking are generally at normal speed	3

²¹Nuniek Kurniasih, "The Correlation Between Emotional Quotient (EQ), Self-Confidence, and Speaking Ability At The Eighth Grade Students Of Smp N 2 Gombong Kebumen In The Academic Year 2017/2018."

²²H. Douglas Brown, *Principles of Language Learning and Teaching*.

	Speaking fluently	4
	Speech as fluent and effortless as that of a native speaker.	5
Vocabulary	Vocabulary inadequate for even the simplest conversation.	1
	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).	2
	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.	4
	Use of vocabulary and idiom is virtually that of a native speaker	5
Maximal score: 25x 4		25

B. Review of Related Finding

Actually, there were some researches related to this research. In this research, the research was related to some researchers: The First researcher is by Iin Seftiani and friends on their journal. The result of this research was seen if the students' self-confidence and speaking ability have a positive correlation, and the relationship was shown by the correlation coefficient $R = 0,460$ and comprehension at the significance level of 0.05. Based on the formulation of the problem, the research objectives, the hypotheses testing and the analysis result, it can be concluded that there was a significant positive correlation between students' self-confidence and speaking ability.²³

The other research is written by Roysmanto on his journal. Based on the data analysis, the conclusion can be drawn in this study are

²³Iin Seftiani, Agus Mulyana, and Tenia Ramalia, "The Correlation Between Students' Self-Confidence and Speaking Ability Tenth Grade Students of SMA N 5 Kabupaten Tangerang i2018/2019," 2019, 12–17, <https://scholar.google.co.id/scholar?hl=i=iin+seftiani&btnG=>.

as follow: First, the students understood what the speaker said but they cannot response fluently. It can be seen from the data result of interview that showed the total score of comprehension aspect is higher than their fluently score, $1.332 > 907.2$. Second, in general the condition of students' speaking skill is very good. It can be seen from the mean of the speaking skill score which is 82.5, which according to table of students' mastery measurement by Jihad and Aris is showed very good. Third, the condition of self-confidence of the students, in general is they are confident. It can be seen from that mean of the questionnaire result that matched in level Confident position; mean is 75.4 that in the position between 60 and 80 in the overall rating of Burton. Forth, the comparison between self-confidence of students and their speaking skill, are obtained that the value DF (degree of freedom) is 38. In the table of the degree significant of 5%, is 0.320. It means that the hypothesis is accepted and it can be conclude that a correlation between self-confidence (X) and the students' speaking skill (Y) at the third grade of the English Department of Swadaya Gunung Jati University Cirebon in academic year 2014/2015 is significant.²⁴

The other researcher is by Rita Purnamawati. The result of the research correlation between students' self-confidence, students' pronunciation and English speaking achievement at tenth grade students of MA Minhajul Muna Ngrayun Ponorogo in academic year 2018/2019

²⁴Roysmanto Roysmanto, "A Correlation Between Self-Confidence and The Students' Speaking Skill," *Research and Innovation in Language Learning* 2, no. 1 (2018): 1, <https://doi.org/10.33603/rill.v1i1.1076>.

is proven by the hypothesis testing. In particular, it revealed as follow: 1. The data description from students self-confidence of 6 (35%) students (showed that the students whose score in good category, enough category were 28 students (0,778%) and students (0,5%) got low categorization. 2. The data description from students' pronunciation of 5 (25%) students showed that the students whose score in good category, enough category were 25 students (0,695%) and 6 students (0,167%) got low categorization. 3. The data description from English speaking achievement of 2 (10%) students showed that the students whose score in good category, enough category were 24 (0,956%) and 0% or no students got low categorization. 4. The standard significance table for $(df/db) = N - nr = 36 - 2 = 34$, the standard significance 5%, $r: 0,232$. It means $r_{xy} > r_t$ or $0,718 > 0,418$ and the standard significance 1%, $r: 0,418$. It means $r_{xy} > r_t$ $0,718 > 0,418$. Based on the statement above, it means that there is significant correlation between students' self-confidence, students' pronunciation and English speaking achievement at the tenth grade students of MA Minhajul Muna Ngrayun Ponorogo in academic year 2019.²⁵

The next researcher is by Nuniek Kurniasih. The result of the research is there positive correlation between three variables, namely, Emotional Quotient, Self-Confidence, and Speaking Ability. Based on the problem statements in previous chapter and the result of the study, it

²⁵Rita Purnamawati, "The Correlation Between Students' Self-Confidence, Students' Pronunciation And Their English Speaking Achievement Of The 10th Grade Students Of MA Minhajul Muna Ngrayun Ponorogo in Academic Year 2018/2019."

can be concluded that: 1. There is a positive significant correlation between Emotional Quotient and Speaking Ability of the eighth grade students of SMP N 2 Gombong Kebumen. It means that the improvement of Emotional Quotient will be followed by the improvement of Speaking Ability. It also means that the Emotional Quotient has contribution to their Speaking Ability. The relative contribution of Emotional Quotient to Speaking Ability is 13,3% while 86,7% is contributed by other factors.

2. There is a positive significant correlation between Self-Confidence and Speaking Ability of the eighth grade students of SMP N 2 Gombong Kebumen. It means that the improvement of Self-Confidence will be followed by the improvement of Speaking Ability. It also means that the Self-Confidence contribution to their Speaking Ability. The relative contribution of Self-Confidence to Speaking Ability is 36,6% while 63,4% is contributed by other factors.

3. There is a positive significant correlation between Emotional Quotient and Self-Confidence simultaneously toward Speaking Ability of the eighth grade students of SMP N 2 Gombong Kebumen. It means that the improvement of students' Emotional Quotient and students Self-Confidence will be followed by the improvement of Speaking Ability. It also means that the Emotional Quotient has contribution to their Speaking Ability. The relative contribution of Emotional Quotient and to Speaking Ability is 38,9% while 61,1% is contributed by other factors.²⁶

²⁶Nuniek Kurniasih, "The Correlation Between Emotional Quotient (EQ), Self-Confidence, and Speaking Ability At The Eighth Grade Students Of Smp N 2 Gombong Kebumen In The Academic Year 2017/2018."

The other research is by Markus Deli Girik Allo and friends on their journal. The result of the research is the describing people improve students' self-confidence in speaking skill by the second grade of SMK Kristen Makale. It was proved by the mean score of the students in questionnaire one (Q1) is 67.88 (precisely self-confidence level) and students mean score in questionnaire two (Q2) is 79.76 (medium self-confidence level). It means that the students shown raising of the self-confidence level from precisely into medium after learning using describing people.²⁷

Finally, this research is written by researcher to add and complete the kind of researches before. Therefore, the researcher wants to know whether or not there is significance correlation between students' self-confidence and speaking ability at XI grade Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru..

C. Conceptual Framework of Correlation

Here the researcher explain about a good frame of mind theoretically the linkages between the variables to be studied, so that the relationship between independent variables and dependent variables needs to be explained. The independent variable in this study is self-confidence, while the dependent variable is speaking ability. Based on this, the researcher explain the relationship between variables theoretically.

²⁷Markus Deli Girik Allo and Arnovan Priawan, "Students' Self-Confidence in Speaking Skill," *Jurnal Studi Guru Dan Pembelajaran* 2, no. 1 (2019): 11–14, <https://doi.org/10.30605/jsgp.2.1.2019.1263>.

Based on theoretical description before, it has been explained that speaking is one of skills that should be mastered by students in learning English to complete their ability in oral language. The competences of English focus on expressing feeling, ideas and action in various dialogues and monologue in oral form. Speaking ability concerns to speak not only in class but also outside with other people, so it is very important to make students more active in learning, especially in speaking. To make them more active in class, so the first thing that should be done is the students have self-confidence first.

Furthermore, self-confidence is very important to increase students' experiences of having satisfactorily completed particular activities. Self-confidence is extremely important in almost every aspect of our lives. Confident people inspire confidence in others: their audience, their peers, their bosses, their customers, their friends and gaining the confidence of others is one of the key ways in which a self-confident person finds success. Your level of self-confidence can show in many ways: your behavior, your body language, how you speak, what you say, and so on. Whether someone demonstrates self-confidence by being decisive, trying new things, or staying in control when things get difficult, a person with high self-confidence seems to live life with passion and enthusiasm.

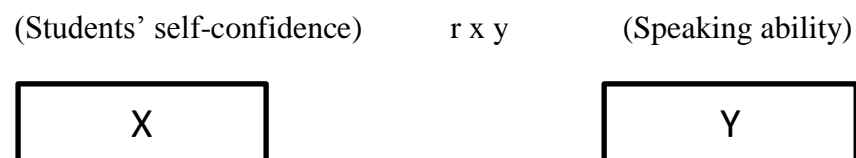
Actually here, it can be seen that self-confidence, as a facilitator to speak fluently and accurately both in mother tongue and target language, is gaining importance in communication especially in

speaking. Based on the explanation above self-confidence has correlation each other with speaking. So the researcher wants to describe a correlation between the X and Y variables. X variable is students' self-confidence (independent variable) and Y variable is speaking ability (dependent variable).

However, if students have self-confidence in learning speaking, automatically they will be able to get this skill readily. It will be shown in the following illustration.

Source on:²⁸

Research Paradigm in Bill Glenny Wullur



Based on theoretical description before, it has been explained that speaking is one of skills that should be mastered by students in learning English to complete their ability in oral language. The competences of English focus one expressing feeling, ideas and action in various dialogues and monologue in oral form. Speaking ability concerns to speak not only in class but also outside with other people, so it is very important to make students more active in learning, especially in speaking. To make them more active in class, so the first thing that should be done is to grow up the students' self- confidence.

²⁸Bill Glenny Wullur, "Relationship Between Self-Esteem and Speaking Skill of SMA Students Grade 11 of SMA Minahasa", 1-10, <https://scholar.google.com/=Bill+Glenny+Wullur&btnG=>.

Further, being confident in speaking is largely important to make confident students speak more and participate in communications. There are so many potentials of students' reasons to successfully in learning opportunities needed one of the students' intrinsic factors is self-confidence. Self-confidence is a positive attitude of the individual that enables himself to against the environment or situation he faces. The self-confidence that has been owned by people can let people able to achieve the goals. The students who have self-confidence will be able to overcome fears or negative thoughts, so they are be able easy to communicate, especially in the oral communication in front of the class.

D. Hypothesis

After the researcher has conducted an in-depth study of various sources to determine basic assumptions, the next step is to formulate a hypothesis. The purpose of the hypothesis is to answer certain specific question. The hypothesis of this research is:

1. H_a : there is significant correlation between students' self-confidence and speaking ability at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.
2. H_o : there is no significant correlation between students' self-confidence and speaking ability at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.

CHAPTER III

RESEARCH METHOD

A. Research Method

1. Time and Place of the Research

The location of this research was in Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru. It is located in Jl. Negara Km. 11.5 Kec. Batang Angkola, Tapanuli Selatan. The location was ± 16 km from the central town to the south, The process of the research was from Mei 2021 until finish. The subject of this research was at XI grade of Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.

2. The Research Design

The design of this research was correlation. The research was done by the researcher using descriptive quantitative method. Quantitative method is based on the collection and analysis of numeral data; it will be usually obtained from questionnaires, test, checklist, and other formal paper and pencil instruments. Collecting and analyzing the data are necessary to answer the question in the research.

In this research, the researcher used a correlation research, to correlate both variables. For supporting this purpose of the research, the researcher applied the correlation method to describe their correlation. Correlation research was a process undertaken to complete study, to take measure in order to study systematically realized, planned and followed a scientific concept. There were two variables in this research,

namely variable X and Y. Variable X was students' self-confidence, and variable Y was English speaking ability.

B. Population and Sample

1. Population

The population as the data sources of this research were all the students at XI grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru that consist of 2 classes with 39 students. The Headmaster of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru said that, the students were not grouped by IQ or level of intelligence means there was no placement test for them.²⁹ So that it can be concluded that the population was a homogeneous population. It can be seen from the table below:

Table.2
The Population of the XI Grade Students

No	Class	Students
1	XI-PUTRI	17
2	XI-PUTRA	22
Total Population		39

2. Sample

Sample was the part of population. It means sample was a small group that is observed. It selected from a larger group which consist of the individuals, items or events and referred to as a population. In this research, According to Arikunto if the population was less than 100 people, the total sample is taken. But if the population is more than 100 people, then it should be taken 10-15% or 20-25% of the population.

²⁹Gembira Siregar, "Private Interview on Mey 3th , 2021 in Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru."

Sample table used saturated sampling techniques. It means, all the population of the subject have chance to be chosen as a sample. For this research the researcher used all the population to take sample.

Table. 3
The Population of the XI Grade Students

No	Class	Students
1	XI-PUTRI	17
2	XI-PUTRA	22
Total Population		39

Based on the explanation above it can be concluded that the total of sample in this research was 39 students. They were 17 students from XI-PUTRI until 22 students from XI-PUTRA.

C. Instrument of Collecting Data

Instrument was very important to support every research. The instrument was chosen by researcher to collect the data in order to make research becomes systematically and easier. In this case, in order to get the data of this research, the researcher prepare the available instrument. In collecting data, the researcher used two instruments of collecting data. They were questionnaire for students' self-confidence and oral test for students' speaking ability, it would be explained as follow:

1. Questionnaire

Researcher used questionnaire to investigate and to collect information about the students' self-confidence. The type of the questionnaire was closed-type questionnaire. It was arranged based on the indicator from students' self- confidence and speaking. The

questionnaires in this research consists of 30 items, arranged based on the aspect that will be measured.

The type of questionnaire in this research was scale. The type scale response was level of frequency, in which the scoring of them was divided into two based on the direction. The positive direction was called favorable, while the negative direction was called unfavorable. Both of them had their own score. They were described in the following below:

Table 4
The Classification of Likert³⁰

No	Symbol	Explanation	Favorable	Unfavorable
1.	SS	Sangat sering	5	1
2.	S	Sering	4	2
3.	J	Jarang	3	3
4.	P	Pernah	2	4
5.	TP	Tidak Pernah	1	5

There were no-right or wrong answers. If students answer as honestly as students' can, they get a rounded view of how students' confidence indicators stack up as students begin building students confidence through in Plats Brinley and Kate:

³⁰L.R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application* (USA: New Jersey, 2000), <https://id1lib.org/book/3570130/71d98>.

Table 5
Indicator of Self-Confidence Before Validity³¹

No	Indicator	Items	Item Number	Total Score
1	Direction and value	3	1,2, 32	3
2	Motivation	6	4, 6, 7, 9, 10, 40	6
3	Emotional stability	11	5, 8, 11, 12, 13, 20, 23, 30, 33, 36, 38	11
4	A positive mind-set	4	27, 31, 34, 39	4
5	Self-awareness	4	14, 15, 21, 22,	4
6	Flexibility in behavior	2	24, 18	2
7	Eagerness to develop	3	17, 28, 29,	3
8	Health and energy	3	16, 19, 35	3
9	A willingness to take risks	2	3, 25	2
10	A sense of purpose	2	26, 37	2
Total		40	40	40

Table 6
Indicator of Self-Confidence After Validity³²

No	Indicator	Items	Item Number	Total Score
1	Direction and value	2	1,2	2
2	Motivation	6	4, 6, 7, 9, 10, 40	6
3	Emotional stability	7	5, 8, 11, 12, 20, 23, 30	7
4	A positive mind-set	2	27, 39	2
5	Self-awareness	4	14, 15, 21, 22,	4
6	Flexibility in behavior	1	18	1

³¹Platts, *Building Confidence*.

³²Platts, *Building Confidence*.

7	Eagerness to develop	3	17, 28, 29,	3
8	Health and energy	2	16, 35	2
9	A willingness to take risks	2	3, 25	2
10	A sense of purpose	1	26	1
Total		30	30	30

2. Test (oral test)

The researcher used oral test (monologue) in doing the test. The topic which use on oral test was about opinions & thoughts. The form of oral test was making a short story by the students' experience and then they are expected to perform in front of the class. Then, the students show about their performance and researcher gave value based on the indicator of speaking. The researcher did the test was to what was the extent of students' speaking ability.

In this case, speaking activities were more focus on monologue. Speaking as performance can be seen at speeches, public talks, retelling stories, and so on. Examples of talk as performance are making a presentation, performing class debate, and giving lecture:

Table 7
The Criteria of Assessment of Speaking³³

Aspects	Competency	Score
Pronunciation	Speaking words incomprehensible or no response	1
	Speaking with incorrect pronunciation but still understandable	2
	Speaking with several incorrect pronunciation	3

³³Kemendikbud, (2017). *Kemendikbud dan Kebudayaan Republik Indonesia*, (Jakarta: Pusat Kurikulum dan Perbukuan Kemendikbud dan Kebudayaan, 2017).

	Speaking with correct pronunciation	4
	Have few traces of foreign accent	5
Grammar	Problems with intonation	1
	The intonation of mistakes sometimes makes it difficult to understand	2
	Usually clear and accurate with some problem areas	3
	Pronunciation is clear, accurate and there are no important errors	4
	Makes few noticeable errors of grammar or word-order	5
Intonation	Speaking with many pauses	1
	Speaking too slowly	2
	Speaking is generally at normal speed	3
	Speaking fluently	4
	Speech as fluent and effortless as that of a native speaker.	5
Vocabulary	Vocabulary inadequate for even the simplest conversation.	1
	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).	2
	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.	4
	Use of vocabulary and idiom is virtually that of a native speaker	5
Maximal score: 25x 4		25

D. Validity of Instrument

1. Validity

a. Questionnaire

In this research, the researcher used construct validity to establish validity of instrument. Construct validity concerns the qualities that the task measures. So, in this research the questioner was validated by checking the test to the expert person. Validator checked and rechecked either the item of questionnaires has been suitable or not.

b. Test

In this research, the researcher used content validity to test instrument of speaking ability. The validity of the speaking test instrument was determined by content validity where the content of instrument adapted to the material being taught. It means that the researcher must adjust the content of instruments with subject matter presented by teacher's book. Then, the researcher ask the teacher was validated the instrument to trust the measure was suitable to the students. Then, the researcher made instrument based on the indicators of speaking.

The researcher chooses the test with performance test .That was by doing telling the story in front of the class. There were four indicators to be assessing in speaking skill test. So, in this research the test gives and applied to the XI grade students of MAS Babussalam Basilam Baru.

2. Reliability

a. Questionnaire

Valid in instrument mean that the instrument was suitable for measuring the object that will be measured. In this study the researcher assumed the role of expert that the test to be used is content validity for this study. The instruments can be called valid if it measures what should be measured. According to Purwanto, to measure the validity of questionnaire it can be used Pearson Product Moment, the formula was as follows:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where :

r_{xy} : The coefficient of the correlation between variable X and Y

X : the sum of the scores of each item

Y : the sum of the scores of each student

N : the number of students.

Each item of the test is valid if the value of the coefficient of the validity is higher than r_{table} or it can be said $r_o > r_t$. The item of the test was considered as not valid if the correlation coefficient was lower than r_{table} .

b. Test

To know the reliability of speaking instrument, the researcher used rater's mean score to give score by using English

teacher rater's of MAS Babussalam Baslam Baru. The consistency of the score result means the instrument was reliable. It was shown by the result of rater's mean score. The technique was known as inter- rater reliability. Reliability is also needed to create a good test because the test must reliable as the measuring of instrument. The instrument was said reliable when the instrument of the research was believable to use as an instrument of collecting data.

E. Techniques of Data Collection

Collecting data in this research was through testing. One test performed to get the data about students' speaking ability, and questionnaires to get the degree or not. The process explained as follows:

1. Giving questionnaires

The researcher uses questionnaire to collect the data. In this part, the researcher gave the questionnaire to students and then the respondents can response the questionnaires. Next the researcher asks them to answer it by only choose the suitable one in the answer. Then the researcher asked them to collect all questioner and the respondents send the files as they have finished to be answered.

2. Giving test

For students' speaking ability, the researcher used the oral test for collecting as follow:

- a. The researcher given a topic for students.
- b. The researcher given chance or time for students to read it first next the students make a short story before they perform for a while.

- c. The researcher asked students to prepare themselves to be tested.
- d. The researcher given score for each performance of students.

From this test the researcher saw students' speaking ability. The result of the test determined the admission or rejection of the hypothesis.

F. Techniques of Data Analysis

In correlation research, the most suitable analysis was using the statistical process. It means that the data were collected and analyzed by using formulation. In this research data processing stage, answering the question of who has been the formulating using certain stages are:

1. Descriptive Statistic Analysis

Descriptive statistic was a statistic function to describe or give a picture of the object being investigated through the data sample and the population as its public. Descriptive statistics are the ways of presenting the data analyzed by the following data:

a. Mean (Average)

The formula used:

$$M_x = \frac{\sum f x}{N}$$

Description:

M_x = Mean (Average)

$\sum f x$ = The sum of multiplication

N = Number of students³⁴

³⁴Sugiyono, *Metode Penelitian Kuantitatif Da R & D*, Alfabeta (Bandung, 2013), <http://id1lib.org/book/5686376/9d6534>.

b. Median

The formula used is:

$$\text{Median} = l + \left(\frac{\frac{1}{2}N - f_{kb}}{f_i} \right) \times i$$

Description:

l = Lower limit of the real containing median score

f_{kb} = Cumulative frequency lies below the median score
containing

f_i = Original frequency (frequency of score containing median)

i = Class interval

c. Modus

The formula used is:

$$M_o = l + \left(\frac{f_a}{f_a + f_b} \right) \times i$$

Description:

M_o = Mode

l = Lower limit of the interval containing the real – mode

f_a = Frequency located at the interval that contains the mode

f_b = Frequency located at below the interval containing mode

i = Class interval

Table 8
Interpretation of Mean Score³⁵

No	Interval	Predicate
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

2. Hypothesis test

To determine whether there were correlation between students' self-confidence and speaking achievement, used the formula of correlation "r" product moment as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Description:

r_{xy} = Coefficient of correlation

N = The number of sample

$\sum X$ = The sum of scores in X – distribution

$\sum Y$ = The sum of scores in Y – distribution³⁶

³⁵Sugiyono, *Metode Penelitian Kuantitatif Da R & D*, Alfabeta (Bandung, 2008), <http://id1lib.org/book/5686376/9d6534>.

³⁶Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, Perdana Publishing (Medan, 2015), <http://id1lib.org/book/5686376/9d6534>.

3. Truth of the Test

Then, testing the truth of significant correlation, used the formula

t_{count} with the formula

$$T_{\text{count}} = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

Description ;

t = the calculated t test value

r = correlation coefficient

r^2 = coefficient of determination

n = the total sample³⁷

The result should be appropriated with interpretation to the index of product moment of correlation. The interpretation of the result could be seen in the following table:

Table 9
Criteria Score Interpretation

Percentage	Criteria
0, 00- 0, 199	Very low correlation
0, 20- 0, 399	Low correlation
0, 40- 0, 599	Enough correlation
0, 60- 0, 799	High correlation
0, 80- 1, 000	Very high correlation ³⁸

³⁷Ahmad Nizar Rangkuti, 99.

³⁸Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2007), <http://id1lib.org/book/5686376/9d6534>.

CHAPTER IV

THE RESULT OF THE RESEARCH

In this chapter, this research discussed the result of testing, in order to evaluate the correlation between students' self-confidence and speaking ability at XI grade Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru. The researcher has calculated the data by using descriptive method. Applying the quantitative analysis, this research used the formulation “r” Product moment. Then the researcher described the data as follow:

A. The Description of Data

To facilitate understanding of the result of this study, the data described by sequence of variables. Description of research result started from variable (X) was self-confidence, and variable (Y) was speaking ability.

1. Students' Self-Confidence at Grade XI of MAS Babussalam Basilam Baru

In this part, this research showed the result of the research that has been done to the dependent variable that is students' self-confidence. The researcher presents 30 items questionnaires in this research.

After calculating then scores, it was found that the highest score was 85 and the lowest score was 60 (see appendix II: Variable X students' self-confidence). To complete this research, it was needed

for the researcher to calculate the mean score was 74,42 the median score was 74,34 and the mode was 73,82 Where mean was

the score which represent the general value that was achieved by the students.

Meanwhile, median was the score in the middle of the score which divides a distribution of data into two equal part and mode is a score which has the most frequency. So, the specification calculation was described in the table below.

Table 10
The Resume of Variable Score of Self-confidence

NO	Statistics	Variable X
1	High Scores	85
2	Low Score	60
3	Range	25
4	Interval	4
5	Mean Score	74.42
6	Median Score	74.34
7	Mode	73.82
8	Standart Deviation	2.562

Table 10 is present the conclusions of the result from students' answer. It shows that mean is 74.42 it means that the student' self-confidence was in good predicate. To know revelation of data was done to group the variable score of students' self-confidence which the total classes 7 and interval 4.

Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follow.

Table 11
The Frequency Distribution of Self-confidence

Interval	Mid Point	Frequency	Percentage
60-63	61.5	2	5.12%
64-67	65.5	4	10.25%
68-71	69.5	5	12.82 %
72-75	73.5	12	30.76%
76-79	77.5	7	17.98%
80-83	81.5	6	15.38%
84-87	85.5	3	7.69%
Total		2 902.5	100 %

Based on the table 11, it was known that the variable revelation of students' self-confidence shown that the students an interval 60-63 were 2 student (5.12 %), interval 64-67 were 4 students (10.25%), interval 68-71 were 5 students (12.82%), interval 72-75 were 12 students (30.76%) and interval 76-79 were 7 students (17.98%), interval 80-83 were 6 students (15.38%), and last interval 84-87 were 3 students (7.69%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

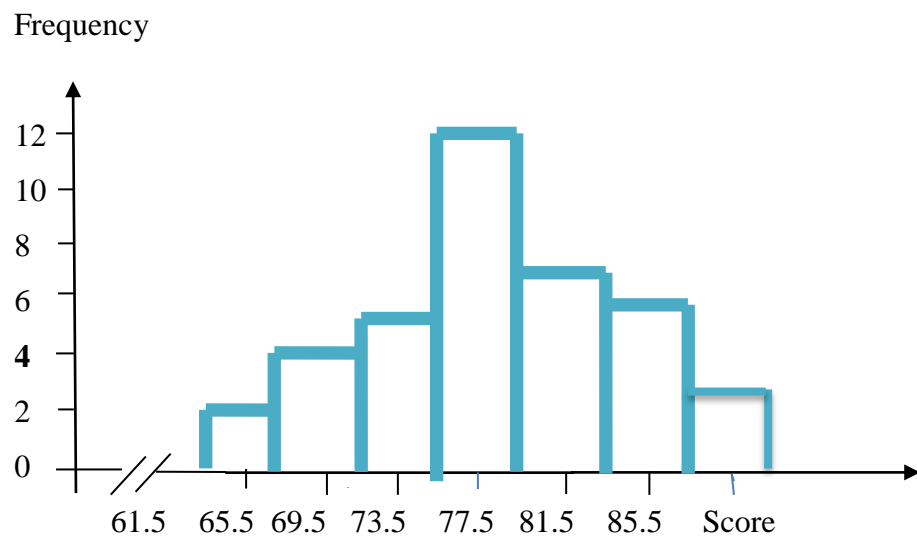


Figure 1: The Histogram of Students' Self Confidence

2. Speaking Ability at Grade XI of MAS Babussalam Basilam Baru

The resume score of speaking ability at xi grade madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru has been gotten as table below:

Table 12
The Resume of the Variable Score of Speaking Ability

No	Statistic	Variable Y
1	High Score	76
2	Low score	50
3	Range	26
4	Interval	4
5	Mean score	62.06
6	Median score	62.3
7	Mode	63.18
8	Standart deviation	6.208

Based on the table 12, the researcher got high score was 76, low score was 50, mean score was 62.06, median score was 62.3, mode

score was 63.18. The data could be seen in the appendix IV (variable Y: speaking ability)

Based on the calculating of mean score, it was 62.06 it means that the students' speaking ability was enough predicate. To know the revelation of data was done to group the variable score of speaking ability which the total classes 7 and interval 4. Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

Table 13
The Frequency of Distribution of Speaking Ability

Interval	Mid Point	Frequency	Percentage
50-53	51.5	4	10.25 %
54-57	55.5	6	15.38 %
58-61	59.5	7	17.94 %
62-65	63.5	12	30.76 %
66-69	67.5	5	12.82 %
70-73	71.5	3	7.69 %
74-77	75.5	2	5.12 %
Total	2 420.5	39	100 %

Based on the table 13, it was known that the variable revelation of speaking ability shown that the respondent at interval 50-53 were 4 students (10.25%), interval 54-57 were 6 students (15.38%), interval 58-61 were 7 students (17.94%), interval 62-65 were 12 students (30.76%), interval 66-69 were 5 students (12.82%), interval 70-73 were 3 students (7.69 %) and the last interval 74-77 were 2 students (5.12%).

In order to get a description of the data clearly and completely, the researcher presents them in the histogram on the following figure:

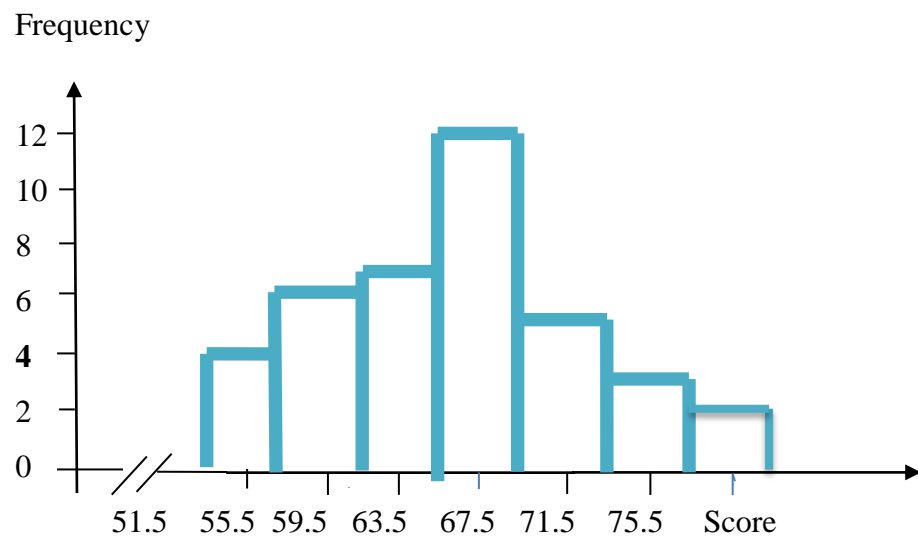


Figure 2: The Histogram of Speaking Ability

B. Testing of Hypothesis

1. Normality Test

After getting the resume score of variable X and Y, the data was analyzed by using SPSS formula (Kolmogorov Smirnov) to know the data was normal or not. Normality test was as the requirement of test before go to the testing hypothesis.

Table 14
Normality and Homogeneity Data X dan Data Y

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	f_{count}	f_{table}
Data X	0.414	0.005	1.3 < 2.0	
Data Y	0.13	0.005		

Based on the table above, the score of data X = $0.414 < 0.05$ with $n = 39$ and data Y = $0.13 > 0.05$ with $n = 39$ and real level $\alpha 0.05$. It means that data X dan data Y were distributed normal. It can be seen in appendix VII and VIII.

The coefficient of $F_{\text{count}} = 1.3$ was compared with $F_{\text{table}} = 2.0$. Where f_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N - 1 = 39-1 = 38$ and denominator $dk n - 1 = 39-1 = 38$. So, by using the list of critical value of F distribution is got $F 0.05 = 2.0$ it showed that $F_{\text{count}} 1.3 < F_{\text{table}} 2,0$. It shows that both variable X and Y were homogeneous. The calculation can be seen on the appendix VII.

2. Hypothesis Testing

Hypothesis testing aims to determine the correlation between Students' Self Confidence and Speaking Ability at XI Grade Madrasah Aliyah Swasta (MAS) Baussalam Basilam Baru by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as below:

$$X = 2891$$

$$Y = 241$$

$$X^2 = 215\ 823$$

$$Y^2 = 151\ 448$$

$$XY = 180\ 737$$

By using the values above, calculated the value of correlation between variable X and Y

$$\begin{aligned} r_{xy} &= \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}} \\ &= \frac{39 \cdot 180\ 737 - (2891)(241)}{\sqrt{[39 \cdot 215\ 823 - (2891)^2] [39 \cdot 151\ 448 - (241)^2]}} \\ &= \frac{7\ 048\ 743 - 6\ 990\ 438}{\sqrt{[8\ 417\ 097 - 8\ 357\ 881] [5\ 906\ 472 - 5\ 846\ 724]}} \end{aligned}$$

$$\begin{aligned}
&= \frac{58\,305}{\sqrt{(59\,216)(59\,748)}} \\
&= \frac{58\,305}{\sqrt{9\,512\,837.568}} \\
&= \frac{58\,305}{97\,533.7765} \\
&= 0.5977 \\
&= 0,6
\end{aligned}$$

H_a : there is a significant correlation between Students' Self Confidence and Speaking Ability at XI Grade Madrasah Aliyah Swasta (MAS) Baussalam Basilam Baru

H_o : there is no significant correlation between Students' Self Confidence and Speaking Ability at XI Grade Madrasah Aliyah Swasta (MAS) Baussalam Basilam Baru

So, based on the calculation between variabel X and Y by r_{xy} , the researcher got 0.5977. The calculating product moment by getting correlation coefficients $r_{xy} = 0.6$ was more than $r_{table} = 0,316$ On 5% and 1% = 0,408. The result showed that there was a significant correlation between Students' Self Confidence and Speaking Ability at XI Grade Madrasah Aliyah Swasta (MAS) Baussalam Basilam Baru. It means that H_a is accepted and H_o is rejected. It had been written in the table of coefficient correlation interpretation.

Table 15
Categories Value Correlation Coefficient and Strength Correlation

Percentage	Criteria
0, 00- 0, 199	Very low correlation
0, 20- 0, 399	Low correlation
0, 40- 0, 599	Enough correlation

0,60- 0,799	High correlation
0,80- 1,000	Very high correlation ³⁹

To look for the contribution of Variable X and Y as follows:

KP : the score of determine coefficient

r : the score of the coefficient correlation

KP : $r^2 \times 100\%$

: $(0,597)^2 \times 100\%$

: $0.356409 \times 100\%$

: 35.64%

Based on X variable (students' self-confidence) and Y variable (speaking ability), the result of contribution was 0,5977 belong to high correlation category contribution variable has KP 35.64% and 64.36% influenced by other variable.

Testing the truth of significant correlation, used the formulate

t_{count} :

$$\begin{aligned}
 T_{\text{count}} &= \frac{r\sqrt{n-2}}{1-r^2} \\
 &= \frac{0.59 \cdot \sqrt{39-2}}{1-(0.59)^2} \\
 &= \frac{0.59 \sqrt{37}}{1-0.356} \\
 &= \frac{0.59 \cdot 6.0828}{1-0.356} \\
 &= \frac{3.58852}{0.644} \\
 &= 5.572
 \end{aligned}$$

³⁹Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2007), <http://id1lib.org/book/5686376/9d6534>.

Based on the calculative above, $t_{\text{count}} > t_{\text{table}}$ namely $t_{\text{count}} : 5.572$ and t_{table} on significant 5% = 0,316 and significant 1% = 0,408. It means that there was significant correlation between two variables that it was said that the validity of the contribution of variable X to variable Y was “accepted”.

C. The Discussion of the Result

In this research, researcher found that students’ self-confidence and speaking ability of students was enough. There are some assumptions of why it could be. First, the students said that they were lack of confidence as the result they feel shy. Second students also lack of vocabulary as not knowing what to say in English, and they are lack of practicing English in the class room or in the real communication.

After did the research, the researcher discussed the result and compared it with result in research related finding. But, previously, the researcher said that there was no research that was exactly the same as the title of this study, namely “The Correlation between students’ self-confidence and speaking ability”. So, the researcher compared with the other research one by one the variable of this research, such as:

First, the research done by Iin Seftiani and friends on their journal concluded that the students of SMAN 5 Tangerang, first the students understood what speaker said but they cannot response fluently. It can be seen from the data result fluently score, $1.332 > 907.2$. Second in general condition of students’ speaking skill is very good. It can be seen from speaking skill score, 82.5. Third the students’ self-confidence condition in

general is they are confidence. It can be seen from the questionnaire result, 75.4 that in the position between 60 and 80 in the overall rating of Burton. Forth the comparison between students' self-confidence and speaking skill in the table significant of 5% is 0.320. It means the hypothesis is accepted. It mean different with the value of this research.⁴⁰

Second, research done by Rita Purnamawati this research had a different result with the research before. She found that result of students' self-confidence and speaking ability there is a positive correlation between two variables.⁴¹ It means there is significant correlation between students' self-confidence, students' pronunciation and English speaking achievement. Third, the research done by Nuniek Kurniasih this research also had the different result with the research before. She found there is a positive significant correlation between three variables.⁴² It means that improvement of students' emotional quotient and students' self-confidence by improvement of speaking ability.

Third, research done by Khairil Imam the researcher made conclusion was the correlation of students' self-confidence and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan is

⁴⁰In Seftiani, Agus Mulyana, and Tenia Ramalia, "The Correlation Between Students' Self-Confidence and Speaking Ability at Tenth Grade Students of SMAN 5 Kabupaten Tangerang in Academic Year 2018/2019," 2019, 12–17, <https://scholar.google.co.id/scholar?hl=iin+seftiani&btnG=>.

⁴¹Rita Purnamawati, "The Correlation Between Students' Self-Confidence, Students' Pronunciation And Their English Speaking Achievement Of The 10th Grade Students Of MA Minjahul Muna Ngrayun Ponorogo in Academic Year 2018/2019" (IAIN Ponorogo, 2019), <http://scholar.google.co.id/scholar?hlq=Rita+purnamawati&b>.

⁴²Nuniek Kurniasih, "The Correlation Between Emotional Quotient (EQ), Self-Confidence, and Speaking Ability At The Eighth Grade Students Of Smp N 2 Gombong Kebumen In The Academic Year 2017/2018" (IAIN Surakarta, 2018), <http://scholar.google.co.id/shl=Nuniek+kurniasih>.

correlation. Because the value of “r” calculated are 0.728, while the value of the rtable in Pearson Product Moment formulated on the degree of freedom 5% significant is 0.279. It shows “r” calculation is higher than or $0.728 > 0.279$. It has high correlation and it means that the hypothesis was accepted.⁴³

So far exactly there is no research that the same title with this research. It was proved that this research about students’ self-confidence and speaking ability was rather different with the other research.

D. Treats of the Research

The researcher limits this research, as follow:

1. The researcher share the questioner of self-confidence to collect the data and oral test (speaking test) and explained them how to answer the test of self-confidence (choose the suitable answer) oral test for speaking test.
2. The researcher saw the measuring honest aspects of the students in answering the test and doing the test but some students do the test un-seriously.
3. In teaching study process was not running well because the students were less serious and enthusiasm in doing the test, some students still used mix language or silent word when they don’t know about the vocabulary.

⁴³Imam Khoiri, “The Correlation Of Students’ Self Confidence and Students’ English Achievement at Grade VIII SMP Negeri 9 Padangsidimpuan” (IAIN Padangsidimpuan, 2017), <http://jurnal.iainpadangsidimpuan.ac.id>.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of research work, the research would like to describe the data as follow:

1. Students self-confidence at XI Grade of MAS (Madrasah Aliyah Swasta) Babussalam Basilam Baru was “good predicate” getting mean score were 74.42.
2. Students’ speaking ability at XI Grade of MAS (Madrasah Aliyah Swasta) Babussalam Basilam Baru was “enough predicate” getting mean score were 62.06.
3. So, based on the result of calculating data, the hypothesis H_a was accepted whereas H_o was rejected. It was gotten from the value of the correlation product moment r_{xy} between students’ self-confidence and speaking ability at XI Grade of MAS (Madrasah Aliyah Swasta) Babussalam Basilam Baru and categories value correlation coefficient and strength correlation that showed the correlation in to high category. The calculating of product moment by getting correlation coefficient $r_{xy} = 0.6$. The significant correlation level was done by locking $r_{table} (rt): 5.572$ on significant level 5% was 0,316 and significant 1% = 408. The hypothesis (H_a) in this research was accepted namely $r_{count} > r_{table} (0.6 > 0.316)$. It meant there was a significant correlation between students’ self-confidence and students’ speaking ability.

B. Suggestion

Here, the researcher gives information as follows:

1. The head of English department IAIN Padangsidimpuan was hoped to support all English lecturers to teach well and provide facilities involves with learning English.
2. English lecturer should give a positive stimulus to increase students writing noun clause.
3. The researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of speaking ability. In order to motivate readers more critics and consider whatever they read and the researcher hopes to another researcher to do the research with the same title with this research namely “The Correlation between Students’ Self-Confidence and Speaking Ability” and get the better value.

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CURRICULUM VITAE



A. Identity

Name : Jennita Aidha
Nim : 16 203 00118
Place and Birthday : Serang, April 4th 1998
Gender : Female
Religion : Moeslim
Address : Purwodadi

Parent

1. Father's name : Rusdi Gozali
2. Mother's name : Nur Saima Rambe

B. Educational Background

1. Elementary School : SDN 200309 Purwodadi (2010)
2. Junior High School : SMP N 10 Padangsidimpuan (2013)
3. Senior High School : SMK N 3 Padangsidimpuan (2016)
4. College : IAIN Padangsidimpuan (2022)

Appendix I

ANGKET

Kepercayaan diri terhadap berbicara bahasa Inggris

Petunjuk Pengisian:

1. Isilah terlebih dahulu nama anda (nama dan kelas)
2. Bacalah setiap pernyataan dengan seksama
3. Pilih jawaban pernyataan dengan memberikan tanda silang pada alternative jawaban yang paling sesuai dengan keadaan anda.

Keterangan:

SS : Sangat Setuju

S : Setuju

KD : Kadang-kadang

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Nama :

Kelas :

No	Pernyataan	SS	S	KD	TS	STS
1	Saya menyukai Bahasa Inggris.					
2	Saya merasa Bahasa Inggris itu penting dipelajari.					
3	Saya berani untuk berbicara didepan kelas.					
4	Saya merasa Bahasa Inggris saya tidak cukup bagus.					
5	Saya banyak tahu tentang kosakata Bahasa Inggris yang dikatakan oleh guru atau teman saya.					
6	Saya hanya tahu sedikit kosakata Bahasa Inggris.					
7	Saya merasa kesulitan dalam menghafal kalimat Bahasa Inggris.					
8	Saya mengganti dialog saya dengan Bahasa Indonesia ketika saya tidak tahu apa yang ingin saya ucapkan.					
9	Ketika guru saya memberikan saya kesempatan untuk menanyakan sesuatu, saya selalu bertanya jika saya tidak mengetahuinya.					
10	Saya memilih untuk diam ketika guru meminta saya untuk berbicara atau menjawab pertanyaan walaupun saya tahu jawabannya.					
11	Saya mau berbicara kepada sekelompok orang dalam Bahasa Inggris.					
12	Saya hanya berani bicara didepan satu orang saja.					

13	Saya merasa kemampuan berbicara Bahasa Inggris teman saya lebih baik dari pada saya.					
14	Saya dapat mempraktekkan kemampuan berbicara Bahasa Inggris saya dengan baik.					
15	Kemampuan mendengarkan dalam Bahasa Inggris saya biasa saja.					
16	Saya sulit memahami apa yang guru dan teman saya katakan.					
17	Saya mencari kesempatan untuk menggunakan Bahasa Inggris baik didalam maupun diluar kelas.					
18	Saya aktif berpartisipasi dalam kegiatan dikelas Bahasa Inggris.					
19	Saya cenderung pasif dalam kegiatan di kelas Bahasa Inggris.					
20	Saya dapat meng-improvisasi dialog saya ketika lupa.					
21	Saya dapat memberikan pendapat dalam Bahasa Inggris ketika berbicara dengan teman atau guru Bahasa Inggris.					
22	Saya dapat mengkritik teman saya apabila mereka salah dalam mempraktekkan Bahasa Inggris.					
23	Saya senang jika saya ditunjuk untuk berbicara di depan kelas.					
24	Saya seringkali merasa gugup jika berbicara di depan kelas.					
25	Saya takut untuk melakukan kesalahan dan membuat saya malu.					
26	Saya malas memperjuangkan cita-cita saya.					
27	Saya percaya saya akan menjadi seorang yang mampu berbicara Bahasa Inggris di masa depan.					
28	Saya akan belajar Bahasa Inggris untuk mendukung skill saya untuk menghadapi pekerjaan di masa depan.					
29	Saya menghindari untuk berdiskusi tentang Bahasa Inggris diluar jam pelajaran.					
30	Saya malas mencari sumber belajar tambahan untuk meningkatkan kemampuan berbicara saya.					
31	Ketika ada materi yang tidak saya pahami, saya bertanya pada guru atau teman yang lebih paham.					
32	Saya berani tampil didepan kelas dengan inisiatif sendiri / tanpa ditunjuk atau atau dipanggil namanya.					
33	Saya yakin bahwa bila dengan belajar keras semua materi pembelajaran dapat dipahami.					
34	Saya berusaha bersikap tenang dalam menyelesaikan masalah.					

35	Saya suka tantangan.					
36	Saya merasa mudah putus asa					
37	Saya memiliki kemauan yang kuat dalam mewujudkan keinginan.					
38	Saya merasa pendirian saya mudah berubah- ubah.					
39	Saya menganggap semua masalah pasti ada jalan keluarnya.					
40	Jika saya merasa kesulitan dalam mengerjakan soal- soal bahasa inggris, saya tetap akan berusaha menyelesaikannya sendiri sambil mempelajari kembali					

Appendix II

VARIABLE X

(STUDENTS' SELF CONFEDENCE)

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

60	60	65	65	65	67	68	68	70	70
70	72	72	72	72	74	74	75	75	75
75	75	75	76	76	76	77		78	78
78	80	80	80	80	80	83	85	85	85

2. High score = 85
3. Low score = 60
4. Range

$$R = \text{High score} - \text{low score}$$

$$= 85 - 60$$

$$= 25$$

5. The total of the class (BK) = $1 + 3.3 \log n$

$$= 1 + 3.3 \log (39)$$

$$= 1 + 3.3 \cdot 1,591$$

$$= 1 + 5.2503$$

$$= 6.2503 \text{ boleh } 6/7$$

$$= 7$$

6. Interval class (i)

$$I = \frac{\text{range}}{\text{many class}} = \frac{25}{7} = 3.57$$

I = 4

In this research the researcher used 4 as interval class.

7. Mean score

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1	60– 63	2	61,5	123	39= N	2
2	64– 67	4	65,5	262	37	6
3	68– 71	5	69,5	347.5	33	11
4	72– 75	12	73,5	882	28	23
5	76– 79	7	77,5	542,5	16	30
6	80 – 83	6	81,5	489	9	36
7	84 – 87	3	85,5	256.5	3	39=N
Total		39		2 902.5		

$$\begin{aligned}\text{Mean (X)} &= \frac{FX}{X} \\ &= \frac{2\,902.5}{39} = 74.42\end{aligned}$$

8. Median score

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1	60– 63	2	61,5	123	39= N	2
2	64– 67	4	65,5	262	37	6
3	68– 71	5	69,5	347.5	33	11
4	72– 75	12	73,5	882	28	23
5	76– 79	7	77,5	542,5	16	30
6	80 – 83	6	81,5	489	9	36
7	84 – 87	3	85,5	256.5	3	39=N
Total		39		2 902.5		

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$\begin{aligned}
&= 71.5 + 4 \left(\frac{\frac{1}{2}39 - 11}{12} \right) \\
&= 71.5 + 4 \left(\frac{8,5}{12} \right) \\
&= 71.5 + 4 (0.71) \\
&= 71.5 + 2.48 \\
&= 74.34
\end{aligned}$$

9. Modus

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1	60– 63	2	61,5	123	39= N	2
2	64– 67	4	65,5	262	37	6
3	68– 71	5	69,5	347.5	33	11
4	72– 75	12	73,5	882	28	23
5	76– 79	7	77,5	542,5	16	30
6	80 – 83	6	81,5	489	9	36
7	84 – 87	3	85,5	256.5	3	39=N
Total		39		2 902.5		

$$\begin{aligned}
\text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\
&= 71.5 + 4 \left(\frac{7}{7+5} \right) \\
&= 71.5 + 4 \left(\frac{7}{12} \right) \\
&= 71.5 + 4 (0.58) \\
&= 71.5 + 2.32 \\
&= 73.82
\end{aligned}$$

Appendix III

VARIABLE Y (SPEAKING ABILITY)

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

50	50	52	53	54	55	55	55	57	57
58	58	60	60	60	60	61	62	62	63
63	63	64	64	65	65	65	65	65	66
66	68	68	68	70	70	70	75	76	

2. High score = 76
3. Low score = 50
4. Range = high score – low score

$$= 76 - 50$$

$$= 26$$

5. The total of the class $BK = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 39$$

$$= 1 + 3.3 \cdot 1,591$$

$$= 1 + 5.2503$$

$$= 6.2503$$

$$= \text{boleh } 6 \text{ atau } 7$$

$$= 7$$

6. Interval (i)

$$I = \frac{\text{range}}{\text{many class}}$$

$$= \frac{26}{7} = 3.7 = 4$$

7. Mean score

No	Class interval	F	X	Fx	F _{kb}	F _{ka}
1	50 – 53	4	51,5	206	39= N	4
2	54 – 57	6	55,5	333	35	10
3	58 – 61	7	59,5	416,5	29	17
4	62 – 65	12	63,5	762	22	29
5	66 – 69	5	67,5	337,5	10	34
6	70 – 73	3	71,5	214,5	5	37
7	74 – 77	2	75,5	151	2	39=N
Total		21		2 420,5		

$$\begin{aligned} \text{Mean (x)} &= \frac{Fx}{F} \\ &= \frac{2\,420,5}{39} = 62,06 \end{aligned}$$

8. Median

No	Class interval	F	X	Fx	F _{kb}	F _{ka}
1	50 – 53	4	51,5	206	39= N	4
2	54 – 57	6	55,5	333	35	10
3	58 – 61	7	59,5	416,5	29	17
4	62 – 65	12	63,5	762	22	29
5	66 – 69	5	67,5	337,5	10	34
6	70 – 73	3	71,5	214,5	5	37
7	74 – 77	2	75,5	151	2	39=N
Total		21		2 420,5		

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 61,5 + 4 \left(\frac{\frac{1}{2}39 - 17}{12} \right) \\ &= 61,5 + 4 \left(\frac{2,5}{12} \right) \end{aligned}$$

$$= 61.5 + 4 (0.2)$$

$$= 61.5 + 0.8$$

$$= 62.3$$

9. Modus

No	Class interval	F	X	Fx	F _{kb}	F _{ka}
1	50 – 53	4	51,5	206	39= N	4
2	54 – 57	6	55,5	333	35	10
3	58 – 61	7	59,5	416,5	29	17
4	62 – 65	12	63,5	762	22	29
5	66 – 69	5	67,5	337,5	10	34
6	70 – 73	3	71,5	214,5	5	37
7	74 – 77	2	75,5	151	2	39=N
Total		21		2 420,5		

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 61.5 + 4 \left(\frac{5}{5+7} \right)$$

$$= 61.5 + 4 \left(\frac{5}{12} \right)$$

$$= 61.5 + 4 (0,42)$$

$$= 61.5 + 1.68$$

$$= 63.18$$

Appendix IV

TRANSCRIPT OF THE TEST STUDENTS' SPEAKING ABILITY

1. A . P

Assalamualaikum warahmatullahi wabarakatuh. In my opinion the beautiful girl going to Sangkumpal Bonang with her friends. I saw them buy some clothes and there are so many things which I personally very jelous with them. Because I don't have money to buy something like them. I thought that they are lucky people. I think enough from me. Assalamualaikum warahmatullahi wabarakatuh.

2. A . P. A

Assalamuaaikum warahmatullahi wabarakatuh.. my name is putri. I want to tell you about my story. In my experience, I went to Lake Toba with my family. We ride the boat to around the like Toba. I touch the water and I saw a beautiful view in there. We bought some souvenir and also went to tomok. I thought Lake Toba is one of a beautiful place that I ever come in my life. You can go with your family if you have money. You will found many beautiful place for holiday I think. I think enough for me. Thanks for your attention.. assalamualaikum warahmatullahi wabarakatuh.

3. B. S

Assalamualaikum warahmatullahi wabarakatuh. I'm bima sari. I lived at Pokenjior. I'd liked to say for you guys about my story. In my village there is a Water park. Last week I invited Nirma as my friend go there. So, she saw and we went together at Water Park. We swam and we took many pictures there.

There some place as aesthetic place for you guys to take picture in there. You can bring your food or you can buy in there. I recommended you bring your food by your-self, because if you bought there is too expensive. I think enough from me. Thanks for your attention. Assalamualaikum warahmatullahi wabarakatuh.

4. F . P . A

Assalamualaikum warahmatullahi wabarakatuh. My name is febri. My experience two months ago when I went to my aunt's house. We were so happy because my mom bought many foods. After that we give all to my aunty. We came to her house because she has a new baby born. We were so happy and I love a lot of my family. Thanks for your attention. Wassalamualaikum warahmatullahi wabarakatuh.

5. S . A . S

Assalamuaikum warahmatullahi wabarakatuh. I' aisah, today I want to tell you about my story last week. We went to marni's birthday. We got a lot of food and we also saw things unique at my friends' house. There so many beautiful houses, her neighbor also rich people. We took pictures in there. After that we went to our house together. Because at my village also has more beautiful place like natural view. I think enough from me. Assalamualaikum warahmatullahi wabarakatuh.

6. N . S

Assalamualaikum warahmatullahi wabarakatuh. My name is nirma sari. My last holiday my family and I went to Pandan beach. My mother and my sister cooked some foods and bring it to the beach. We went in there with my

family and my nephew. In there we ride the banana boat. I was so happy after that. I was so exciting for my holiday. Thank you Assalamualaikum warahmatullahi wabarakatuh.

7. M

assalamualaikum warahmatullahi wabarakatuh. I' marshanda students at babussalam. Ok guys now I want to tell you my story. Two months ago I and my friends visited padang. We went in there for prepare continue our study. We arrived there at 21:00 PM after that we stayed in dormitory. In there we met with other friends who want to continue their study like us. We shared about our future plan. They said that they will continue their study in Al-Azhar University Cairo. Wow that's amazing plan I think. Eventually we go to Padang they are fun and really horrible experience they think in there. Thanks Assalamualaikum warahmatullahi wabarakatuh.

8. S . T . P . H

Assalamualaikum warahmatullahi wabarakatuh. My name is suci. I'm students at Basilam Baru. I live at Batangtoru so I studied in Pasid and meet some of my friends. My friends and I went to salak' park and visit water fall at Parsalakan. Ok that's all. Thanks. Assalamualaikum warah matullahi wabarakatuh.

9. S.N

Assalamualaikum warahmatullahi wabarakatuh. I'm zizah students at Basilam Baru. Yesterday I went to Padangsidimpuan. We arrived last night by Bus not with plane. We went to Tugu salak. We took some photos and looking some food. Ok that's all. Assalamualaikum warahmatullahi wabarakatuh.

10. L.M

Assalamualaikum warahmatullahi wabarakatuh. My name is laila. I want to share my holiday with my family and I, when we went to the zoo. In there, there are many kinds of animals. There are elephant, tiger, lion and many others animals that I can't tell you one by one. I take pictures in there and my experience that's all. Thank you for your attention. Assalamualaikum warahmatullahi wabarakatuh.

11. S.A.H

Assalamualaikum warahmatullahi wabarakatuh. My name is siti adar harahap. I want to share my holiday with my family and I, when we went to the zoo. In there, there are many kinds of animals. There are monkey, tiger, kind of birds and many others animals that I can't tell you one by one. I take pictures in there and my experience that's all. Assalamualaikum warahmatullahi wabarakatuh.

12. L.W.S

Assalamualaikum warahmatullahi wabarakatuh. I'm lisa. I want to share my vacation and my holiday in Simataniari. My last holiday I went to my sisters' house. Actually I often spent my holiday in my sisters' house. After do the test in the last semester I will stayed in her house. During my holiday, I made a lot of handcrafts. My sisters prepared the materials. She also gave the money to buy somethings that I need. My sister is a tailor. So the activity which I do with my sister was sewing. My sister tough and help me how to make a beautiful dress. We produced many beautiful clothes. Finally, I really enjoyed my last holiday. I think enough from me. That's all. Assalamualaikum warahmatullahi wabarakatuh.

13. S.F

Assalamualaikum warahmatullahi wabarakatuh. My name is siska I had really god weekend. Me and my mom went shopping. My mom bought a dress and veil as a present for my young sister's birthday. I bought a new shoes and new bag. I bought a new bag by my pocket money for two months. I was so happy because I could buy something buy myself. On Sunday morning I used my new bag. The bag was so beautiful bag. It was so fun when I went shopping with my mom.

14. N.M.P

Assalamualaikum warahmatullahi wabarakatuh. I'm nikma. This is story about my cousin ahmad. My seven year old cousin. Ahmad went to school by a bike two days ago. It was the first time he ride a bike to school. His mother wanted to accompany him. However in ten minutes more, ahmad back to home. His uniform was dirty. I think that's all Assalamualaikum warahmatullahi wabarakatuh.

15. S.I.S

Assalamualaikum warahmatullahi wabarakatuh. My name is indah I'm a students at Babussalam. My holiday last holiday and went to Pandan beach. My mother and my sister cooked some food. And bring it to the beach. We went there with my family and my nephew. I was so happy. After that I was so exciting for my holiday. Thank you for your attention. Assalamualaikum warahmatullahi wabarakatuh.

16. R.A.N

Assalamualaikum warahmatullahi wabarakatuh. I'm nurul students at Basilam Baru. I want to tell about my last story. Yesterday I went to Padangsidempuan. I was by bus. I met with my friends in tugu salak. Me and my friend went to Babussalam. I thank you. Assalamualaikum warahmatullahi wabarakatuh.

17. R.H.A

Assalamualaikum warahmatullahi wabarakatuh. I'm asna. Ok guys I will tell about my story. I was born in Batangtoru. Now I'm students at Babussalam Basilam Baru. Two days ago I went to Padangsidempuan. I met with my friend in Tugu salak. We ate together and took some picture. Thank you for your attention Assalamualaikum warahmatullahi wabarakatuh.

18. A.P

Assalamualaikum warahmatullahi wabarakatuh. I'm students at basilam baru. My name is ahlan. Okay guys to day I want to tell you about my story. Two months ago me and my friends visit in Minangkabau airport in Padang. They arrive at 21:00 Pm. After arrive they go to dormitory because they will have competition speech for three days. After they did the competition in Padang they will continue competition in Jakarta. After they went to Jakarta they back to Padangsidempuan. I talked to my friends and she said they will continue their study in Al-Azhar cairo University. Eventually they go to Padang the competition was horrible experience they said. Assalamualaikum warahmatullahi wabarakatuh.

19. M.R

Assalamualaikum warahmatullahi wabarakatuh. I'm riski, Today I want to tell about my story. My name is Muhammad riski. I want to share my holiday with my family and I, when we went to the zoo. In there, there are many kinds of animals. There are elephant, tiger, lion and many others animals that I can't tell you one by one. I take pictures in there and my experience that's all. I was so happy. Thank you for your attention. Assalamualaikum warahmatullahi wabarakatuh.

20. A.S.S

Assalamualaikum warahmatullahi wabarakatuh. My name is aldi. I'm a student at Babussalam. My holiday last holiday and went to Pandan beach. My mother and my sister cooked some food. And bring it to the beach. We went there with my family and my nephew. I was so happy. After that I was so exciting for my holiday. Thank you for your attention. Assalamualaikum warahmatullahi wabarakatuh.

21. Z.A

Assalamualaikum warahmatullahi wabarakatuh. I want to tell you about my story. I'm student at basilam baru. My name is zainal abiding. Last week we went to market with my mother. We buy some clothes and vegetables in market. After shopping something for our house, we buy souvenir for our neighbor. I think enough Assalamualaikum warahmatullahi wabarakatuh.

22. T.S.P

. Assalamualaikum warahmatullahi wabarakatuh. My name is tommy. I want to share my holiday with my family when we went to the zoo. In there,

there are many kinds of animals. There are elephant, tiger, lion and many others animals that I can't tell you one by one. I take pictures in there and my experience that's all. Thank you for your attention. Assalamualaikum warahmatullahi wabarakatuh

23. A.F.N

Assalamualaikum warahmatullahi wabarakatuh. My name is andri. I'm a student at Babussalam. My holiday last holiday and went to Aek sijorni. My mother cooked some foods. And bring it to there. We went there with my family and my nephew. I was so happy. After that I was so exciting for my holiday. Thank you for your attention. Assalamualaikum warahmatullahi wabarakatuh.

24. A.M

Assalamualaikum warahmatullahi wabarakatuh. My name is aswan makobul. I want to share my holiday with my family when we went to the aek sijorni. In there, the water was clear and fresh. There is a natural view and beautiful view that I can't tell you one by one. I take pictures in there and my experience that's all. Thank you for your attention. Assalamualaikum warahmatullahi wabarakatuh

25. D.R

Assalamualaikum warahmatullahi wabarakatuh. I want to tell you about my story. I'm danin student at basilam baru. Last week we went to market with my mother. We buy some clothes and vegetables in market. After shopping something for our house, we buy souvenir for our neighbor. I think enough Assalamualaikum warahmatullahi wabarakatuh.

26. F.H.M

Assalamualaikum warahmatullahi wabarakatuh. My name is feri. I want to share my holiday with my family and I, when we went to the zoo. In there, there are many kinds of animals. There are monkey, tiger, kind of birds and many others animals that I can't tell you one by one. I take pictures in there and my experience that's all. Assalamualaikum warahmatullahi wabarakatuh.

27. A.A.A.D

Assalamualaikum warahmatullahi wabarakatuh. My name is ahmad. I'm a students at Babussalam. My holiday last holiday and went to Pandan beach. My mother and my sister cooked some food. And bring it to the beach. We went there with my family. We ride the banana boat. We bought some souvenir. We swam at the beach. After that I was so happy for my holiday. Thank you for your attention. Assalamualaikum warahmatullahi wabarakatuh.

28. U.A.H

Assalamualaikum warahmatullahi wabarakatuh. My name is amri. I want to share my holiday with my family when we went to the aek sijorni. There is a natural view and beautiful view ...(long pause). I take pictures in there and my experience that's all. Thank you for your attention. Assalamualaikum warahmatullahi wabarakatuh.

29. H.D

Assalamualaikum warahmatullahi wabarakatuh. My name is hastri. I want to share my holiday with my family and I, when we went to the zoo. In there, there are many kinds of animals. There are monkey, tiger, kind of birds and

many others animals that I can't tell you one by one. I take pictures in there and my experience that's all. Assalamualaikum warahmatullahi wabarakatuh.

30. Y

Assalamualaikum warahmatullahi wabarakatuh. My name is yahya. I'm a students at Babussalam. My last holiday was went to Pandan beach. My mother cooked so many foods. And we bring it to the beach. We went there with my family. We ate together in there. We bought some souvenir. We swam at the beach. After that I was so happy for my holiday. That's all. Assalamualaikum warahmatullahi wabarakatuh.

31. S.B

Assalamualaikum warahmatullahi wabarakatuh. My name is samsul. I want to share my holiday with my family, when we went to the zoo. In there, there are many animals. There are monkey, tiger, crocodile and many others animals that I can't tell you one by one. I take pictures in there and my experience that's all. Assalamualaikum warahmatullahi wabarakatuh.

32. H.D

Assalamualaikum warahmatullahi wabarakatuh. My name is herman. I'm students at Babussalam. I'd like to share my holiday with my friends when we saw the beautiful girl in Aek Napa. First time we look her, we can't stop our eyes to see how beautiful her. We try to near with her. We ask what is her name. where is she lived, and where is she from. After that we try to introduced our self to her. We try to know each other by PDKT. We try to get her phone number and gave our phone number to her. I think enough from me. Thank you for your attention. Assalamualaikum warahmatullahi wabarakatuh.

33. N

Assalamualaikum warahmatullahi wabarakatuh. I'm students at Basilam Baru. My name is Nurdin. Yesterday I went to Padangsidempuan. We arrived last night by Bus not with plane. We went to Tugu salak. We took some photos and looking some food. Ok that's all. Assalamualaikum warahmatullahi wabarakatuh.

34. M.J

Assalamualaikum warahmatullahi wabarakatuh. I'm juanda. Ok guys I will tell about my story. Now I'm students at Babussalam Basilam Baru. Last week I went to Padangsidempuan. I met with my friend in Tugu salak. We ate together and took some picture in there. After that we went to dormitory together. That's all. Thank you for your attention Assalamualaikum warahmatullahi wabarakatuh.

35. R.Y

Assalamualaikum warahmatullahi wabarakatuh. My name is iswandi. I'm students at Basilam Baru. I live at Batangtoru so I studied in Pasid and meet some of my friends. My experience two monts ago. My friends and I went to Marsala island and visit water fall. Ok that's all. Thanks. Assalamualaikum warah matullahi wabarakatuh.

36. P.M

Assalamualaikum warahmatullahi wabarakatuh. I'm pahot matua students at basilam baru. Ok guys I will tell about my story. I was born in Sipiongot. Now I'm students at Babussalam Basilam Baru. Last year I went to lake Siais. I met with my friend in there. His name is parla. He is my friend when I was at

junior high school. We ate together and took some picture. Thank you for your attention Assalamualaikum warahmatullahi wabarakatuh.

37. P.M

Assalamualaikum warahmatullahi wabarakatuh. My name is putra. I want to share my holiday with my family, when we went to sipirok. In there, there are many kinds of water. There are warm water and cool water. I take pictures in there and my experience that's all. Assalamualaikum warahmatullahi wabarakatuh.

38. S.R.D

Assalamualaikum warahmatullahi wabarakatuh. My name is sahrul. My experience two months ago when I went to. We were so happy because my mom bought many foods. After that we give all to my aunty. We came to her house because she has a new baby born. We were so happy and I love a lot of my family. Thanks for your attention. Wassalamualaikum warahmatullahi wabarakatuh.

39. R.W

Assalamualaikum warahmatullahi wabarakatuh. My name is Rico. I'm a student at Babussalam. My last holiday went to Marsala beach. My friends and I went together by motor cycle. After that we ride a boat with a fisherment. We bought some foods. And we bring it to the beach. We ate together in there. We bought some souvenir. We swam at the beach. We took many picture and made some videos. After that I was so happy for my holiday. That's all. Assalamualaikum warahmatullahi wabarakatuh.

Appendix V

NORMALITY TEST

RESULT OF NORMALITY DATA X

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1	60– 63	2	61,5	123	39= N	2
2	64– 67	4	65,5	262	37	6
3	68– 71	5	69,5	347.5	33	11
4	72– 75	12	73,5	882	28	23
5	76– 979	7	77,5	542,5	16	30
6	80 – 83	6	81,5	489	9	36
7	84 – 87	3	85,5	256.5	3	39=N
Total		39		2 902.5		

$$\begin{aligned}
 SD_t &: I \sqrt{\frac{fx^2}{n} - \frac{(fx)^2}{n}} \\
 &: 4 \sqrt{\frac{97}{39} - \frac{(-9)^2}{39}} \\
 &: 4 \sqrt{2,4872 - 2,0769} \\
 &: 4 \sqrt{0.4103} \\
 &: 4 \cdot 0.6405 \\
 &: 2.562
 \end{aligned}$$

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		39
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.25655766
Most Extreme Differences	Absolute	.200
	Positive	.200
	Negative	-.112
Test Statistic		.200
Asymp. Sig. (2-tailed)		.0414 ^c

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.

Appendix VI

RESULT OF NORMALITY DATA Y

No	Class interval	F	X	Fx	F _{kb}	F _{ka}
1	50 – 53	4	51,5	206	39= N	4
2	54 – 57	6	55,5	333	35	10
3	58 – 61	7	59,5	416,5	29	17
4	62 – 65	12	63,5	762	22	29
5	66 – 69	5	67,5	337,5	10	34
6	70 – 73	3	71,5	214,5	5	37
7	74 – 77	2	75,5	151	2	39=N
Total		21		2 420,5		

$$SD_t : I \sqrt{\frac{fx^2}{n} - \frac{(fx)^2}{n}}$$

$$: 4 \sqrt{\frac{102}{39} - \frac{(-14)^2}{39}}$$

$$: 4 \sqrt{2,6153 - 5,0256}$$

$$: 4 \sqrt{2,4103}$$

$$: 4. 1,552$$

$$: 6,208$$

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		39
Normal Parameters ^{a,b}	Mean	.000000
	Std. Deviation	1.25095091
Most Extreme Differences	Absolute	.160
	Positive	.110
	Negative	-.160
Test Statistic		.160
Asymp. Sig. (2-tailed)		.013 ^c

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.

Appendix VII

HOMOGENEITY TEST

$$S = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}}$$

Hypotheses :

$$H_0: \alpha_1^2 = \alpha_2^2$$

$$H_1: \alpha_1^2 \neq \alpha_2^2$$

A. Variant of Data X

N0	Xi	xi ²
1	60	3600
2	60	3600
3	65	4225
4	65	4225
5	65	4225
6	67	4489
7	68	4624
8	68	4624
9	70	4900
10	70	4900
11	70	4900
12	72	5184
13	72	5184
14	72	5184
15	72	5184
16	74	5476
17	74	5476
18	75	5625
19	75	5625
20	75	5625
21	75	5625
22	75	5625
23	75	5625
24	76	5776
25	76	5776
26	76	5776
27	77	5929
28	78	6084
29	78	6084
30	78	6084

31	80	6400
32	80	6400
33	80	6400
34	80	6400
35	80	6400
36	83	6889
37	85	7225
38	85	7225
39	85	7225
	2891	215 823

$$n = 39$$

$$\sum x_i = 2891$$

$$\sum x_i^2 = 215\,823$$

So :

$$\begin{aligned}
 S &= \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}} \\
 &= \sqrt{\frac{39 \cdot 215\,823 - 2891^2}{39(39-1)}} \\
 &= \sqrt{\frac{8\,414.206}{1\,482}} \\
 &= \sqrt{5\,677.602} \\
 &= 75.35
 \end{aligned}$$

B. Variant of Data Y

N0	Yi	Yi²
1	50	2500
2	50	2500
3	52	2704
4	53	2809
5	54	2916
6	55	3025
7	55	3025
8	55	3025
9	57	3249
10	57	3249
11	58	3364
12	58	3364
13	60	3600
14	60	3600
15	60	3600
16	60	3600

17	61	3721
18	62	3844
19	62	3844
20	63	3969
21	63	3969
22	63	3969
23	64	4096
24	64	4096
25	65	4225
26	65	4225
27	65	4225
28	65	4225
29	65	4225
30	66	4356
31	66	4356
32	68	4624
33	68	4624
34	68	4624
35	70	4900
36	70	4900
37	70	4900
38	75	5625
39	76	5776
	2418	151 448

$$n = 39$$

$$y_i = 2418$$

$$\sum y_i^2 = 151\,448$$

So :

$$\begin{aligned}
 S &= \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}} \\
 &= \sqrt{\frac{39 \cdot 151\,448 - 2418^2}{39(39-1)}} \\
 &= \sqrt{\frac{5\,904\,054}{1482}} \\
 &= \sqrt{3\,983.842} \\
 &= 63.12
 \end{aligned}$$

The formula was used to test hypothesis was :

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

$$F = \frac{78.28}{63.12}$$

$$F = 1.2402$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.3$ with $\alpha = 5\%$ and $dk = 39$ from the distribution list F, researcher found that $F_{\text{table}} = 2.0$

Appendix VIII

TABLE
STATICAL ANALYSIS OF DATA

No	Initial of students	Variable X	Variable Y	X²	Y²	XY
1	A.P	60	50	3600	2500	3000
2	A.P.A	60	50	3600	2500	3000
3	B.S	65	52	4225	2704	3380
4	F.P.A	65	53	4225	2809	3445
5	L.M	65	54	4225	2916	3510
6	L.W.L	67	55	4489	3025	3685
7	M	68	55	4624	3025	3740
8	N.M.P	68	55	4624	3025	3740
9	N.S	70	57	4900	3249	3990
10	R.H.A	70	57	4900	3249	3990
11	R.H.A	70	58	4900	3364	4060
12	S.I.S	72	58	5184	3364	4176
13	S.F	72	60	5184	3600	4320
14	S.A.H	72	60	5184	3600	4320
15	S.N	72	60	5184	3600	4320
16	S.T.P.H	74	60	5476	3600	4440
17	S.A.S	74	61	5476	3721	4514
18	A.P	75	62	5625	3844	4650
19	A.S.S	75	62	5625	3844	4650
20	A.F.N	75	63	5625	3969	4725

21	A.M	75	63	5625	3969	4725
22	D.R	75	63	5625	3969	4725
23	F.H.S	75	64	5625	4096	4800
24	H.D.G	76	64	5776	4096	4864
25	H.D	76	65	5776	4225	4940
26	M.J	76	65	5776	4225	4940
27	N	77	65	5929	4225	5005
28	P.M	78	65	6084	4225	5070
29	P.M	78	65	6084	4225	5070
30	R.W.H	78	66	6084	4356	5148
31	R.Y	80	66	6400	4356	5280
32	S.M.D	80	68	6400	4624	5440
33	S.B.N	80	68	6400	4624	5440
34	Y	80	68	6400	4624	5440
35	U.A.H	80	70	6400	4900	5600
36	A.A.A	83	70	6889	4900	5810
37	T.S.P	85	70	7225	4900	5950
38	Z.A	85	75	7225	5625	6375
39	R.W.H	85	76	7225	5776	6460
Total		X = 2891	Y= 2418	X² = 215 823	Y² = 151 448	Xy = 180 737

The result was used to calculate the value of correlation between variable X and Y. This is the calculation of r_{xy} : 0.94

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

$$\begin{aligned}
&= \frac{39.180\,737 - (2891)(2418)}{\sqrt{[39.215\,823 - (2891)^2] [39.151\,448 - (2418)^2]}} \\
&= \frac{7\,048\,743 - 6\,990\,438}{\sqrt{[8\,417\,097 - 8\,357\,881] [5\,906\,472 - 5\,846\,724]}} \\
&= \frac{58\,305}{\sqrt{(59\,216)(59\,748)}} \\
&= \frac{58\,305}{\sqrt{9\,512\,837.568}} \\
&= \frac{58\,305}{97\,533.7765} \\
&= 0.5977 \\
&= 0.6
\end{aligned}$$

Appendix IX

NILAI – NILAI DALAM DISTRIBUSI t

α untuk uji dua pihak (<i>two tail test</i>)						
	0,50	0,20	0,10	0,05	0,02	0,01
α untuk uji satu pihak (<i>one tail test</i>)						
Dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	0,03
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,743	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix X

NILAI-NILAI r PRODUCT MOMENT

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5 %	1 %		5 %	1 %		5 %	1 %

3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,375	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,250
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,503	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix XI
DOCUMENTATION OF STUDENTS' SELF-CONFIDENCE



Appendix XII
DOCUMENTATION OF STUDENTS' SPEAKING ABILITY



DOCUMENTATION OF STUDENTS' SELF-CONFIDENCE









DOCUMENTATION OF STUDENTS' SPEAKING ABILITY







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Nomor : B - 1743 /In.14/E.1/TL.00/10/2021
Hal : Izin Penelitian
Penyelesaian Skripsi.

8 Oktober 2021

Yth. Kepala Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Jennita Aidha
NIM : 1620300118
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Students' Self-Confidence and Speaking Ability at XI Grade Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
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17 September 2019

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Lamp : -
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Kepada Yth:

1. Zainuddin, M. Hum. (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

di - Padangsidimpuan

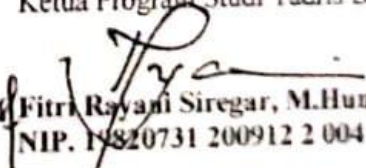
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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