THE CORRELATION BETWEEN SELF CONFIDENCE AND SPEAKING MASTERY AT THE ELEVENTH GRADE STUDENTS OF SMA IT AL-HUSNAYAIN PANYABUNGAN

A THESIS

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

Written By:

SITI KHODIJAH
Reg. Number: 17 203 00079

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2022

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2022

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Item : 7 (seven) exemplars

Padangsidimpuan, 24 March 2022

a.n. **Siti Khodijah**

To:Dean

Tarbiyah and Teacher Training Faculty

In-

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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Siti Khodijah**, entitled **"The Correlation between Self Confidence and Speaking Mastery at the Eleventh Grade Students of SMA IT Al-Husnayain Panyabungan"**. 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 Padangsidimpuan.

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 Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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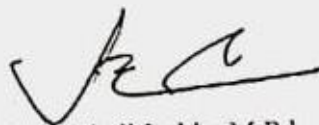NIP. 19851010 201903 200 7

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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

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ABSTRACT

This research discussed about the correlation between sslf confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan. There were problems that related to speaking, such as lack of vocabulary, felt shy to speak, got nervous, being laugh, mother tongue used and lack of practice. All of these problems were characteristic of low self confidence. Self confidence is important to increase students' ability in mastering speaking because it can give brave, enthusiam and stimulation to students. So, self confidence has role in speaking to be successful.

The formulation of this research were: 1) How is the students' self confidence at the eleventh grade students of SMA IT Al-Husnayain?, 2) How is the students' speaking mastery at the eleventh grade students of SMA IT Al-Husnayain?, 3) Is there any significant correlation between selff confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain?. The objectives of this research is to describe the students' self confidence and speaking mastery, and to find out the correlation between self confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan.

The kind of this research was quantitative research with the correlational research type. The population of this research was 60 students from the eleventh grade students of SMA IT Al-Husnayain Panyabungan. This research chose all of the population as the sample by using total sampling technique. Instrument of collecting data were questionnaire for students' self confidence and speaking test for speaking mastery. The researcher collected the questionnaire and took video of speaking test.

The data have been analyzed by pearson product moment formula. After analyzing the data, the researcher found the mean score of self confidence was 77.4 and the mean score of speaking was 81. Besides, the result of data analysis at the coefficient correlation between two variables was 0.1408 ($rxy = 0.1408$). Based on this result, it showed that there was a significant correlation between self confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain, but in very low correlation category. It meant the hypothesis (Ha) was accepted and hypothesis (Ho) was rejected.

Keywords: Self Confidence and Speaking Mastery

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Judul Skripsi   **: The Correlation between Self Confidence and Speaking Mastery at The Eleventh Grade Students of SMA IT Al-Husnayain Panyabungan**.

ABSTRAK

Penelitian ini mendiskusikan tentang hubungan antara kepercayaan diri dan penguasaan dalam berbicara pada murid kelas XI SMA IT Al-Husnayain Panyabungan. Ada beberapa masalah dalam berbicara seperti kurangnya kosakata bahasa inggris, merasa malu ketika berbicara, gugup, ditertawakan, bahasa yang digunakan, dan kurangnya paraktek. Semua masalah ini adalah karakteristik dari rendahnya rasa percaya diri. Percaya diri adalah sesuatu yang penting untuk meningkatkan kemampuan siswa dalam penguasaan berbicara karena itu bisa memberi keberanian, antusiasme dan merangsang siswa. Jadi, percaya diri mempunyai peran dalam kesuksesan berbicara.

Rumusan masalah dalam penelitian ini adalah: 1) Bagaimana kepercayaan diri siswa pada kelas XI di SMA IT Al-Husnayain?, 2) Bagaimana penguasaan berbicara siswa kelas XI di SMA IT Al-Husnayain?, 3) Apakah ada korelasi yang signifikan antara kepercayaan diri dan penguasaan berbicara pada siswa kelas XI di SMA IT Al-Husnayain?. Tujuan dari penelitian ini ialah untuk menjabarkan kepercayaan diri siswa dan penguasaan berbicara dan untuk menemukan korelasi antara kepercayaan diri siswa dan penguasaan berbicara pada siswa kelas XI di SMA IT Al-Husnayain Panyabungan.

Jenis penelitian ini adalah penelitian quantitative dengan tipe penelitian korelasional. Populasi dalam penelitian ini adalah 60 siswa dari kelas XI di SMA IT Al-Husnayain. Penelitian ini mengambil semua populasi sebagai sampel dengan menggunakan teknik total sampling. Instrumen yang digunakan adalah angket untuk kepercayaan diri siswa dan speaking tes untuk penguasaan berbicara. Peneliti mengumpulkan angket dan mengambil video speaking tes.

Data sudah dianalisis dengan menggunakan rumus product moment. Setelah menganalisis data, peneliti menemukan nilai rata-rata siswa pada kepercayaan diri adalah 77.4 dan penguasaan berbicara adalah 81. Disamping itu, hasil dari koefisien korelasi antara dua variabel adalah 0.1408 ($r_{xy} = 0.1408$). Berdasarkan hasil ini, itu menunjukkan bahwa ada korelasi antara kepercayaan diri dan penguasaan berbicara siswa pada kelas XI di SMA IT Al-Husnayain, tapi dalam kategori korelasi yang sangat rendah. Itu berarti hipotesis alternatif (Ha) diterima dan hipotesis null (Ho) ditolak.

Kata kunci: Kepercayaan Diri dan Penguasaan Berbicara

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<div dir="rtl">بسم الله الرحمن الرحيم</div>

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance for finishing the thesis entitled "*The Correlation between Self Confidence and Speaking Mastery at The Eleventh Grade Students of SMA IT Al-Husnayain Panyabungan"*. The second, Shalawat and Salam to the prophet Muhammad SAW that has guided the human kind from the darkness to the lightness era. Then, I also thanks to myself that trying hard to finish this research.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan,   Maret 2022

Researcher

SITI KHODIJAH
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking in general is an interactive process of constructing meaning that involves producing, receiving, and processing information.It is a skill to produce languange and share their expression, information, and giving the idea, knowledge, feeling, thought, opinion and experience by mouth or body language. Learners need the confidence to express their self in oral communication and speaking should be developed with other skill to enhance communication achievement. So, speaking is an ability of oral communication to express, convey thoughts, ideas, and feelings to the listener.

The eleventh grade Students of SMA IT Al-Husnayain have studied 2 books during the tenth grade, and the students studied 1 book again in the eleventh grade. Materials of speaking in the eleventh grade were Offers and suggestions, Opinions and thoughts, Invitations, Meaning trough Music (Song) and others. The topics of speaking can be about my life, my hobby, my daily routines/life, my holiday and others. There is a need to increase students speaking mastery especially my daily life. My daily life is choosen by the research because the topic told the students' life. All of the materials were used to communicate with others.

SMA IT Al-Husnayain used English book in curriculum 2013 that has purpose to emphasizes active learning that encourages students to find

out various learning sources, not just being told. Speaking was used for different purposes especially *My Daily life* topic. When students use it to create conversation, it made social contact with people and engaged in the harmless chitchat with friends. When students used it for discussion, it express opinions, persuade someone about something and clarify information. When students used it to describe, it made them to create text. So the purpose of speaking is communication in daily life.

There are many efforts that Indonesian people do to increase students' speaking mastery. The first is from government. Government gave English lesson in every grades of school. The second is the efforts from school and institute. SMA IT Al-Husnayain to increase students' speaking by giving rules to always speak English in students' daily life. The school also gave punishment for students that deny the rules such as speech, gave vocabularies in front of all of the students during ceremony. The last is from teachers. Teachers gave students vocabularies in the morning, students created conversation in every meetings in the class, and created English club. All of the efforts were used for increasing students' speaking to communicate in daily life.

SMA IT Al- Husnayain had rules that suggested students to speak English language, but students' speaking in SMA IT Al- Husnayain especially the eleventh grade is poor in daily life because some of problems. Based on interview with one of English teacher SMA IT Al-Husnayain.The teacher said that:

There were problems that related to speaking. Students are lack of vocabulary, feel shy to speak, afraid to make mistakes and being laugh, get nerveous, The used of mother tounges and lack of practice.All of the problems that mentioned above is characteristics of low self confidence. These problems happened because students do not trust their ability to speak English, students rarely practice and students afraid to express their opinion that maked students got shyness, self esteem, low of self confidence and others.[1]

All of these notions above are be identifications that the ability of the students in mastering speaking are still far from expectation.

Tuan and Mai who coducted study atEFL Vietnamese found that there are many factors affecting students speaking such as topical knowledge, listening ability, motivation, teachers' feedback during speaking activities, and self confidence.[2]According to Kanza, she said that self-confidence becomes one of the key factors in enhancing speaking skill through presentation, because the speaker can deliver their opinions or ideas clearly.[3]So the key factor of speaking problems is self confidence.

Self confidence is an ability to do something as a personal characteristic with a belief in their self ability, optimistic, objective, responsible, rational and realistic.[4] We cannot deny that in learning process, self-confidence has an important role in learning process to be successful. Self-confidence is also important in developing speaking skill. Thus, self confidence is the key to achieve a goal encouranging speaking skill.

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[1]Nurmainah, English Teacher at the Eleventh Grade of SMA IT Al-Husnayain, Private Interview on Thursday, August 20, 2021.

[2]Tuan, N. H., & Mai, T. N,. Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. (Asian Journal of Educational Research:2015), 8-23.

[3]D. Kanza, "The Importance of Self-Confidence in Enhancing Students' Speaking Skill," *Dd*, (2015), http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/8655/1/a81.pdf.

[4]Nadiah, Arina, and Ikhrom, "The Students' Self-Confidence in Public Speaking," *ELITE Journal* 1, no. 1 (2019): 1–11, https://www.elitejournal.org/index.php/ELITE.

Self confidence is the crucial part or important in the speaking skill. Self confidence 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.So, self-confidence is important in determining the learners' willingness to communicate of the speaking skill.

The roles of self confidence is a supporter to increase students' ability in mastering speaking that will be easy to communicate with others. The students who can communicate fluently and confidently as a good impact of self confidence because students can increase their academic achievement in the speaking course and students fulfill the criteria of the assessment on speaking skill.[5] The students who have self confidence will be able to overcome fears or negative thoughs, so students will be easy to communicate.

Based on the explanation above, the researcher is interested to do a research entitled **"The correlation between self confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan Mandailing Natal"**.

B. **Identification of Problem**

Speaking in general is an interactive process of constructing meaning that involves producing, receiving, and processing information.It is a skill to produce languange and share their expression, information, and

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[5]A. Salim, "General Self Confidence and Its Implication on Students' Achievements in Oral Presentation" (JEELS: 2005), 36.

giving the idea, knowledge, feeling, thought, opinion and experience by mouth or body language. So, speaking is an ability of oralcommunication to express, convey thoughts, ideas, and feelings to the listener.

Factors of speaking are topical knowledge, listening ability, motivation, teachers' feedback during speaking activities, and self confidence. Self confidence becomes one of key factors in enhancing speaking skill. So a factor of speaking problems is self confidence.

C. Limitation of the Problem

As mentioned above there are sone factors of speaking, they are topical knowledge, listening ability, motivation, teachers' feedback during speaking activities, and self confidence. Self confidence is one of key factors in enhancing speaking skill. So a factor of speaking problems is self confidence.

This research focused on students' self confidence.Self-confidence is an ability to do something as a personal characteristic with a belief in their self ability, optimistic, objective, responsible, rational and realistic. It found out the correlation between self confidence and speaking mastery at the eleventh grade students Of SMA IT Al-Husnayain Panyabungan.

Self confidence was chosen because it gave a big contribution in enhancing speaking mastery. Self confidence can give enthusiasm, brave, and simulation the learners that make students achieved the goal in encouraging speaking mastery. So, self confidence is choosen because it is the most significant factors in speaking.

D. Formulations of the Problem

The formulations of the problem in this research are:

1. How is the students' self confidence at eleventh grade students of SMA IT Al-Husnayain Panyabungan?

2. How is the speaking mastery at eleventh grade students of SMA IT Al-Husnayain Panyabungan?

3. Is there any significant correlation between self confidence and speaking masteryat eleventh grade students of SMA IT Al-Husnayain Panyabungan?

E. Objectives of the Research

Based on the formulations above, the researcher determined the research as follw:

1. To describe the level of speaking mastery at eleventh grade students of SMA IT Al-Husnayain Panyabungan.

2. To describe the students' self confidence at eleventh grade students of SMA IT Al-Husnayain Panyabungan.

3. To find out the correlation between self confidence and speaking mastery at eleventh grade students of SMA IT Al-Husnayain Panyabungan.

F. Significant of the Research

By conducting the research about the correlation between students' self confidence and their speaking mastery, the researcher hoped that the result of the research would be useful to give some contributions to English language teaching and learning, such as:

1. For the teacher, the result of the research would be useful as a reflection in order to increase and develop their method in teaching students about speaking mastery relating to its importance in their self confidence.

2. For the headmaster, to superviced and to gave significant theory and practice contribution to English teaching in learning process.

3. For the researchers, to find of the research hopefully can be useful as the source of their reference and it was also useful to inform the readers about the correlation between self confidence and speaking mastery at eleventh grade students of SMA IT Al-Husnayain Panyabungan.

G. Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consisted of some sub chapters with detail as follow:

Chapter I, discussed of introduction that consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, the significance of the research.

Chapter II, contained about literature review that consist of theoretical description with some sub theory about self confidence, speaking mastery, related findings, framework of thinking and hypothesis.

Chapter III, was about the research method that consist of place, and time of the research, the method of research, research design, population and sample, the instrument of data collecting, the test validity and instrument reliability and technique of collecting data.

Chapter IV, was the result of the research that consist about the description of the data with some sub theory about self confidence, speaking mastery, hypothesis testing, discussion of the result, and treats of the research.

Chapter V, gave conclusions about the result of the research and suggestions which was given to students and teacher by researcher.

CHAPTER II

LITERATURE REVIEW

A. **Theoritical Description**

1. **Speaking Mastery**

   a. **Definition of Speaking**

   Speaking in general is an interactive process of constructing meaning that involves producing, receiving, and processing information. Meanwhile according to David Nunan, speaking is described an activity as the ability to express in the situation, or the activity to reports acts, or situation in precise words or ability to converse or to express a sequence of ideas fluently.[6] These are the definitions of speaking in general.

   Based on curriculum 2013 indicates thatspeaking is the way to express meaning in interpersonal and transactional conversation text formally and sustained in daily life context.[7]Curriculum 2013 requires students to be able to communicate in interpersonal, transactional and functional discourse orally.

   From the statements above, speaking is spoken interaction that involves producing, receiving and processing information to express meaning in conversation text orally in daily life context.

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[6]David Nunan, *Practical English Language Teaching* (New York: Mc. Graw Hill Companies, 2003), p.48.

[7]Mahrukh Bashir, Bahasa Inggris (Jakarta: Pusat Kurikulum dan Perbukuan, balitbang Kemendikbud, 2017). p. 1.

b. **Purpose of Speaking**

Speaking is a purposeful activity like other activities such as listening, reading, and writing. Richards and Renandya stated that Speaking is used for many different purposes and each purposes involvedifferent skill. The different purposes of speaking are as follow:

1) In casual conversation
   When students use it to create conversation, it maked social contact with people and engaged in the harmless chitchat with friends.
2) In discussion with someone
   When students used it for discussion, it express opinions, persuade someone about something and clarify information.
3) In some other situations
   When students used it to describe, it maked them create textand complain about people's behavior or to make polite request.[8]

Each of these different purposes in speaking implies knowledge of the roles of how spoken language usedin the context or situation.[9]So the purpose of speaking is communication in daily life.

According to curriculum 2013, the purpose of speaking in Senior High School is devided to 2 purposes. They are:

1) To express meaning in interpersonal and transactional conversation text formally and sustained using a variety of spoken language accurately and fluently in daily life context that includes speech act such as expressing of invitation.

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[8]Jack C Ricahrds and Willy A Renandya (eds.), *Methodology in Language Teaching* (New York: Cambridge University Press, 2002). p. 201.
[9]Jack C Ricahrds and Willy A Renandya (eds.).

2) To express meaning in interpersonal and transactional conversation text formally and sustained using a variety of spoken language accurately and fluently in daily life context that includes speech act such as expressing of invitation.[10]

Based on explanations above, it defines the purposes of speaking is to express meaning in interpersonal and transactional conversation text formally and sustained using a variety of spoken language in daily life context.

c. **Elements of Speaking Mastery**

According to Vanderkevent, there are some elements of speaking, they are:

1) The speakers
   Speakers are people who produce the sound. They are useful as a tool to express opinion or feelings to the listeners.
2) The listeners
   Listeners are people who receive the speakers' opinions or feelings.
3) The utterances
   The utterances are words or sentences which produced by the speakers to state the opinion or feeling.[11]

From explanation above that there are some basic elements to be considered while preparing as well as delivering a presentation. They are speaker, listeners, and utterances. A speaker should take care of these elements.

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[10]Mahrukh Bashir, Bahasa Inggris.

[11]Vanderkevent. Teaching Speaking and Component of Speaking. (New York: Cambridge University Press, 1990).

d. Aspect of Speaking

English Foreign Language (EFL) learners should deal with requirement to show mastery in speaking while communicating with others. There are sub competencies for success communication in performing speaking, they are accent, grammar, vocabulary, fluency, and comprehension.[12]It explained below:

1) Accent

The accent is a way of pronouncing a language.[13] When a person speaks one language using some of the rules or sounds of another one. It can be happen because the effect of mother tongue used. So, the accent of foreign and native speaker can be different.

2) Grammar

Grammar is rules of language for changing the form of words and joining them into sentences.[14] It tells how language works in communicating idea that generally expressed sentences and the sentences are made by grouping and arranging words. So, grammar is also study of arranging words in sentences.

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[12]Arthur Hughes, Testing For Language Teacher, (New York: Cambridge University Press, 21). p. 1231-132.

[13]Ilham Diar Pratama, "Accent Effect on Delivering Information in Tourist Guiding," no. 1(2019),https://www.researchgate.net/publication/338395420_Accent_Effect_on_Delivering_information_in_Tourist_Guiding.

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

3) Vocabulary

  Vocabulary refers to total number of words in a language that someone has.[15] Commonly learners difficult to express what they want to say because lack of vocabulary. They have to produce and remember the word in target language(Indonesian to English) to make it familiar to them and they can understand to use it correctly.

4) Fluency

  Fluency is main aspect to evaluate where foreign language learner produces oral communication.[16] It is about capability to use language in real time and focuses on acceptable language for the target language. So, fluency is the aim in learning forein language.

  Fluency is the flow and efficiency which you express your ideas, particulary when speaking. Fluency deals with speed and pause during speaking with others because speaker needs to take a breath as a necessity. They may use common paused filler such as "umm", "uh" or with expression "I mean....".

5) Comprehesion

  Comprehension is the ability incomprehending. Comprehension is the mind"s act or power of

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[15]Hornby.
[16]Hornby.

understanding. It is the capacity for understanding ideas and facts. A longer definition ofcomprehension willbe as the act of understanding of meaning.

From the explanations above, it concluded that the good speakers are who has accent, grammar, vocabularies, fluency and comprehension when speak English.

e. Problems in Speaking

In mastering the speaking skill in English, there are some problems that may appear in the mastering process. According to Afisa, a factor that makes students feel anxious to speak English is when they find it difficult to use words appropriately.[17] It asserts that the obstacle faced by students in speaking activities are unability to deliver words and feel shy when speaking. As a result, factors that affect student's speaking are anxiety, low of confidence, shyness, and difficult to express words or ideas in spoken way.

The other similar factor comes from Ibrahim who said thatlack of confidence can be thought under the both titles of psychological and attitudinal barries that makes learner hard to speak in foreign language and even in mother tongue.[18]So, self confidence became the problem of speaking.

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[17]Afisa, "The Students' Difficulties in Speaking at the Tenth Grade of SMA Negeri Sine in 2014/2015 Academic Year," 2015, 1–15, http://eprints.ums.ac.id/34624/.

[18]Ibrahim, "Correlation between Self Confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students."

These are problems that affect student's speaking, they are anxiety, low of confidence, shyness, and difficult to express words or ideas in spoken way.So, the big factor is self confidence.

f. Speaking Difficulties

Speaking is not an easy subject because it needs a routine learning activities and also strategies to make it fluency and accuracy. Some students feel difficult to speak English. Furthermore, the teacher have aware about students' condition and their difficulties.

There are something that make speaking difficult and make learners cannot be mastered well.They are:

1) Clustering; expression of words in many sentences or statements (how to speak phrase by phrase, not word by word).
2) Redundancy; expressing an idea in different ways (how to make the meaning clearer).
3) Reduced forms; expressing an idea by elimination words in sentence into short sentence. Reduction can be phonological ("Did tyou eat yet?" becomes "Djeetyet?"), morphological ("I will" becomes "I'll"), syntatic ("When will you be back?" will answer with "Tomorrow, maybe"), or pragmatic (phone rings in a house, child answers and yells to another room in the house. So the child says "Mom! Phone!").
4) Performance variables; common speech.
5) Colloquial language; daily language.
6) Rate of delivery; help learners achieve an acceptable speed along with other attributes of fluency.
7) Stress, rhythm, and intonation; the most important characteristic of English pronunciation because they pattern convey important massages .
8) Interaction; they creativity of conversational negoitation.[19]

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[19]Douglas Brown, *Teaching by Principle, An Interactive Approch to Language Pedagogy, Third Edition*, 3rd ed. (USA: Pearson Education, inc, 2007), 326–327.

From explanation above, the research concludes that there are some difficulties in speaking that make students do not know how to continuo the conversation when students forget the vocabularies. After students find out the difficulties, it will improve students speaking.

g. **Characteristics of Successful Speaking**

There are some characteristics of successful speaking.They are:

1) Learners talk a lot
    Classroom activities must be designed that provide opportunities for learners to talk a lot.
2) All get a chance to speak
    Talkative students should not dominate classroom discussions, but must be fairly distributed. Classroom activities must be designedthat help all the students to take risk.
3) Motivation is high
    Learners are eager to speak because they are interested in the topic. So they want to contribute to achieve a task objective.
4) Language is comprehensible
    Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. The teacher must uses easy language so the students can use the language fluently without hesitation.
5) Students speak the target language
    The teacher must keep students speaking the foreign language.[20]

So, the characteristics of successful speaking can be seen from how good students in mastering speaking. Students will talk a lot if can speak English and understand what people talk about in English.

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[20]Mala Alfiana, "Improving Students' Speaking Mastery Through Inside-Outside Circle (IOC) Technique In The Second Year Students Of SMA Negeri 1 Welahan , Jepara Academic Year of 2013 / 2014 (A Classroom Action Research on Second Year Students of SMAN 1 Welahan , Jepar," 2014, 29, http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/5131.

2. Self Confidence

a. Definition of Self Confidence

According to Ghufron, "selfconfidence is aspect of personality that believe of their strenght, ability, skill".[21]Meanwhileaccordingto Kanza, "self confidence is someone's feeling of trusting and believing in his/her abilities to do things in successful way".[22] In addition, Dale Carnegie said that:

> When 1 am called upon to stand up and speak," person after person wrote, "1 become so self-conscious, so frightened, that I can't think clearly, can't concentrate, can't remember what 1 had intended to say. I want to gain self confidence, poise, and the ability to think on my feet. Iwant to get my thoughts together in logical order and I want to be able to say my say clearly and convincingly before a business or club group or audience.[23]

Self confidence is an ability to do something as a personal characteristic with a belief in their self ability, optimistic, objective, responsible, rational and realistic.[24]Based on statements above, self confidence is a positive belief or feeling trusting of students' self ability that make students speak clearly in unpredictable situation successfully.

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[21]Nur Ghufron, "Teori-teori psikologi", Yogyakarta : Ar-Ruzz Media (2017). p. 34.

[22]Kanza, "The Importance of Self-Confidence in Enhancing Students' Speaking Skill."

[23] Dale Carnegie, How to Develop Self-Confidence and Influence People by Public Speaking, (London: Vermilion, 1998), p.1.

[24]Nadiah, Arina, and Ikhrom, "The Students' Self-Confidence in Public Speaking," *ELITE Journal* 1, no. 1 (2019): 1–11, https://www.elitejournal.org/index.php/ELITE.

b. The Essensial Things to Reach Self Confidence

Students must have efforts to become a self-confident and good speaker in public, and to get it with rapidity and dispatch. Based on Carniegie, there are four things essentials in self confidence,they arestart with a strong and persistent desire, prepare, actconfident, pactice.[25]It explained below:

1) Start with a strong and persistent desire

It meansenumerate he benefits this effort to train will bring the arouse of enthusiasm in speaking.[26] This is more importance than people probably realize. If people have a strong desire when speaking, they will make a success speaking. If the desire is pale and flabby, their achievements will downalso. So, you must develop strong desire.

2) Prepare

Itmeansstudents cannot feel confidence unless knowing what is going to say.[27]Person has thought out and planned his talk and knows what he is going to say, he can't feel very comfortable while speaking.So, you must prepare before speak.

3) Act confident

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[25]Dale Carnegie.

[26]David J. Schwartz. The Magic of Thinking Big, (Batam: Binarupa Aksara, 2007), p. 168.

[27]Dale Carnegie, How to Develop Self-Confidence and Influence People by Public Speaking.

Itmeansstudentsfeel brave, act bravelyand use the willingness.[28]Students must know body language to act confidence. Body language means posture, eye contact, facial expressions, and gesture. Students can look the audience straight in the eyes, keep your mind and heart on it, and believe it feelingly. So students can do that and will soon be master of their self.

4) Practice

The first way, the last way, the never failing way to develop self confidence in speaking is practice.[29] Essential in self confidence are practice, practice and practice. When students practice their speaking, students have experience in speaking. Experience can make students confident while speaking.So, you must practice your speakingyour wheneveryou speak.

Students can reach self confidence start with a strong and persistent desire, prepare, actconfident, pactice, makeeyecontact and body language. So, students must apply these essentials to reach self confidence.

c. **Factors of Self Confidence**

Self confidence is a positive belief of students' ability in performing something successfully. The sources of building general

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[28]Dale Carnegie.
[29]Dale Carnegie.

self confidence points being derived from several factors. The most

important factors are personal experiences and social messages

received from others. It explained below:

1) personal experiences.
   Successful experiences increase the development of high self-confidence, while the experiences of failure have the opposite effect.
2) Social messages received from others.
   Community, home, school, and peers are important for build self confidence . Sending positive messages for others is thought to be detrimental to the development of high self-confidence, whereas exposure to negative messages decreases the level of self confidence.[30]

So, these are the factors of self confidence that effected to

students speaking. The students must handle these factors.

d. Purpose of Self Confidence

Students need to have self confidence. The purpose of self

confidence is an ability to convey message easily.[31]According to

Rizka said that among the four language skills, the achivement of

oral performance is thought to be highly correlated with self-

confidence.[32]Meanwhile, Selfconfidence can give enthusiasm, brave

and stimulation to the learners.[33]These are the purposes of self

confidence.

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[30]Rizka Dian Permatasari, "The Correlation between Grammar Mastery, Self Confidence, and Speaking Skill," no. August (2013).

[31]A. Salim, General Self Confidence and Its Implication on Students' Achievements in Oral Presentation. JEELS, (2015). p. 36

[32]Rizka Dian Permatasari, "The Correlation between Grammar Mastery, Self Confidence, and Speaking Skill,".

[33]Park and Lee, "L2 Learners' anxiety, Self Confidence and Oral Performance (2013), http;//paaljapan.org/resource/proceeding/PAAL10/pdfs/hyesook.pdf..

From the statements above, the purpose of self confidence in speaking isstudents will be achieve the best performance in speaking skill fluently and increase their academic achievement in the speaking.In other words, it can be said that where there is self confidence, there will be good communication.

e. Indicators of Self Confidence

Self confidence is a positive belief of students' ability in performing something successfully. According to Burton and Platts, self-confidence has ten indicators of self confidence. They are:

1) Direction and values
   Confident students know what they want, where they want to go, and what thing which is more important.
2) Motivation
   Confident students are motivated to enjoy what students do. In fact, students likely to get so engrossed in what they do is nothing distracts them.
3) Emotional stability
   Confident students will be calm and focused approach how to be their selves and how they are with other people as. Confident students notice difficult emotions such as anger and anxiety, but studentswork with their selves well.
4) A positive mind-set
   Confident students have ability to stay optimistic and see the bright side even when they encounter setbacks. Confident students also hold positive regard for their selves as well as other people.
5) Self-awareness
   Confident students know what they are good at, how capable they feel, and how they look and sound to others. Confident students also acknowledge that they are a human being, and they do not expect to be perfect.
6) Flexibility in behavior
   Confident students adapt their behavior according to circumstance. Confident students can see the bigger picture as well as paying circumstance. Confident students can see the bigger picture as well as paying making decisions.
7) Eagerness to develop

Confident students enjoy stretching their selves, treating each day as a learning experience, rather than students are already an expert with nothing new to find out. Confident students take their discoveries to new experiences.

8) Health and energy

Confident students are in touch with their body, respect it, and have a sense that their energy is flowing freely. Confident people manage stressful situations without becoming ill.

9) A willingness to take risks

Students use the ability to act in the face of uncertainty and express their selves when students do not have the answers or all the skills to get things right.

10) A sense of purpose

Confident students have an increasing sense of the coherence of the different parts of their life. Confident people also have chosen a theme or purpose for their life.[34]

So these are the indicators of self confidence. The students identified having self confidence if students apply indicators of self confidence.

f. Characteristics of Students Having High and Low Self Confidence

There are 2 characteristics of self confidence, They are high self confidence and low self confidence. It explained below:

1) Characteristics of Students Having High Self Confidence

According to Judy H Wright, there are six characteristics of high self confidence in their ability to affect the journey of their life. These factors are universal and can be learned if they are not present in the life. Theyare:

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[34] Burton, K., & Platts, B., Building Self-Confidence or Dummies,(Chi Chester, England: John Willey & Sons, 2006). p.13.

a) Students are ambitious;studentswant more from learnig than existence or survival.
b) Students are goal oriented;students seek a challenge of completing and set new goals for themselves. Students are not especially competitive, except against themselves. Students enjoytheir own process.
c) Students are visionary; rather than being stuck for too long, studentscan see themselves in making a picture of what success will be like.
d) Students have learned to communicate; students know how to speak to someone and understand what someone speaks. Students know how to communicate with others.
e) Students are loving and kind; those people who have a good self confidence, they also have good relationship with others because they are humble and friendly.
f) Students are attractive and open to others; confident people are usually talkative to others. Students can express themself freely and they have a sense of concern for the people around him and the environment.[35]

From explanation above, students can be categorized having high self confidence if students can control their emotional in every condition.Students can solve their problems calmly and quitely, students face their live positively. So, students have social and communication ability.

2) Characteristics of Students Having Low Self Confidence

There are universal characteristic of those who have lack the confidence. These factors often influence and detract students, they are:

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[35]Judy H. Wright, *Building Self Confidence with Encouraging Word* (USA: Artichoke Press, 1976).

a) Students are fearful of change. Many people with low confidence in the future come from a basis of lack and live their life in fear of "what if..". L ow confidence people tend to be re-active rather than pro-active.

b) Students are pesimistic and tend to see the glass as half empty. Students blame circumtance on other people they delay assuming personal responsibility for their own choices.

c) Students have difficulty communicating what they really want from life. Students have no clear idea of what students truly value aswhen asked what would make them happy, they give generalities rather than specific.

d) Students want to please others more than he true to themselves. Students desire to have potential. Those who lack selfconfidence would rather blend inthan stand out.

g) Students are insecure and are drawn to others. Students often form destructive and toxic relationships that reflect and increase their lack of selfconfidence.[36]

From explanation above, students who have low self confidence feel uncomfortable with the busy situations.Studentsexpect that they will fail when they get many problems or mistakes, powerless, afraid of failure, lack of ability in social communication, and face the problems negatively. Students cannot solve their problems or mistakes positively. So, the people who have low self confidence feel afraid of the risks that they will get in the future.

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[36] Judy H. Wright.

B. Review of Related Findings

In this research, the research was related to some researchers, below:

The first, Khoirunniswah, Agustindiscussabout*The Correlation Between Student's Self-Confidence And Speaking Achievement.(A Survey At The First Grade Of English Department Of Muhammadiyah University Of Surakarta).*[37]Theyfound that self-confidence gives the effective contribution 53% toward speaking achievement and 46, 3% are from the other factors. So, there is significant correlation between self-confidence and speaking achievement.

Then,Ismail Gürlerdiscussabout Correlation between Self Confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students.[38]Ismailfound that there is significant correlation between self-confidence and speaking skill within the level of .01. Self-confidence levels have significant differences regarding to the gender but not department.

Afterthat,Mitra Nurul Fitridiscussabout The Relationship between Self Confidence Level and Students' Speaking Ability at The Fourth Semester of English Study Program of IAIN Palangkaraya Academic Year 2013/2014.[39]Shefound that there was positive and moderately correlation between both variables. The value of correlation coefficient was 0.463. So if the students' confidence increased will increase their speaking ability and if the students' confidence will decreased their speaking ability.

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[37]Khoirunniswah, Agustin*The Correlation Between Student's Self-Confidence And Speaking Achievement.(A Survey At The First Grade Of English Department Of Muhammadiyah University Of Surakarta).*Skripsi thesis, Universitas Muhammadiyah Surakarta.

[38]Ismail Gürler, Correlation between Self Confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students.Ağrı İbrahim Çeçen University, Faculty of Science and Letters, Department of English Language and Literature, Ağrı, Turkey

[39]Mitra Nurul Fitri, The Relationship between Self Confidence Level and Students' Speaking Ability at The Fourth Semester of English Study Program of IAIN Palangkaraya Academic Year 2013/2014.

Finally, Gaya Tridinantidiscussabout The Correlation between Speaking Anxiety, Self Confidence, and Speaking Achievement of Undergraduate EFL students of Private University in Palembang.[40]Shefound that self-confidence has a significant correlation with speaking achievement (p = .01). So, it is important for teachers and lecturers to encourage students and practice speaking English in front of class, especially to improve the self-confidence when the students are communicating in English.

So, based on the related findings above, the researcher concluded that there are some correlations between self-confidence and speaking mastery. This research made by researcher to complete the researchers above. Therefore, researcher will solve speaking problems in correlation between self confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan.

C. Framework of Thinking

Self confidence is a positive belief or feeling trusting of students' ability that make students speak clearly in unpredictable situation successfully. Self confidence is also important in developing speaking skill. Thus, self confidence is the key to achieve a goal encouraging speking skill.

Speaking is spoken interaction that involves producing, receiving and processing information to express meaning in conversation text orally in daily life context. It is a skill to produce language and share their expression, information, and giving an idea, knowledge, feeling, opinion orally. So, speaking is an ability of oral communication.

The roles of self confidence is a supporter to increase students' ability in mastering speaking that will be easy to communicate with others. The students who can communicate fluently and confidently as a good impact

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[40] Gaya Tridinanti, The Correlation between Speaking Anxiety, Self Confidence, and Speaking Achievement of Undergraduate EFL students of Private University in Palembang.

of self confidence because students can increase their academic achievement in the speaking course and students fulfill the criteria of the assessment on speaking skill. The students who have self confidence will be able to overcome fears or negative thoughs, so students will be easy to communicate.

Based on explanations above, it can be assumed that self confidence and speaking mastery correlate each other. However, if students have high self confidence in speaking, they will be able to get this skill. It will be shown in the following illustration.

(Self confidence)   (Speaking mastery)

| X | $\longrightarrow$ | Y |
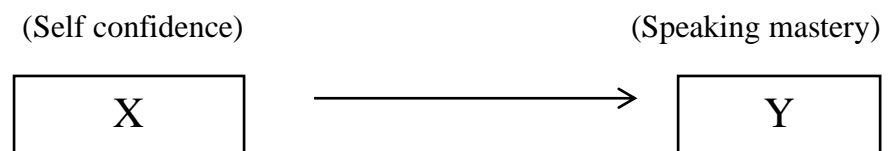
D. Hypothesis

Based on theoretical assumptios above, the researcher formulates the hypothesis as follows:

1) Ha: There is a correlation between self confidence and speaking mastery at the eleventh grade students in SMA IT Al-Husnayain in the academic year of 2021/2022.

2) Ho: There is no correlation between self confidence and speaking mastery at the eleventh grade students in SMA IT Al-Husnayain in the academic year of 2021/2022.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

The research took place in SMA IT Al-Husnayain at Jl. Nusantara II Pidoli Dolok, Panyabungan, Mandailing Natal. The time of this research wa from June 2021 until March 2022.

B. Research Method

The kind of this research was quantitative research. The type of this research was correlational research. This research used descriptive method. So, descriptive method is a method that describe the characteristic and phenomenon naturally.

Descriptive method was used to describe the correlation between variable X and variable Y. It indicated by the value of the correlation coefficient that used to assist the researchers in understanding the level of the relationship between these variable. So, it desribed the relationship of both of the variables.

C. Population and Sample of the Research

1. The Population of the Research

This research chose the eleventh grade students at SMA IT Al-HusnayainPanyabungan 2021 academic year. It consisted of two classes.

Table 1
The Number ofPopulation

No	Classes	Populations
1	XI-1	24
2	XI-2	36
Total		60

2. **The Sample of the Research**

This research used total sampling. It took all of the students of eleventh grade in SMA IT Al-Husnayain that consisted of 24 students from XI-1 and 36 students from XI-2. So, the total sampling was 60 students.

Total sampling was chosen because the population was relatively small, less than 100 students and this research did generalization with small errors. So, this research used total sampling because the number of population was less than 100 students.

3. **The Instrument of Data Collecting**

The method of collecting data for this research used two techniques. They are questionnaire and speaking test. This research used questionnaire for self confidence and test for speaking mastery.

a. **Questionnaire**

This research gave the questionnaire to the studentsfor learning students' self confidence. Questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. So, this

research used questionnaire to collect the data, because by using questionnaire, the answer will be well organized.

The questionnaire of this research was close-ended question. Close-ended questions are questions for which researchers do not provide theresponse options; the participants provide their own responses to questions. The items of questionnaire were written in Indonesian language for better understanding.

The questionnaire in this instrument used likert scale, it was level of agreement, which the given answers were; strongly agree, agree, sometimes), disagree, and strongly disagree.[41] Both of them had their own score. It was described in the following below:

Table 2
The Classification of Likert Scale

No	Symbol	Explanation	Favorable	Unfavorable
1.	SS	Stronglyagree	5	1
2.	S	Agree	4	2
3.	KD	Rather agree	3	3
4.	TS	Disagree	2	4
5.	STS	Strongly disagree	1	5

Source: Educational Research Competencies for Analysis and Application.

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[41]L. R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*.

In continuation, each items of the questionnaire were developed from indicators of self confidence. It was described in the following below:

Table 3
Indicators of the Students' Self Confidence[42]

No	Indicators	Number of Questionnaire		Total of Questionnaire
		Favorable	Unfavorable	
1	Direction and value	1	2	2
2	Motivation	3	-	1
3	Emotional stability	4, 5	6	3
4	Positive mind-set	7, 8	-	2
5	Self-awareness	9	10	2
6	Flexibility in behavior	11, 12	-	2
7	Eagerness to develop	13, 14	15	3
8	Health and energy	16	17	2
9	Willingness to take risk	18	-	1
10	Sense of purpose	19, 20	-	2
	Total	15	5	20

So, there were 15 favorable questions and 5 unfavorable questions. The total questionnaires were 20.

b. Test

This research used test technique for collecting data. Collecting data with this test is carried out by testing the

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[42] Burton, K., & Platts, B., Building Self-Confidence or Dummies,(Chi Chester, England: John Willey & Sons, 2006). p.13.

research respondents. This test is usually done to know the extent of students' speaking mastery. So through the results of the test, it measured of the students' speaking mastery.

This research used oral test which was speaking test. There are some testing speaking such as verbal essay, oral persentation, interview, conversation, discussion, reading aloud and so on. So, this research chose dialogue (conversation) for the speaking test. The students created conversation with their pairs about the material and the researcher gave value based on the indicators of speaking.

The indicators of speaking test are fluency, accuracy, pronunciation, vocabulary and grammar. Those all indicators of speaking were correct, but this research limited the indicator in scoring speaking test only on students' need based on PERMENDIKBUD K-13. The indicators of speaking test can be seen in the table below:

Table 4
Indicators of Speaking Mastery[43]

No	Aspects	Criterions	Score
1	Pronunciation	Almost perfect	5
		There are some mistakes but do	4

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[43]Mahrukh Bashir, *Pedoman Guru Mata PelajaranBahasa InggrisKurikulum 2013Untuk Sekolah Menengah Atas (SMA)/Madrasah Aliyah (MA) dan Sekolah Menengahh Kejuruan (SMK)/ Madrasah Aliyah Kejuruan (MAK)*(Jakarta: Pusat Kurikulum dan Perbukuan, balitbang Kemendikbud, 2017). p. 25.

No	Aspects	Criterions	Score
		not interfere the meaning	
		There are some mistakes and interfere the meaning	3
		Many mistake and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
2	Intonation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistake and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
3	Fluency	Very good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
No	Aspects	Criterions	Score
4	Accuracy	Very good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1

Source:Pedoman Guru Mata PelajaranBahasa InggrisKurikulum 2013Untuk Sekolah Menengah Atas (SMA)/Madrasah Aliyah (MA) dan Sekolah Menengahh Kejuruan (SMK)/ Madrasah Aliyah Kejuruan (MAK)

D. The Test Validity and Instrument reliability

1. Validity

This research used content validity to establish validity of the instrument. Content validity is the validity obtained from testing the feasibility of the contents of the questionnaire through rational

analysis by experts or expert judgment. Content validity concerns the qualities that the task measures, how far it actually represents speaking mastery.

So in this research, the questionnaire validated by checking the questionnaire to the expert. Validator check and recheck whether the items of questionnaire topic has been suitable or not.The expert for self confidence was Liah Rosdiani Nasution, M. A that pshychologist lecture in IAIN Padangsidimpuan. The expert for speaking mastery was Zainuddin, SS. M. Hum that speaking lecture in IAIN Padangsidimpuan.

2. Reliability

Reliability neeed to create a good test because a test must be reliable as a measuring instrument.The instrument is said reliable when the instrument is believable to use as an instrument of collecting data because the instrument is good.So, this research used SPSS to reliable the instruments such as normality and homogenity that using SPSS.

E. The Technique of Data Analysis

In correlation research, the most suitable analysis is by using the statistical process. It meant that the data collected and analyzed by using formulation. In this research data processing stage, the formula used certain stages were:

1. Collected the answer of the students

2. Identified mean, median and modus by using descriptive statistic to arrange and categorize the data. Descriptive statistic is the way of presenting the data analyze by the following data:

   a) Mean (Average)

   The formula that used is:

   $$M_x = \frac{\Sigma fixi}{fi}$$

   Description:
   X   : Mean (Average)

   $\Sigma fi\ xi$: The sum of multiplication

   N   : Number of students[44]

   b) Median

   The formula that used is:

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

   Description:
   b   : Lower limit of the real containing median score
   F   : Cumulative frequency lies below the median score containing
   f   : Original frequency (frequency of score containing median)
   b   : Class interval[45]

   c) Modus

   The formula that used is:

[44]Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015), P.30.
[45]Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*.

$$M_o = b + p\left(\frac{b1}{b1+b2}\right)$$

Description:

M_o : Mode

b : Lower limit of the interval containing the real mode

b1: Frequency located at the interval that contains the mode

b2 : Frequency located at below the interval containing

mode

p: Class interval[46]

Table 5
The Table Interpretation of Means Score

No	Interval	Predicate
1.	80 – 100	Very good
2.	60 – 79	Good
3.	50 – 59	Enough
4.	40 – 49	Less
5.	0 – 39	Fail

Source:Penelitian dan Penilaian Pendidikan

3. Hypothesis test

To determine whether there is correlation between speaking self confidence and speaking mastery, thisreseach 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:

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[46]Ahmad Nizar Rangkuti.

Rxy :Coefficient of correlation

N : The number of sample

ΣX : The sum of scores in X – distribution

ΣY : The sum of scores in Y – distribution[47]

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

Table 6
Criteria Score Interpretation of Correlation[48]

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

4. To know the contribution of coefficient correlation between variable X and Y

It can be defindusing formula determine correlation:

$Kp = r^2 \times 100\%$

Description:

Kp: Determine Correlation

r : Coefficient correlation[49]

5. To Examine the significances Variable

To examine the significances variable X and Y was calculated by:

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[47]Ahmad Nizar Rangkuti.
[48]Ahmad Nizar Rangkuti.
[49]Ahmad Nizar Rangkuti..

$$T = \frac{r_{xy}\sqrt{n-1}}{\sqrt{1-(r_{xy})^2}}$$

Description:

T = result of t-test

n = total of sample

r_{xy} = coefficient correlation between X and Y[50]

[50]Ahmad Nizar Rangkuti.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, the research discussed the result of the correlation between self confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan. This research used the formula of product moment to analyze the data of students' self confidence and students' speaking mastery. This research described data as follow:

A. Description of Data

To understand this research easily, it describedspeaking based on the variables. There were two variables in this research including self confidence as a variable X and speaking mastery as variable Y. This research used questionnaire to know students' self confidence and it also used speaking test to know the students' speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan.

1. Students' Self Confidence

In this part, it showed the result of self confidence which was independent variables. The researcher knew the students' self confidence by loooking at the score of the questionnaire. There were 20 items ofquestionnaire that had favorable and unfavorableand answered by students. Favorable was the positive direction and unfavorable was the negative direction. For each number, the researcher gave 5 as maximal score for each statements.

After calculating the score, this research found that the highest score was 95 and the lowest score was 58. To complete this research data, the researcher also calculated thatthe mean score was 77.4, the median score was 77, and the modus was 73 (can beseen in appendix VI). Where the mean score was the score which represents the general value that was achieved by the students. Median was the middle score or score which divided a distribution of data into equal part and modus was a score which has the most frequency.

So, the resume score of variable X that was students' self confidence at the eleventh grade students of SMA IT Al-Husnayain Panyabungan that has been gotten as table below:

Tabel 7
The Score of Variable X

No.	Statistic	Score of X
1.	Highest score	95
2.	Lowest score	58
3.	Range	37
4.	Interval	6
5.	Mean score	77.4
6.	Median score	77
7.	Modus	73

Based on table above, the research showed that mean score was 77.4. It means that the students' self confidence at the eleventh grade students of SMA IT Al-Husnayain Panyabungan was good category. Then, the computed frequency distribution of the students' score of group can be applied in to table frequency distribution as follow:

Table 8
The Frequency Distribution of Students'Self Confidence

No	Interval	Mid Point	Frequency	Percentage
1	58-63	60.5	4	6.5%
2	64-69	66.5	9	15%
3	70-75	72.5	16	27%
4	76-81	78.5	9	15%
5	82-87	84.5	13	22%
6	88-93	90.5	5	8%
7	94-99	96.5	4	6.5%
	i=6	549.5	60	100%

Based on the chart above, this research showed the variable revelation of students' self confidence.Itshowed that the respondent in interval 58 – 63 were 4 students (6.5%), interval 64 – 69 were 9 students (15%), interval 70 – 75 were 16 students (27%), interval 76 – 81 were 9 students (15%), interval 82 – 87 were 13 students (22%), interval 88 – 93 were 5 students (8%) and interval 94-99 were 4 students (6.5%).

Based on the computed frequency distribution of the students' score, the researcher applied into the table frequency distribution as follow:

Tabel 9
Classification of Students Score

Score	Frequency	Percentage	Predicate
58-75	29	48.5%	Good
76-95	31	51.5%	Very Good

Based on the tabel above, it can be inferred that 29students hasgood predicate. Then, 31 students has very good predicate.In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency
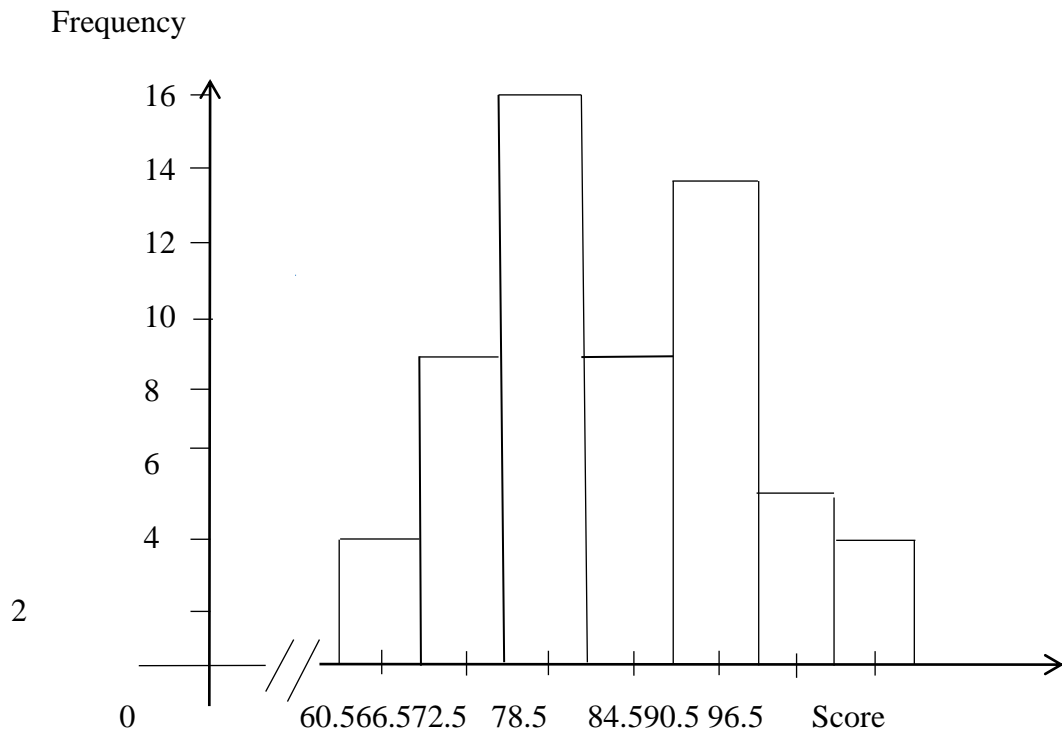
2. Students' Speaking Mastery

In this part, theresearch showed the result of speaking mastery which was dependent variables. The researcher knew the students' speaking mastery by using speaking test to the students at the eleventh grade of SMA IT Al-Husnayain Panyabungan.

After calculating thescore, it found that the highest score was 85 and the lowest score was 65. To complete this research data, the researcher also calculated the mean score was 76, the median score was 76, and the modus was 76 (can be seen in appendix VII).

So, the resume score of variable X that was students'speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan that has been gotten as table below:

Tabel 9
The Score of Variable Y

No.	Statistic	Score of Y
1.	Highest score	85
2.	Lowest score	65
3.	Range	20
4.	Interval	3
5.	Mean score	76
6.	Median score	76
7.	Modus	76

Based on table above, it showed that mean score was 76. It means that the students' speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan was good category. Then, the computed frequency distribution of the students' score of group can be applied in to table frequency distribution as follow:

Table 10
The Frequency Distribution of Students'Self Confidence

No	IntervalClass	Mid Point	Frequency	Percentage
1	65-67	66	5	8%
2	68-70	69	8	13.5%
3	71-73	72	9	15%
4	**74-76**	75	**13**	21.5%
5	77-79	78	10	17%
6	80-82	81	8	13.5%
7	83-85	84	7	11.5%
	i=3	525	60	100%

Based on the table above, this research showed the variable revelation of students' self confidence. Itshowedthat the respondent in interval 65 – 67 were 5 students (8%), interval 68 – 70 were 8 students (13.5%), interval 71– 73 were 9 students (15%), interval 74 – 76 were 13 students (21.5%), interval 77 – 79 were 10 students (17%), interval 80-82 were 8 students (13.5%) and interval 83-85 were 7 students (11.5%).

Based on the computed frequency distribution of the students' score, the researcher applied into the table frequency distribution as follow:

Tabel 12
Classification of Students Score

Score	Frequency	Percentage	Predicate
60-69	5	8%	Enough
70-79	40	67%	Good
80-100	15	25%	Very Good

From the tabel above, it can be inferred that 5students hadenough predicate. Then, 40 students has good predicate and15 students has very good predicate. In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:
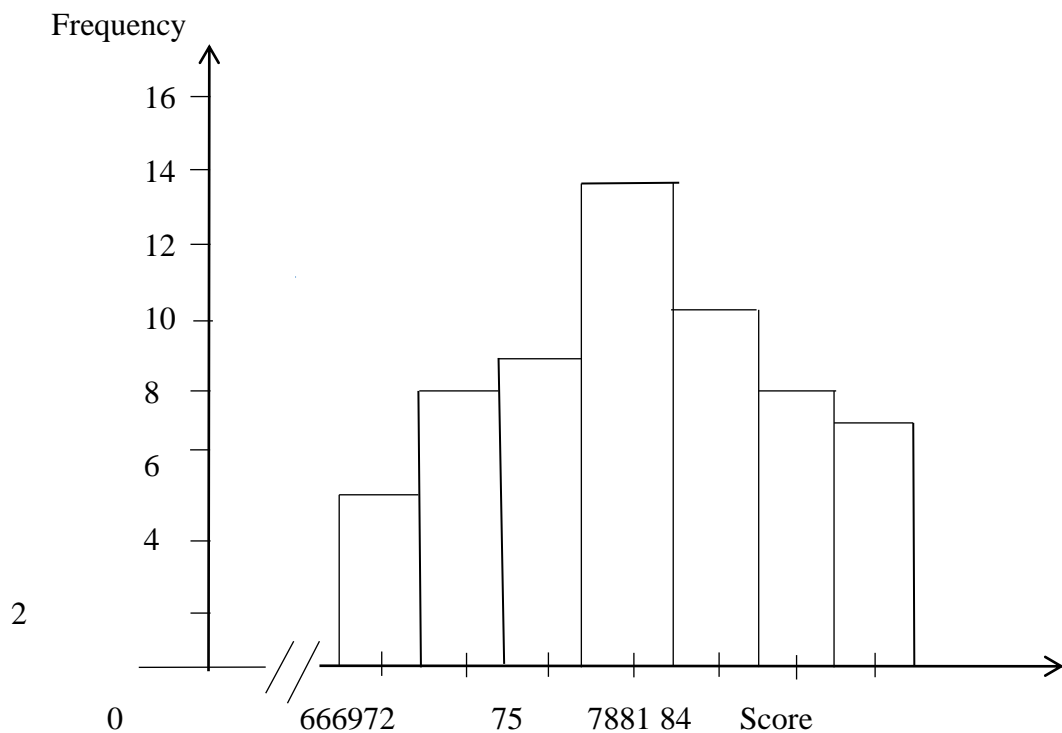
B. Analysis ofTheData

1. Normality Test

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

Table 11
Normality and Homogenity Data X and Data Y

Class	Normality Test		Homogenity Test	
	t_{count}	t_{table}	F_{count}	F_{table}
Data X	0.200	0.67874	2.81 < 4.01	
Data Y	s0.200	0.67874		

After doing the calculation, reseracher found that that X= 0,200 and Y=0.200 <0.67874, with n=58 and level of α = 5 %. It means data X and Y were distributed normal. It can be seen in appendix VI and appendix XI.

The coefficient of F_{count}= 2.81 with α 5% and dk1 =k-1= 2-1 and dk2=n-2=60-2=58, From the distribution list F, researcher found that $F_{tabl}<f_{count}$ = So, based on the data above, it can be seen both variable X and Y was heterogenous or different. The calculation can be seen in appendix VI and appendix XII.

The aim of hypothesis testing was to determine the correlation between self confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan by using the product moment formula. Before testing hypothesis, first

the research performed the calculation of the scores obtained by the

respondents as the table below: (seen in appendix VIII and IX)

ΣX = 4607 ΣY = 4525

ΣX^2 = 358745 ΣY^2 = 343037

ΣXY = 34803

By using the values above, this study calculated the value

of correlation between variable X and Yexplained below:

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

$$= \frac{60(348039) - (4607)(4525)}{\sqrt{(60(358745) - (4607)^2)\ (60(343037) - (4525)^2)}}$$

$$= \frac{20882340 - 20846675}{\sqrt{(60(358745) - (21224449))\ (60(343037) - (20475625))}}$$

$$= \frac{35665}{\sqrt{(21524700 - 21224449)\ (20582220 - 20475625)}}$$

$$= \frac{35665}{\sqrt{(300251)\ (106595)}}$$

$$= \frac{35665}{\sqrt{32005255345}}$$

$$= \frac{35665}{178900}$$

$$= 0.20$$

So, based on the calculation of variabel X and Y by r_{xy}, the

researcher got r_{xy}=0.20.   The calculating product moment by

getting correlation coefficients $r_{xy} = 0.20$ was smaller than $r_{table} = 0.254$ on 5% significance. The result showed that there was low correlation between variable X and variable Y. It has been written in the table of coefficient correlation interpretation below:

Table 13
Criteria Score Interpretation of Correlation

No	Value	Criteria
1	0.00–0.199	Very low correlation
2	0.20–0.399	Low correlation
3	0.40–0.599	Enough correlation
4	0.60–0.799	High correlation
5	0.80–1.000	Very high correlation

Source:Statistika Untuk Penelitian Pendidikan

To look for the contribution of variable X to variable Yas follows:

KP = the score of determine coefficient

r = the score of the coefficient correlation

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

$$= (0.20)^2 \times 100\%$$

$$= 0.04 \times 100\%$$

$$= 4\%$$

H_a : There is a significant correlation between self confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan.

H_0 : There is no significant correlation between self confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan.

Based on variable X (Students'self confidence) and variable Y (students'speaking mastery), the contribution of the result was 0.20. It was belong to very lowcategory and the contribution of the variable has 4 % and 96 % influenced by other variables.

2. **Hypothesis Testing**

Testing the truth of significant correlation, thisresearch used the formulaof t_{count}as follows:

$$t_{count} = \frac{rxy \sqrt{n-1}}{\sqrt{1 - (rxy)^2}}$$

$$= \frac{0,20 \sqrt{60-1}}{\sqrt{1 - (0,20)^2}}$$

$$= \frac{0,20 \sqrt{59}}{\sqrt{1 - 0,04}}$$

$$= \frac{0,20 \, (7,68)}{\sqrt{0,96}}$$

$$= \frac{1,536}{0,97}$$

$$= 1.58$$

Based on the calculation above, the researcher found that t_{count} = 1.58 and t_{table} on 5% significance= 0.254. So, t_{count} > t_{table} (1.58 > 0.254), it meant alternative hypothesis (Ha) of this study was accepted and null hypothesis (Ho) was declined. In conclusion, there was a significant correlation between two variables that was said that the validity of the contribution of variable X to variable Y was accepted.

C. **Discussion of The Result**

The result of this research was there was a significant correlation between self confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan. The data showed the correlation is low. Maybe, there was a mistake in processing the data such as speaking assessment and may there was an items of questionnaire were not measurable.

From the calculation of the data, the researcher found the students' self confidence at the eleventh grade students of SMA IT Al-Husnayain Panyabungan was good category. It can be seen from the mean score of the self confidence was 77.4 which means good category.

Furthermore, the students' speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan was good category.It can be seen from the mean score of the speaking mastery was 76 which means good category.

Then, from the calculation of the data it has been showed that $t_{count} >$ t_{table}.It can be seen from the $t_{count} = 0.\ 20$ andt_{table} on significant 5 % = 0.254which means there was correlation but in the lowlevel between variable X and variable Y.

This research also discussed with the theory and compared with the related finding that has been stated by researcher. Based on related findingfrom Khoirunniswah.It can be seen. that selfconfidence gived the effective contribution 53% toward speaking achievement and 46, 3% were from the

other factors.[51] So, there was significant correlation between selfconfidence and speaking achievement.

Then, Gürlerfound that there was significant correlation between selfconfidence and speaking skill within the level of 0.01(very lowlevel).[52] So, there was very low correlation between self confidence and speaking achievement.

After that,Fitrifound that there was positive and moderately correlation between students' confidenceand speaking ability. The value of correlation coefficient was 0.463.[53] So if the students' confidence increased will increase their speaking ability and if the students' confidence will decreased their speaking ability.

Finally, Tridinantifound that selfconfidence have a significant correlation with speaking achievementinvery lowlevel between variables (p = 0.01).[54] So, it is important for teachers and lecturers to encourage students and practice speaking English in front of class, especially to improve the selfconfidence when the students are communicating in English.

Based on the explanation above, there was similarities between the result of this research and related findings such as instrument, tehnique data

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[51]Khoirunniswah, Agustin*The Correlation Between Student's Self-Confidence And Speaking Achievement.(A Survey At The First Grade Of English Department Of Muhammadiyah University Of Surakarta).*Skripsi thesis, UniversitasMuhammadiyah Surakarta.

[52]Ismail Gürler, Correlation between Self Confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students.Ağrı İbrahim Çeçen University, Faculty of Science and Letters, Department of English Language and Literature, Ağrı, Turkey

[53]MitraNurulFitri, The Relationship between Self Confidence Level and Students' Speaking Ability at The Fourth Semester of English Study Program of IAIN Palangkaraya Academic Year 2013/2014.

[54] Gaya Tridinanti, The Correlation between Speaking Anxiety, Self Confidence, and Speaking Achievement of Undergraduate EFL students of Private University in Palembang.

analysis, and formulasand the result saying thattherewassignificant correlation between the variables but in low correlation. However, there was also differences between this research and related findingssuch asthe placed of the research. The result of these researchs stated that alternative hypothesis was accepted and null hypothesys was rejected.

From the statements above, it can be inferred that some researches had significant correlation butin lowlevel between variables. It may influence by the situation or the condition of the students during answer the questionnaire.

D. Threats of The Research

The researcher found the threats of this research as below:

1. The researcher asked the students to makea conversation in pairs,The researcher did not know how serious the students in making conversation..

2. The researcher incapable of measure honesty aspects of the students in answering the questionnaire that given, until possibility the students cheat or guess.

3. The researcher did not know whether students concentrated or not in answering the questionnaire.

4. Test time was limit.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the conclusions of this research are:

1. The students' self confidence at the eleventh grade students of SMA IT Al-Husnayain Panyabungan was "good" by getting mean score was 77.4 which meansgood category.

2. Thestudents'speaking mastery at the eleventh grade students sof SMA IT Al-Husnayain Panyabungan was "good" by getting mean score was 76 which means good category.

3. The researcher found the hypothesis H_a was accepted where H_o was rejected, because t_{count} higher than t_{table} (1.58 > 0.254). It meant there was a correlation between self confidence and speaking mastery at the eleventh grade students of SMA IT Al-Husnayain Panyabungan in low category.

B. Suggestion

After finishing the research, the researcher got many informations and experiencein English learning. It shown that the researcher needed somethings to prove it. It maked the researcher gave some suggestion, as follow:

1. To the headmaster of SMA IT Al-Husnayain, the researcher suggestthe headmaster tore-implement and re-tighten the rules that use English in daily activities in the classroom and outside to practice

their English. So, students' have good confidenceautomaticly and speak Englishfluently.

2. To the English teacher, the researcher suggests tosupport all activities that use English in the classroom (always use English)and outside the classroom to increase students' self confidence in speaking English.

3. The researcher suggests for who wants to do research the same problem as information about the topic or as reference for researcher in the next time.

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APPENDIX I

The Result of Students' Self Confidence

Class XI-1

No	Initial of Students	Score of Students
1	AA	82
2	AHFR	90
3	ARS	83
4	AHS	71
5	AF	65
6	AOS	76
7	DH	73
8	EA	79
9	FR	95
10	H	66
11	IAB	62
12	KN	66
13	MSSS	88
14	MSAP	86
15	MAR	94
16	MSL	83
17	RS	95
18	RP	73
19	RM	83
20	RW	95
21	SAH	71
22	SM	63
23	SH	77
24	WBAN	70

Class XI-2

No	Initial of Students	Score of Students
1	AA	69
2	AFS	88
3	AH	82
4	DYS	65
5	FM	75
6	FAH	71
7	FA	83
8	GAN	76
9	HW	84
10	IZL	58
No	Initial of Students	Score of Students

11	IW	72
12	KN	66
13	K	72
14	LP	73
15	MR	77
16	NPA	71
17	NS	64
18	NF	76
19	NA	88
20	NAD	79
21	NHA	79
22	NA	82
23	PK	78
24	RS	83
25	RAS	64
26	RML	72
27	SFNAR	63
28	S	85
29	SD	85
30	SH	69
31	SR	75
32	SNH	75
33	SL	90
34	SP	75
35	YLS	72
36	ZSS	85

APPENDIX II

The Result of Students' Self Confidence

Class XI-1

No	Initial of Students	Score of Students
1	AA	85
2	AHFR	80
3	ARS	85
4	AHS	75
5	AF	75
6	AOS	75
7	DH	75
8	EA	75
9	FR	75
10	H	75
11	IAB	75
12	KN	75
13	MSSS	75
14	MSAP	80
15	MAR	75
16	MSL	90
17	RS	85
18	RP	75
19	RM	90
20	RW	75
21	SAH	90
22	SM	75
23	SH	75
24	WBAN	75

Class XI-2

No	Initial of Students	Score of Students
1	AA	80
2	AFS	80
3	AH	80
4	DYS	80
5	FM	85
6	FAH	90
7	FA	80
8	GAN	85
9	HW	80
10	IZL	80
No	Initial of Students	Score of Students

11	IW	75
12	KN	90
13	K	90
14	LP	80
15	MR	80
16	NPA	85
17	NS	75
18	NF	80
19	NA	90
20	NAD	80
21	NHA	80
22	NA	80
23	PK	80
24	RS	90
25	RAS	75
26	RML	80
27	SFNAR	80
28	S	75
29	SD	90
30	SH	80
31	SR	90
32	SNH	85
33	SL	80
34	SP	85
35	YLS	80
36	ZSS	85

APPENDIX III

VARIABLE X
(Students' Self Confidence)

1. Maximum and minimum score were gotten by setting the variable score from the lowest to highest score.

58	62	63	63	64	64
65	65	66	66	66	69
69	70	71	71	71	71
72	72	72	72	73	73
73	75	75	75	75	76
76	76	77	77	78	79
79	79	82	82	82	83
83	83	83	83	84	85
85	85	86	88	88	88
90	90	94	95	95	95

2. High score = 95

3. Low score = 58

4. Range = High score – low score = 95 – 58 = 37

5. The total of the class (BK)

$$= 1 + 3.3 \log n$$
$$= 1 + 3.3 \log 60$$
$$= 1 + 3.3 \,(1.778)$$
$$= 1 + 5.8674 \text{ rounded up}$$
$$= 1 + 6$$
$$= 7$$

6. Interval (i)

$$I = \frac{R}{BK} = \frac{37}{7} = 5.28 \text{ rounded up, so } 6$$

7. Mean Score (X)

No	IntervalClass	Fi	Xi	FiXi
1	58-63	4	60,5	242
2	64-69	9	66,5	598,5
3	70-75	**16**	72,5	1160
4	**76-81**	9	78,5	706,5
5	82-87	13	84,5	1098,5
6	88-93	5	90,5	452,5
7	94-99	4	96,5	386
	Total	60	549,5	4644

$$X = \frac{\sum FiXi}{Fi} = \frac{4644}{60} = 77.4$$

8. Median

Bb = 76-0.5 = 75.5   i = 64-58 = 6

f   = 4+9+16= 29   fm = 9

$$Me = Bb + i \ \frac{1/2 \ n-f}{fm}$$

$$= 75.5 + 6 \ \frac{1/2 \ 60-29}{9}$$

$$= 75.5 + 6 \ \frac{30-29}{9}$$

$$= 75.5 + \frac{6}{9}$$

$$= 75.5 + 0.66$$

$$= 77$$

9. Modus

L = 70 - 0.5 = 69.5

d 1= 16-9   = 7

d 2 = 16 − 9 = 7

$$Mo = L + \left(\frac{d1}{d1+d2}\right) p$$

$$= 69.5 + \left(\frac{7}{7+7}\right)6$$

$$= 69.5 + (0.5)\,6$$

$$= 69.5 + 3$$

$$= 72.5 \text{ rounded up, so } 73$$

APPENDIX IV

HOMOGENITY TEST OF VARIABLE X

Calculation of parameter to get variant of the variable x , used homogeneity test by using formula:

$$S^2 = \frac{N\sum xi^2 - (\sum xi)^2}{n\,(n-1)}$$

Hypotheses:

H_0 : $\delta^2_1 = \delta^2_2$

H_1 : $\delta^2_1 \neq \delta^2_2$

A. Variant of Data X

No.	Xi	Xi²
1.	82	6724
2.	90	8100
3.	83	6889
4.	71	5041
5.	65	4225
6.	76	5776
7.	73	5329
8.	79	6241
9.	95	9025
10.	66	4356
11.	62	3844
12.	66	4356
13.	88	7744
14.	86	7396
15.	94	8836
16.	83	6889
17.	95	9025
18.	73	5329
19.	83	6889
20.	95	9025
21.	71	5041
22.	63	3969
23.	77	5929
24.	70	4900

25.	69	4761
26.	88	7744
27.	82	6724
28.	65	4225
29.	75	5625
30.	71	5041
31.	83	6889
32.	76	5776
33.	84	7056
34.	58	3364
35.	72	5184
36.	66	4356
37.	72	5184
38.	73	5329
39.	77	5929
40.	71	5041
41.	64	4096
42.	76	5776
43.	88	7744
44.	79	6241
45.	79	6241
46.	82	6724
47.	78	6084
48.	83	6889
49.	64	4096
50.	72	5184
51.	63	3969
52.	85	7225
53.	85	7225
54.	69	4761
55.	75	5625
56.	75	5625
57.	90	8100
58.	75	5625
59.	72	5184
60.	85	7225
Total	$\sum x_i = 4607$	$\sum X^2 = 358745$

n   = 60
$\sum x_i$ = 4607
$\sum x^2$ = 358745

So,

$$S^2 = \frac{N\sum xi^2 - (\sum xi)^2}{n\,(n-1)}$$

$$= \frac{60\,(358745) - (4607)^2}{60\,(60-1)}$$

$$= \frac{21524700 - 21224449}{3540}$$

$$= \frac{300251}{3540}$$

$$= 84.81$$

APPENDIX V

The Result of Students' Speaking Mastery

Class XI-1

No	Initial of Students	Score of Students
1	AA	78
2	AHFR	78
3	ARS	78
4	AHS	70
5	AF	65
6	AOS	70
7	DH	65
8	EA	72
9	FR	65
10	H	65
11	IAB	65
12	KN	72
13	MSSS	70
14	MSAP	78
15	MAR	70
16	MSL	85
17	RS	80
18	RP	70
19	RM	85
20	RW	72
21	SAH	85
22	SM	72
23	SH	70
24	WBAN	70

Class XI-2

No	Initial of Students	Score of Students
1	AA	75
2	AFS	75
3	AH	75
4	DYS	78
5	FM	80
6	FAH	80
7	FA	78
8	GAN	78
9	HW	75
10	IZL	72

No	Initial of Students	Score of Students
11	IW	78
12	KN	80
13	K	80
14	LP	80
15	MR	75
16	NPA	80
17	NS	72
18	NF	75
19	NA	85
20	NAD	75
21	NHA	75
22	NA	75
23	PK	72
24	RS	85
25	RAS	72
26	RML	72
27	SFNAR	75
28	S	70
29	SD	85
30	SH	75
31	SR	85
32	SNH	80
33	SL	75
34	SP	80
35	YLS	75
36	ZSS	78

APPENDIX VI

VARIABLE Y

(Students' Speaking Mastery)

1. Maximum and minimum score were gotten by setting the variable score from the lowest to highest score.

65	65	65	65	65	70
70	70	70	70	70	70
70	72	72	72	72	72
72	72	72	72	75	75
75	75	75	75	75	75
75	75	75	75	75	78
78	78	78	78	78	78
78	78	78	80	80	80
80	80	80	80	80	85
85	85	85	85	85	85

2. High score = 85

3. Low score = 65

4. Range = High score – low score = 85 – 65 = 20

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

   = 1 + 3.3 log 60

   = 1 + 3.3 (1.778)

   = 1 + 5.8674 rounded up

   = 1 + 6

   = 7

6. Interval (i)

$$I = \frac{R}{BK} = \frac{20}{7} = 2.8 \text{ rounded up, so } 3$$

7. Mean Score (X)

No	Interval Class	Fi	Xi	FiXi
1	65-67	5	66	330
2	68-70	8	69	552
3	71-73	9	72	648
4	**74-76**	**13**	75	975
5	77-79	10	78	780
6	80-82	8	81	648
7	83-85	7	84	588
	Total	60	525	4521

$$X = \frac{\sum \text{FiXi}}{Fi} = \frac{4521}{60} = 75.3 \text{ rounded up, so } 76$$

8. Median

Bb = 74-0.5 = 73.5   i = 68-65 = 3

f = 9 + 8 + 5= 22   fm = 13

$$\text{Me} = \text{Bb} + i \ \frac{1/2 \ n-f}{fm}$$

$$= 73.5 + 3 \ \frac{1/2 \ 60-22}{13}$$

$$= 73.5 + 3 \frac{30-22}{13}$$

$$= 73.5 + 3 \left(\frac{8}{13}\right)$$

$$= 73.5 + 1.83$$

$$= 75.33 \ \text{ rounded up, so } 76$$

9. Modus

L = 74 - 0.5 = 73.5   d 1= 13-9 = 4

d 2 = 13 – 10   = 3   p = 3

$$Mo = L + \left(\frac{d1}{d1+d2}\right)p$$

$$= 73.5 + \left(\frac{4}{4+3}\right)3$$

$$= 73.5 + \left(\frac{4}{7}\right)3$$

$$= 73.5 + 1.7$$

$$= 75.2 \text{ rounded up, so } 76$$

APPENDIX VII

The Result of Variable X and Variable Y

No	Initial of Students	Variable X	Variable Y	X^2	Y^2	XY
1	AA	82	85	6724	7225	6970
2	AHFR	90	80	8100	6400	7200
3	ARS	83	85	6889	7225	7055
4	AHS	71	75	5041	5625	5325
5	AF	65	75	4225	5625	4875
6	AOS	76	75	5776	5625	5700
7	DH	73	75	5329	5625	5475
8	EA	79	75	6241	5625	5925
9	FR	95	75	9025	5625	7125
10	H	66	75	4356	5625	4950
11	IAB	62	75	3844	5625	4650
12	KN	66	75	4356	5625	4950
13	MSSS	88	75	7744	5625	6600
14	MSAP	86	80	7396	6400	6880
15	MAR	94	75	8836	5625	7050
16	MSL	83	90	6889	8100	7470
17	RS	95	85	9025	7225	8075
18	RP	73	75	5329	5625	5475
19	RM	83	90	6889	8100	7470
20	RW	95	75	9025	5625	7125
21	SAH	71	90	5041	8100	6390
22	SM	63	75	3969	5625	4725
23	SH	77	75	5929	5625	5775
24	WBAN	70	75	4900	5625	5250
25	AA	69	80	4761	6400	5520
26	AFS	88	80	7744	6400	7040
27	AH	82	80	6724	6400	6560
28	DYS	65	80	4225	6400	5200
29	FM	75	85	5625	7225	6375
30	FAH	71	90	5041	8100	6390
31	FA	83	80	6889	6400	6640
32	GAN	76	85	5776	7225	6460
33	HW	84	80	7056	6400	6720
34	IZL	58	80	3364	6400	4640
35	IW	72	75	5184	5625	5400
36	KN	66	90	4356	8100	5940
37	K	72	90	5184	8100	6480
38	LP	73	80	5329	6400	5840

No	Initial of Students	Variable X	Variable Y	X^2	Y^2	XY
39	MR	77	80	5929	6400	6160
40	NPA	71	85	5041	7225	6035
41	NS	64	75	4096	5625	4800
42	NF	76	80	5776	6400	6080
43	NA	88	90	7744	8100	7920
44	NAD	79	80	6241	6400	6320
45	NHA	79	80	6241	6400	6320
46	NA	82	80	6724	6400	6560
47	PK	78	80	6084	6400	6240
48	RS	83	90	6889	8100	7470
49	RAS	64	75	4096	5625	4800
50	RML	72	80	5184	6400	5760
51	SFNAR	63	80	3969	6400	5040
52	S	85	75	7225	5625	6375
53	SD	85	90	7225	8100	7650
54	SH	69	80	4761	6400	5520
55	SR	75	90	5625	8100	6750
56	SNH	75	85	5625	7225	6375
57	SL	90	80	8100	6400	7200
58	SP	75	85	5625	7225	6375
59	YLS	72	80	5184	6400	5760
60	ZSS	85	85	7225	7225	7225
Total		$\sum X=4607$	$\sum Y=4525$	$\sum X^2=358745$	$\sum Y^2=343037$	$\sum XY=348039$

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

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

$$=\frac{60\left(348039\right)-\left(4607\right)\left(4525\right)}{\sqrt{\left(60\left(358745\right)-\left(4607\right)^2\right)\left(60\left(343037\right)-\left(4525\right)^2\right)}}$$

$$=\frac{20882340-20846675}{\sqrt{\left(60\left(358745\right)-\left(21224449\right)\right)\left(60\left(343037\right)-\left(20475625\right)\right)}}$$

$$= \frac{35665}{\sqrt{(21524700 - 21224449)\ (20582220 - 20475625)}}$$

$$= \frac{35665}{\sqrt{(300251)\ (106595)}}$$

$$= \frac{35665}{\sqrt{32005255345}}$$

$$= \frac{35665}{178900}$$

$$= 2.0$$

APPENDIX VIII

TABLE OF PRODUCT MOMENT

No	The Level of Significance		No	The Level of Significance		No	The Level of Significance	
	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	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
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	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			

APPENDIX IX

TRANSKIP SPEAKING

MSL   : Hello brother
RM   : Hello
MSL   : How are you?
RM   : I am fine. How about you?
MSL   : I am fine too, thanks. Would you like to come offer for dinner tonight?
RM   : Thank you. I'd love to. Would you like me to bring something?
MSL   : No, nothing. Just come
RM   : Okay, what time?
MSL   : at 7 p.m
RM   : Okay, see you
MSL   : See you

RS   : Hello
SA   : Hello
RS   : How are you?
SA   : I am fine. How about you?
RS   : I am fine too. Where are you going?
SA   : I want to going to the mosque
RS   : What are you attend to my competition?
SA   : What is the competition? When and where?
RS : It is competition of volleyball. It is tomorrow. I would you watch my competition
SA   : Yes, wait...yes yes. i can join to your competition tomorrow
RS   : Thank you
SA   : You are welcome
RS   : See you tomorrow
SA   : See you

DH   : Assalamualaikum
MSAP : Wa'alaikumsalam
DH   : How are you?
MSAP : I am fine. How about you?
DH   : I am fine too. Would you like to offer for dinner tonight?
MSAP : I'd love to. Would you like me to bring something?
DH   : No, I think just come
MSAP : What is the time?
DH   : It is at 7 p.m
MSAP : Okay. See you then
DH   : See you

AAN   : Hello
ARS   :Hy
AAN   :How are you brother?
ARS   : I am fine. How about you?
AAN   : I am fine too. Where are you going?
ARS   : I am going to marketplace
AAN   : I want you com to my birthday party
ARS   : What is it? When and where?
AAN   : It is the my birthday party in my house tomorrow at 8 o'clock
ARS   : Okay. I will go to your birthday party
AAN   : Okay, I hope you come to my birthday party. Thank you
ARS   : You are welcome

SAH   : Assalamualaikum brother
RM   : Wa'alaikumsalam brother
SAH   : How are you?
RM   : Alhamdulillah I am fine, and you brother?
SAH   : I am fine too. Would you like to come for dinner tonight?
RM   : Thank you, I'd love to. Would you like me to bring something?
SAH   : No, nothing. Just come
RM   : Okay. What's time brother?
SAH   : It is at 7 p.m
RM   : Okay. See you then

FA   : Hello
NAD   : Hy
FA   : How are you today?
NAD   : I am fine, and you?
FA   : I am fine too, thank you. Ainun, would you like to birthday paerty?
NAD   : When and where?
FA   : On Sunday at 11 o'clock a.m
NAD   : I would. Thanks for invitation
FA   : Okay. See you

SD   : Hy Dilah. How are you?
NA   : I am fine and you?
SD   : I am fine very good
NA   : Sakdiah, would you like come to my offers for my birthday today?
SD   : I'd love to. I do not be late too. Would you like me to bring a big prize?
NA   : Are you serious?
SD   : Yes, I am serious
NA   : Wow! Thank you so much for you
SD   : By the way, What's time?
NA   : It is time at Ten o'clock today
SD   : And where is it?
NA   : It is in the Saint hotel number 23
SD   : Thanks for your invitation
NA   : See you then

APPENDIX X

DOCUMENTATIONS
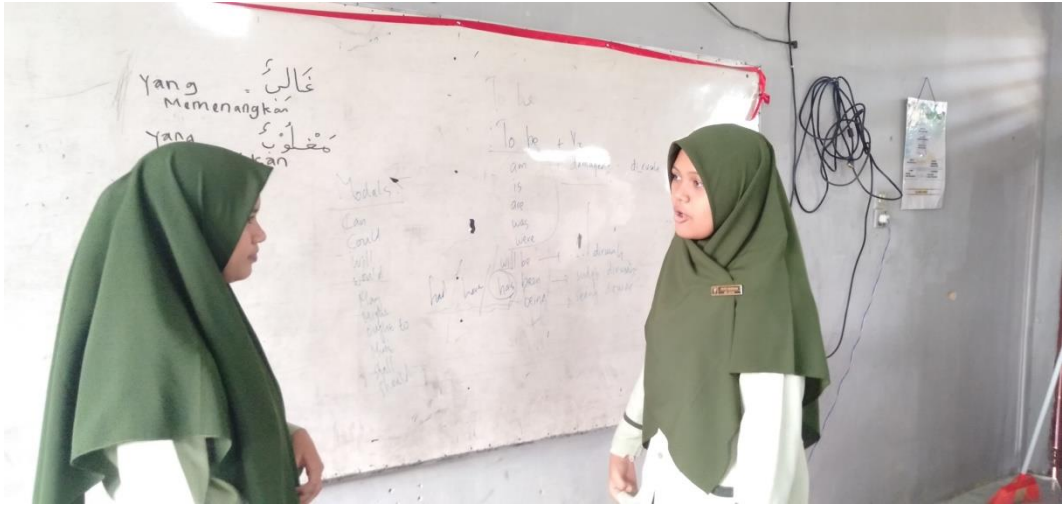
22 September 2020

Nomor   : 102 /In.14/E.6a/PP.00.9/09/2020
Lamp   : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:
1. Dr. Fitriadi Lubis, M. Pd   **(Pembimbing I)**
2. Sokhira Linda Vinde Rambe, M. Pd.   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris 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:

Nama   : Siti Khodijah
NIM   : 17 20300079
Fak/Prodi   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **The Correlation Between Self Confidence and Speaking Mastery at the Eleventh Grade Students of SMA IT Al-Husnayain Panyabungan**
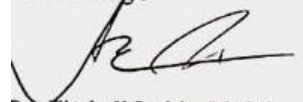
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

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

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
Pembimbing I   Pembimbing II

Dr. Fitriadi Lubis, M. Pd.   **Sokhira Linda Vinde Rambe, M. Pd.**
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Nomor : B - 55   /In.14/E/TL.00/01/2022   7 · Januari 2021
Hal   Izin Penelitian
          Penyelesaian Skripsi

Yth. Kepala SMA IT Al-Husnayain Panyabungan
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Siti Khodijah
NIM   : 1720300079
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Self Confidence and Speaking Mastery at The Eleventh Grade Students of SMA IT Al-Husnayain Panyabungan"**.

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.

Dekan

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

SURAT KETERANGAN
Nomor : 557/ E-S.Ket/ SMA-IT/II/ 2022

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Kepala Sekolah SMA Islam Terpadu Alhusnayain, dengan ini menerangkan :

Nama : **SITI KHODIJAH**
NIM : 1720300079
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

MENERANGKAN

Bahwa nama tersebut adalah benar telah melakukan penelitian di SMA Islam Terpadu Alhusnayain Panyabungan untuk penulisan skripsi dengan judul:

" **The Correlation Between Self Confidence and Speaking Mastery at The Eleventh Grade Students of SMA IT Alhusnayain Panyabungan** "

Demikianlah Surat keterangan ini dibuat agar dapat dipergunakan sesuai dengan keperluannya.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

Panyabungan, 14 Februari 2021
Kepala Sekolah

DESI YANTI, ST

Website : www.alhusnayain.sch.id
Email : smait@alhusnayain.sch.id

JL. Willem Iskander / Nusantara II, Pidoli Dolok Panyabungan - Mandailing Natal, Sumatera Utara Telp. (0636) 3221155