THE CORRELATION BETWEEN SELF CONFIDENCE AND SPEAKING ABILITY OF THE THIRD YEAR STUDENT'S OF ENGLISH DEPARTMENT AT BUNG HATTA UNIVERSITY

THESIS

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

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ABSTRACT

Ningrum, Rafita prastya (2016) : The correlation between Self Confidence and Speaking Ability of the Third Year Students of English Department of Bung Hatta University

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The type of the research was correlational study. This research was aimed to test the correlation between the third year students' Self Confidence and their Speaking Ability at English of Bung Hatta University. The population of this research was all of the third year students of English Department of Bung Hatta University who registered in 2016/2017 academic year. The number Of Population members was 40 students. They were distributed in two classes. To choose the sample ,the reseacher used Total sampling tehnique .The reseacher used two instruments to collect the data. First was questionnaire to collect data on students' self confidence (x). Second was speaking test to collect data on students speaking ability(y).

The result of this study found that there is not significant correlation between the third year students' self confidence and their speaking ability at English Department of Bung Hatta University. It was Proved by the rxy (.350) is smaller than r^{table} in the level of significance 5% and degree of freedom "n-2" (.320). it means that the hyphothesis "the correlation between the thirs year students self confidence and their speaking ability at English Department of Bung Hatta University " was accepted.

The reseacher proposes suggestions.first is for lecturers, in order to improve student's speaking ability lecturers should consider students self confidence in speaking and make their student's speaking ability become better. For students , in order to improve their speaking ability, they should build their self confidence with some ordinary self confidence and extra ordinary self confidence. For the next reseachers, they should consider other factors that is correlate with students' speaking ability

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about background of the problem, identification of the problem, limitation of the problem, formulation of the problem, hypotheses, purposes of the research, significance of the research, and definition of key terms.

1.1 The Background of the Problem

Human being needs to communicate each other, and in order to be able, to communicate, they need language to speak orally or written. In fact, there are so many languages used all over the world, and one of them is English. Nowadays English has been taught at school in the world, whether it is as foreign language, second language even as a first language.

There are four language skills which have to be mastered if we want to learn English, firstly Listening, secondly Speaking, Reading and the last Writing. Meanwhile, we also have to know about language component in learning English, such as grammar, vocabulary, mechanics and pronunciation, pronunciation means how do we pronounce sound of the words correctly.

Self confidence according to Ryan (2000:27) concept of self confidence relates to self in one's personal judgement, ability, power, etc. Sometimes manifested excessively." It means that self confidence is important. Without self confidence, we cannot get knowledge. If people have self confidence, their knowledge will be wider, they are going to be get so much information from the

things that they read, they get something. In other words, we can conclude that self confidence is important in our life. Consequently, everybody should possess this skill well.

Actually, self confidence is an important way to improve own general language skills in English. Confidence can be a self fulfilling profession, which means that those without it may fail in achieving goals, or not even try because the lack of self –confidence, and those with it may succed because they have it, rather than because of their actual ability. Lack of self confidence is called timidity. Being afraid of failure is a sign of this, and can often be the result of experiences from several past failures. Fear and phobia is often called the oppsite to confidence.

According to Suwemi (2015:7) states that language is essentially speech and speech is basically commnication by sound. She also adds that speaking skill is used by someone in daily life communication whether at school or outside. The skill is acquired by much repition. Speaking ability is learn by the leaners in the university, lectured should creat the condition of student in learning speaking especially for speaking class. Speaking is the process of speak to people or a group of people. Beside that, among many factors that influence speech, self confidence is assumend to be mostly considered the important factor in affect students speaking, there is no relationship at all between self confidence and speaking ability,because as discussed above, self confidence is related to something spoken or something told.

The reseacher focuses on students' self confidence because it is at the heart of the problem of understanding human language. From all the statements above, self confidence has important contribution in speaking ability.

The third year students of English Department of Bung Hatta University have been studying public speaking in the fifth semester. Based on the researcher's experience in studying public speaking class, there were many students who had less self confidence to improve the performance in public speaking, because the lack of vocabulary, grammar, etc. They got low score in public speaking class because they had less self confidence to learn speaking skill. Therefore, the researcher wants to know scientifically the correlation between self confidence and speaking ability.

Based on the description above the researcher is interested to conduct a research about the correlation between self confidence and student speaking abilty at the third years English Department of Bung Hatta University.

1.2 The Identification of the Problem

There are four English skills that should be learnt when studiying English. They are listening, speaking, reading and writing. Speaking is done in front of many people is called by public speaking.In speaking skill,there are several components that should be considered. Ahab (2011:25), the are Pronunciation, grammar, vocabulary, fluency and comprehension. According to Gitawaty in Puspa (2015:2) there are some factors that effect students' attitude, needs, selfconfidence, economicstatus, previous language experiences, inteligence, facilities, etc. Beside that, Tuan and Mai (2015:9) add that students' speaking

performance can be affected by the factors that come performance conditions (time pressure, planning, standart of performance, and amount of support) affective factors (such as self confidence, motivation and anxiety), listening ability and feedback during speaking activities.

Speaking is one of difficulty skill to the foreign language learners. Speaking needs practice everyday. By speaking people can communicate their feeling, share the ideas and opinions. In fact, students seldom practice English and develop their ideas in daily life.

Based on the background above, there are many problems faced by students such as lack of grammar, vocabulary, pronunciation, comprehension, and fluency. When they speak, they are afraid of making mistake in speaking English.

Many students at University feel that one of the major problems with oral communication in classes is that they do not provide them with othersin the classroom likes, discussion, debate, presentation, interview, role play, information gap, strorytelling, and reporting.

In assessing speaking ability, Luoma (2008; 7) says that the ability to speak in foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to express our thoughts are all reflected in our spoken performance in a foreign language.

Dennis Bradford (2011:21) classifies self confidence into two parts,ordinary self confidence and extra ordinary self confidence. Shalis and Michael added that (2012:6) students' tendencies to persist or quit when faced

with challlenging academic work largely depend on beliefs about their own abilities, and that is as true for high achieving students as it is for those who are struggling. Regardless of their achievement level. The self confidence is enhanced if the student believe (or is taught to believe) that she can aqcuire new skill and improve on existing ones through focus and effort. Dennis Bradford (2012-16) also classified self confidence into two categories, they are ordinary self confidence and extra ordinary. Ordinary self confidence is like pleasure and pain, praise and blame and fame and obscurity,gaining and losing are worldly preoccuption most people spend most of their waking lives trying to attract or avoid one or more of these eight concern and extra ordinary self confidence is unlike its ordinary counterpart that is grounded in unreality, extra ordinary self confidence is grounded reality.Toshalis and Michel (2012:6) also clasified self confidence into two categories they are self confidence and extra ordinary confidence self confidence is confidence that comes from one person and extra ordinary confidence is confidence that comes from more person.

According to Winggirl method (2012:22) Self Confidence is often influenced by person incentive such as rewards and punishmen. For example, the professor stood before his class of twenty senior organic biology students, about to hand out the final excam and extra ordinary confidence is confidence that comes from more person a going what is usual, regular, or customer for example, a polymer based on the elastic protein that enables fleas to perform their extra ordinary jumping feats has been synthesized the material is perhaps unsuprisiling,

rubberly and highly resilient ended, indeed some of its properties exceted those of material use to make bouncy balls for the playground.

1.3 The Limitation of the Problem

Based on the identification of the problem above, the research was limited to correlate between self confidence and speaking ability of the third year students of English Department of Bung Hatta University. The component of the students self confidence include their ordinary and extra ordinary confidence. The students' achievement in speaking means the score they got in speaking test.

1.4 The Formulation of the Problem

From the limitation of the problem above the problem of this research is formula in the following question :

"Is there any significant correlation between self confidence and students ability of speaking skill the third year students of English Department of Bung Hatta University?"

1.5 The Hypothesis

From some related references about self confidence and speaking ability,it is formulated the hyphothesis that:

1. Null hyphothesis (Ho). There is no significant correlation between self confidence and speaking ability of the third year students of English Department at Bung Hatta University.

2. Alternative hyphothesis (Ha). There is significant correlation between self confidence and speaking ability of the third year students of English Department at Bung Hatta University.

1.6 The Purposes of the Research

In general, the purpose of this research is to describe correlation between self confidence and speaking ability of the third year students of English Department at Bung Hatta University. In the other words,this research is directed to answer the formulation of the problem.

1.7 The Significance of the Research

The researcher hopes that English lectures and students can get the benefit from this research, For English lecturers the result of this research will give information about the correlation between self confidence and speaking ability, for the student, the result of this study will inform them about the correlation between self confidence and their speaking ability.

1.8 The Definition of Key Terms

The research wants to avoid misunderstanding and misinterpertation in reading this research. Because of that the researcher gives definition of the term as follows:

1. Correlation study is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to very consistenly. (Cresswell.2012:338).

2. Self confidence is feeling of trust in someone or something. To be self confident is to have confidence in your self.

3. Ordinary self confidence is that comes from one person. Ordinary self confidence can be found such as in student's necessary and purpose in learning.

4. Extraordinary self confidence is the self confidence that comes from more people. Extra ordinary self confidence belong to parents, teacher, enviroment and their wish to succes in examination.

5. The student speaking ability is about students' scores in speaking

6. Speaking ability is to express the knowledge in actual commnication.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the result of reviewing the experts' point of views. The explanation includes self confidence, definition of self confidence, kind of self confidence, indicator of self confidence, speaking skill, definition of speaking skill, persuasive speaking, the important speaking, component of speaking skill, factor affecting speaking performance, the fear of speaking, the Correlation Between Self Confidence and Their Speaking Ability.

2.1 Self Confidence

Human self confidence is absolutely complex than other creature. Learning language is related to human self confidence and partly controlled by the will. High self confidence increases learning achievement. For example, practice speaking is important in learning language, it contributes to fulfillment the future goal. It is better for learners continue to practice speaking than continue the pleasurable activity such as sleeping and watching movies (Rahayu.2002:83).

Self confidence is important in all speaking, it is vital to inform and persuade audiences. People will listen, learn, and remember a message only if it relates to their needs, wants, or wishes. Moreover, people will change their attitudes or behavior only if they are motivated to do so. Understanding self confidence can also help a speaker appeal to the common humanity in listeners that crosses cultural boundaries.(Osborns. 2009:105).

2.1.1 Definition Self Confidence.

Self confidence is one of the personality trait which is a composite of person's thought and feeling, strivingsand hopes, fears and fantastic, his wiew of what he is, what he has been, what he make become, and his attitude pertaining to his worth. Self confidence is a positive attitude oneself towards one's self toward one self concept. Is an atrribute of perceived self. Self confidence refers to a person's perseveid ability to tackle situation succes full without learning on others and to have a positive self evaluation. (Manisha,goel,2012:2).

According to Schunk (2012:86) Self confidence is considered one of the most influential motivator and regulators of behavior in people's everyday. Self confidence students will feel eager to achieve what they want with strong desire. It is similar with the idea of Schunk (2012:346) that self confidence is the process of investigated and sustaining the good behavior.Self confidence is the process of students to conduct activities based on their goals and to keep them on straight away. Self Confidence are preceded by dispositions, and are affected by consequences. Self Confidence and goals occur before cognitive, emotional, and behavioral engagement. (Macklem, 2015:39).

From those definitions above, it is concluded that self confidence is an energy and direction to do something. Self confidence is a process to get success and has a great influence to the future achievement. In teaching and learning process, giving motivation to the students is a process to push

and to support them to learn. Therefore, it can help the students to achieve their goals.

2.1.2 Kinds of Self Confidence.

The interest in self confidence in the last few decades has generated a large body of knowledge. This is clearly noticed in the different kinds into which self confidence is classified. Schunk (2000:16) says that self confidence is divided into two parts, ordinary self confidence and extra ordinary self confidence.

2.1.2.1 Ordinary Self Confidence

According to Harmer (2001:51), ordinary self confidence comes from within the individual. This a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Ordinary self confidence is from a desire to learn a topic due to its permanent features of interest. Psychologists have proved the fact that human beings have a natural curiosity drive that pushes them to explore things surrounding them.

Ordinary Self confidence is defined as the activity for its inherent satisfactions within the activity itself whena person act for fun or challenge rather than because of external prods, pressures, or rewards. The phenomenon of ordinary self confidence was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity driven

behaviors even in the absence of reinforcement or reward. (Ryan and Deci.2000:56)

The students who have ordinary self confidence will study hard and enjoy the teaching and learning process because they desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards. Harmer (2001:52) states that ordinary self confidence takes a vital role in the result of students' language learning. Many students bring no extra ordinary self confidence to their classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher's role to create ordinary self confidence in the classroom in order to maintain students' learning.

Traditionally, the researcher considers ordinary self confidence to be more desirable to result in better learning outcomes than ordinary self confidence. Extra ordinary self confidence is better for students because if the students have ordinary self confidence, they will learn. Students who have ordinary self confidence will also be quicker and more simply to achieve their goals because they have self confidence inside themselves.

2.1.2.2 Extra Ordinary Self Confidence

It is the desire to perform and succeed in order to achieve the desire. It is the influence factor of extra ordinary condition in achieving

that goal, the final result from the desire to achieve result from the external outcomes behind the self desires such as appreciation, value, and support teachers.

According to Bénabou and Tirole (2003:492), rewards (extra ordinary self confidence) have a limited impact on current performance, and reduce the agent's self confidence to undertake similar tasks in the future. We then use the same logic to show that empowering the agent is likely to increase his ordinary self confidence. Similarly, helping is offered by others may be detrimental to one's self-esteem and create a dependence.

Extra ordinary self confidence is the factor that comes from outside the learners, or from the learners surrounding like family, teacher, lecturer and environment. Extra ordinary self confidence is that which drives from the influence some extra ordinary self confidence, as distinct from the wish to learn for its own sake in task (Uur, 1996:277 on Puspa, 2015:11)

According to Santrock (2011: 441) extra ordinary self confidence is often influenced by external ordinary self confidence such as rewards and punishments. For example,l believe l am a good writer and feel happy about thatExtra ordinary self confidences a construct that pertains whenever an activity is done in order to attain some separable outcome. Extra ordinary self confidence contrasts with ordinary self confidence, which refers to do an activity simply for the enjoyment of the activity itself, rather than its instrumental value. (Ryan and Deci.2000:60)

Extra ordinary self confidence primarily have been understood within a behaviorist framework. Specific stimuli external to the self (e.g., social expectations, rewards, praise, punishments, threats, risks) are believed to produce specific predictable outcomes. (Toshalis and Nakkula :2010 :8).

2.1.2 Indicators of Self Confidence

Self confidence was seen to impact on the whole, show gratefulnes competitive and they feel very comfortable in social condition .indicator is needed to help the researcher look for the item of questionaires.in this study.the researcher uses jan packer indicators to measure the self confidence of the study speaking ability. (quoted salomon,1983 on packer.2004.96).

1. You are whole: If you are the type of person who is able to pull out control and confidence from within and not from any kind of external factor, you are definitely a person who has a lot of esteem built in. You strongly exude self-confidence, self-acceptance and self-respect and you are able to take care of yourself emotionally, physically, mentally and spiritually.

2. You know how to show gratefulness. You recognize your strengths and know how to use your weaknesses so that it does not come as a liability. More so, you are able to put your focus on things that matter most; the blessing that you receive, and not the things that you lack. You are able to accept criticism and compliments graciously, may they be good or damaging. Similarly, you are

confident enough to throw compliments to people. You recognize everyone's worth and take time to express your appreciation for them.

3. You are competitive: you crave to be better because you know how greatness tastes and so you are the type of person who is eager to take on continuous self-improvement strategies to better yourself, even if all signs point to good and it seems as if you do not need anything else, anymore. You are the type of person who is able to learn and draw out something good from your mistakes. While some people are unable to let go of their mistakes and they wallow in self-pity and they blame themselves and others, without end, your competitiveness overcomes everything and so you fight and move forward.

A person who has high self-esteem is able to stand aside and view people in their own comfortable niches. They honor and accept the fact that people are different from each other, and that their needs will be different as well.

4. They feel very comfortable in social conditions. They do not have problems dealing with a crowd or occupying a spot under the limelight. They crave praise and they are deserving of praise because they know how to shine and they know how to show off in front of people.

2.1.3 Perspectives on Self Confidence

Self confidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives (Bandura, 1986). A growing body of evidence suggests that one's perception of ability or self-confidence is the central mediating construct of achievement strivings (e.g., Bandura, 1977; Ericsson et al., 1993; Harter, 1978; Kuhl, 1992; Nicholls, 1984). Ericsson and his colleagues have taken the position that the major influence in the acquisition of expert performance is the confidence and motivation to persist in deliberate practice for a minimum of 10 years. One theoretical perspective of self-confidence that fits well in Kanfer's (1990b) framework of motivation and has particular relevance to enhancing self-confidence in a variety of domains of psychosocial functioning is self-efficacy theory (Bandura, 1977, 1986). Self-efficacy theory is also useful in guiding the development of motivational programs because self-beliefs of confidence operate in most of the approaches to cognitive theories of motivation, particularly goal-setting theory and attribution theory(Bandura,1990).

This chapter provides an overview of the self-efficacy concept of self-confidence and its relationship to other cognitively based motivational processes that influence learning and performance; it does not attempt to integrate the different theories of motivation that incorporate self-confidence constructs. (For summaries and comparisons of cognitive theories of motivation, see Frese and Sabini, 1985; Halisch and Kuhl, 1987; Kanfer, 1990b; Pervin, 1989.) We first define self-confidence and related concepts.

Next, an overview of self-efficacy theory is given, along with a review of the relevant research. The third section covers applications of techniques for enhancing self-confidence. Lastly, we note the research questions that follow from what is currently known.

2.2 Speaking Skill

Everyone can speak,but not everyone can speak fluency and enganging in public. Becoming a good speaker in a official event and became the center of attention of the crowds is not eassy to do, Speaking is one of the process to improve you to be mastered in speaking skill.in this research, the researcher will discuss about the definition of speaking the important of speaking skill and some components of speaking skill.

2.2.1 Definition of Speaking

Speaking skill is a series of way of thinking is based on the collection of whole human talents of the past experience, present and future and combined with ethics,behavior, science,technology,culture, and other factors sirait (2012:48).

Speaking is important in creating and sustaining a society, which includes informant ,active participants. Even if you do not plan to run for office,learning about speaking helps you to listen more carrefully to and cricticall evaluate other's speeches,schreiber and harttranft (2013:2).

Slagell (2012:2) states that speaking are that speaking are that the oral communication is shared with more than one listener and there is one person in the interaction who does most of the communication. Speaking has evolved as a form of communication,and it overlaps.individuals enganged in the specific tasks

of interviewing, deliberating, debating, mediating conflict, demonstarting, or communication with visual are likely to engage in speaking skill as well.

2.2.2 Persuasive Speaking

Sirait (2012:77) states that persuasive speaking is needed to influence the listener. There are some reseachers said that if you want something move, so you are able to change their mindset first, you need to persuade them there are some technique in persuasive speaking skill

   a) You are able to use two sides of message

   b) You are able to use inductive approach and deductive approach

   c) You are able to explain the benefit

   d) You are able to provide some alternative facts to your interlocutors

   e) Yuo cannot intimidate interlocutors.

2.2.3 The Importance of Speaking Skill

Speech has become the necessary of everyone in this era. All occuption requires us to be able to speak in public and make a presentation well. Speech can strength a reason and purpose. Speech is an activity that is very closed to the change,through speech we can know the conceptual thinking of someone or someone's idea of the future and their ideas were extraordinary(sirait,2012:48).

2.2.4 Components of speaking skill

Speaking is a complex skill requiring the simultaneous use of a number of different abilities,which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process. According

to Sellnow (2005:410) Speaking is making use of words in an ordinary voice,uttering words,know and being able to use language ;expressing oneself in words; making speech.While skill is the ability to do something well.Therfore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice.in short, the speaking skill is the ability to perform the linguistics knowledge in actual communication.Hughes (2011:7) adds that there are four language components in speaking. There are pronounciation, vocabulary, fluency and grammar. But,Ahbab (2011:25) the are pronouncation, grammar, vocabulary, fluency and comprehension.

2.2.4.1 Pronunciation

Pronunciation deals with two interlated skills recognition or understanding the flow of speech,and production or fluency in the spoken language.These skill are very little on intelectuallmastery of any pronunciation rules.Ultimately it only practices in listening and speaking which will give the learners the skills he requires. Broughton, Brumfit,Flavell,Hill and Pincas (2003:49).

As stated by Thombury (2005:24), the lowest level of speaking component in pronunciation. Normally, the way we pronounce individuals words and the sounds that they are composed of is not something that involve conciouschoices.Words are stored along with their pronounciation and do not need to be reconstituted from scratch each time they are used.

2.2.4.2 Grammar

Grammar is partly the study of what forms (or structure)are possible in a language. Traditionally,grammar has been concerned almost exclusively with

analysis at the level of the sentences.This grammar is a description of the rules that govern how language's sentences are formed (thombury .2002:1) Harmer (2001:15) lists the following features of spoken grammar :

a. Frequent not clausal units (e.g uhm,mmm,uh,huh,yeah)

b. A variety of tags not found in writen style such as,question tags

c. Interjection (e.g ah,wow)

d. Hesistator (e.g oumm.ern)

e. Condensed question (e.g more milk?)

f. Echo question (e.g oh did you say san fransisco?)

g. Response forms (e.g yeah,sure)

h. Fixed polite speech formula (e.g happy birthday,congratulation)

2.2.4.3 Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrares, variable pharases, phrasal verbs, and idioms, it is clear that limited vocabulary mastery makes conversation virtually imposible (Thombury.2005:11).

Achieving accurancy in terms of vocabulary refers to the appropite selection of words during speaking. Students often find diffculty when they try to express what they want to say, they have lack of the appropite vocabulary, and the

sometimes use words incorrectly like in the case of synonym which do not carry the same meaning in all contexts. Students then have to be able to use words and exspressions accurately.

2.2.4.4 Fluency

Thombury, (2005:6) argues that speed is an important factor in fluency and pausing too,because speakers need to take breath. Native speakears also need to pause from time in order to let the interlocutors catch what they said.However,a frequent pausing is an indication that the speaker has problem of speaking. In such cases Thombury suggest what is called trick" or production strategies,i.e the ability to fill the pauses.The most common pause fillers are "uh" and "um",vagueness expression such as "short of" and "l" mean".Another device for filling the pauses is the repetition of one word when there is a pause.

In simple terms, fluency is the ability to talk freely without too much stooping or hesitating.When speaking fluently students should be able to get the message acroos with whatever resourcer and abilities they have got, regardless of grammatical and other mistakes(broughton, brumfit, flavell, hill and pincas.2003:67).

The last component is comprehension. Comprehension is defined as the ability to understand something by a resoanable comprehension of the subject or as the knowledge of what a situation is really like (Marini,2014:24).Another expert,Brown (2010:212-213) state that there are five component of speaking they are grammar, vocabulary,comprehension, fluency and pronouncation. Ahbab

(2011:25) citied from syakur (1987:3) that comprehension for oral commnication, comprehension, certainly requieres a subject to respons to the speech as well as to initiate it.

2.2.5 Factors Affecting Speaking Performance

Based on Tuan & Mai (2015:9) classify the factors that come from performance condition (time preasure, planning, standard of performance and amount of support),affective factors(such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

2.2.5.1   Performance conditions

Students perform a speaking task under a variety of conditions.Nation & Newton in Tuan & Mai (2015:9) believe that performance conditions can effect speaking performance. The four types of performance conditions that Nation & Newton in Tuan & Mai (2015:9) suggest include time preasurre, planning,the standard of performance and the amount of support.

2.2.5.2 Affective factor

One of the most important influences on language learning succes or failure is probably the affective side of the learner. Krashen in Tuan & Mai (2015:9) states that a variety of affective variables has been confirmed to be related succed in second language aquistion in research over the last decade but most of these studies examined the three categories, motivation, self confidence, and anxiety.

2.2.5.3 *Listening ability*

Speaking skill cannot be develop listening skills (Doff,1998). Students maust understand what is said to them to have a successful conversation. Shumia ikn Tuan & Mai (2015 : 9) shares the ideas by stating that when one person speaks, the other respond throught attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/she cannot understand what is said.it means speaking closely related to listening.

2.2.6 The fear of speaking

Occipinti (2009:34) quoted in Ely (1986:8) as a coclusion they describe the anxile for taking risk as debilitating toward foreighn language achievement. Closely related to the fear of exposing themselves in front of their classmates. Student will be afraid to speak when they do not have confident for themselve.

According to sirait (2012:50) the fear of speaking skill are:

      a.   Out of self controll

      b.   Verbal graffiti

      c.   Mindset development

      d.   Public speaking rythm

      e.   Speaker jittets

      f.   History of self motivation

g. Tricky Question and Answer session.

2.3 The Correlation Between Self Confidence and Speaking Ability

Self confidence has important contribution role in speaking ability that influences our performance, but human life need a power to build it. Wiranegara (2010:3), state that people who have self confidence is someone who know her and her ability to use her ability to do something without being subject to the appoval of others to acknowledge the truth. Self confidence can help us in many situations likes in speaking ability.

Self confidence can help us in many situationlike in public speaking performance. Confidence means that you should be sure of your ability than someone else will believe you (Nurinda,2012:8) Wiranegara(2010:3), states that the people who are confidence will take every opportunity and advastages in front of his eyes and don't let the shy and beat yourself to do, so to take every opportunity as advastage

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method used in this study. It consists of researcher design, population and sample, instrumentations, techniques of gathering data, techniques of analyzing data and testing hypothesis.

3.1 Research Design

The type of this research is correlational study.According to Gay (1987: 230), correlational research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. The degree of relationship is expressed as a correlation coefficient.

According to Creswell (2012:338), correlational design provides an opportunity to predict scores and explains the relationship among variables. The researcher used this design because she wanted to find out the significant of correlation between students' Self Confidence and theirspeaking ability at the Third Year Students of English Department of Bung Hatta University. The design as follows:

Variable x	←———→	Variable y
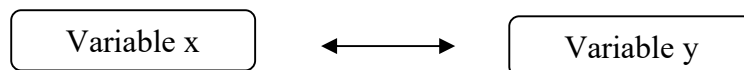
There are two kinds of variables in this research. The first variable is students' self confidence and it is considered as the independent variable (variable x) the second variable is their speaking ability and it is considered as dependent variable (variable y).

The researcher used correlational research because it studied about correlation between students' selfconfidence at the third year students of English Department of Bung Hatta University and their speaking ability.

3.2 Population and Sample

3.2.1 Population

According to Gay (1987:102), population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized. Creswell (2012: 142) states that population is a group of individuals who have the same characteristics. The population of this research is the third year students of English Department of Bung Hatta University. The number of population members of this study is 40 and they are distributed into two classes as shown in Table 3.1below:

Table 3.1: The Distribution of Population Members

No	Classes	Number of Student
1	A	22
2	B	18
Total		40

Source: lailatulhusna

3.2.2. Sample

The population of this research is the third year students of English Department of Faculty Teacher Training and Education Bung Hatta University. The writer chose them because they had studied about public speaking. The number of this population is 40 students and they are distributed into two classes: class A and class B.

In this research,the researcher used total sampling in this study because the member of population in third year students at English Department of Bung Hatta university is small.It is 40 students or less than 100. So all of the members of population become sample. Based on Usman and Akbar (2006 : 181), total sampling is the study population using all members as sample.

3.3 Instrumentation

The instruments of this research were speaking test and questionnaire. The test was used to measure the ability of students in speaking ability of third year students of Bung Hatta University, and the questionnaire was used to measure their self confidence.

3.3.1   Questionnaire

The instrument that was used to collect data on students'self confidencen is questionnaire. Researcher used questionaire form as an instrument to collect data on students' self confidence. To make the questionnaire valid, the researcher analyzed content validity. Gay (1987: 127-128) also states that validity is the most important quality of any test. Validity is concerned with what a test measures and for whom it is appropriate. Validity is totally indispensible; there is no quality or virtue of a test that can compensate for inadequate validity.

The questionnaire was developed with some indicators dealing with self confidence in learning speaking skill. A tool used in this study is self confidence scale modification, namely the questionaire of self confidence by Jan Packer. The questionaire consist of 20 Items and it is based on Jan Packer theory as shown in Table 3.2

Table 3.2 Indicators of Self Confidence

INDICATORS	Sub-Indicators	Item Numbers
Whole	1. intentional of whole learning - Reading a book - Taking class - Have a course 2. more casual or mindless selection of learning - Listen the speech - Watch film / listen a song	1,2,3,4,5
Show gratefullnes	1. show gratefullness - Do the lesson - Self-Implementation - Practice regularity	6,7,8,9,10,

	2. non-persistence or evasion of learning opportunities. - Competitive - Persuasion	
Competetive	1. ordinary selfconfidence - Feeling to Know - Having a Dream - Goal - Special Time - Having Dictionary - Active 2. Extra ordinary self confidence - Parents Will - Family's Support - Environment - Sharing	11,12,13,14,15,16, 17,18,19,20

The researcher used Jan Packer indicators to measure the self confidence to study speaking skill. This scale consisted of five responses that respondents

should answer. The responses was expressed on the level from "Always" to "Never".

In addition, the questionnaire was constructed in the form of Likert Scale. It had a purpose to measure the self confidence of one in same dimension (Cohen, Manion, Morrison:2007:326). Grades are awarded on five options. To make clarity, it was show in Table 3.3 below:

Table 3.3 Grades of Questionnaire

Options	Score
Selalu = SL	5
Sering = SR	4
Kadang-Kadang = KK	3
Jarang =JR	2
Tidak Pernah =TP	1

Another characteristic of good instrument is reliability. To find out the reliability index of the questionnaire, the researcher used variant formula (Siregar, 2012:176) and then the researcher use interval Alpha formula.

The Alpha Cronbach:

$$\sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n}$$

Where:

σ^2 = Variant

$\sum x^2$ = Total square score for each question

$\sum x$ = Total score for each item

n   = Number of sample

Alpha Formula

$$\text{r11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma b^2}{\sigma^2 t}\right)$$ Siregar (2012:175)

Where:

r_{ii} = The coefficient reliability of instrument

$\sum \sigma b^2$ = Calculation of variants score for each item

$\sigma^2 t$ = Variants total

k   = Number of item

The researcher classified the coefficient correlation of the test based on Siregar (2012:175) test is reliable if the coefficient reliability (r_{11}) is bigger than 0.6.

Based on the result of data analysis. It was found that the reliability index of questionnaire was 0.61 (see appendix 4). It means that the questionnaire was not reliable.

3.3.2 Speaking Test

The researcher used speaking test to find out student's ability in speaking skill. Cell phone was a media for recording the student's voice. The researcher asked students to speak in front of class and choose one of the provided topics below:

a. The Importance of English

b. MinangKabau Culture

c. Traditional Costume

Before the students spoke in front of the class, the researcher explained about what they would do while they were performing. The researcher gave 1-5 minutes for each student to speak in front of the class.

To have valid test in speaking ability, the researcher used content validity in this research. Content validity is achieved by making professional judgements about the relevance and sampling of the contents of the test to a particular domain. It is concernedwith coverage and representativeness rather than with patterns of response or scores.(Cohen, Manionand Morrison.2007.163). Arikunto (2012: 82) states that one of the characteristic of test validity is content validity. In order to get validity of the test, the researcher used content validity which the test material is based on the syllabus and teaching material of speaking .

Another one was the test should be reliable. Reliability means that scores from an instrument were stable and consistents. Score should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores were needed to be consistent. When an individual answer certain questions one way, the individual should consistenly answer closely related questions in the same way (Creswell.2012.159).

According to Gay (1987:135) reliability is the degree to which a test consistenly measures whatever it measures. In order to get reliability of the test, the researcher used inter rater technique by using two scorers (scorer 1 and scorer 2). The first scorer is the researcher and the second scorer is Ismar Febrianti. The researcher chose her because she had the same academic score with the researcher. To analyze reliability of speaking test the researcher will use Pearson Product Moment.

Pearson Product Moment formula suggested by Arikunto (2012:87) as follows:

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

Where:

rxy = the coefficient correlation between variable x and y

x = the score from the first scorer

y = the score from the second scorer

n = the total number of the students who follow the test

$\sum$xy = the total scores of cross product xy

Furthermore, the researcher use degree of coefficient correlation based on Arikunto's idea (Arikunto, 2012: 89)

.81 – 1.00　　= very high correlation

.61 – .80 　　= high correlation

.41 – .60 　= moderate correlation

.21 – .40 　= low correlation

< 0.20 　　= very low (minimum reliability index for a reliability test).

Gay (1987:141) states that a coefficient over.90 would be acceptable for any test.

Based on the result of data analysis, it was found that not reliability index of speaking test was 0.96 (see appendix 9).

3.4　Techniques of Gathering Data

The data of this research were students' scores on questionnaire and speaking ability. The researcher gathered them by following several steps:

3.4.1　The Techniques of Gathering Data on Self Confidence

a) Researcher gave questionnaire to students.

b) Researcher collected the questionnaire that has been responded by students.

c) Researcher read the students' responds.

d) Researcher gave score to students' response by using the criteria that is shown in Table 3.3

3.4.2 The Techniques of Gathering Data on Speaking Ability

The data of student's ability in speaking skill is speaking test. The scores were the result of speaking test. To collect the data of this research the researcher did the following steps:

1. The researcher gave some topics to the students and she gave 1-5 minutes to speak in front of the class

2. The reseacher listened and recorded the students' speaking by using cell phone

3. The researcher wrote the transcriptions and gave recording and transcription to the second scorer

4. The researcher and second scorer gave score based on the following criteria:

3.4 Table of scoring speaking test

NO	INDICATOR	CRITERIA	SCORE
1	CONTENT	a) Un organized content and ideas, a lot of misunderstanding of the topic.	5
		b) Content and ideas are less organized and misunderstanding of the topic..	10
		c) Content and ideas are less organized and almost	15

		appropriate.	
		d) Content and ideas are highly organized and it is appropriate.	20
2	GRAMMAR	a) There are many error in grammar around 80% .	5
		b) There are some error in grammar around 50%.	10
		c) There is a little error in grammar 25%	15
		d) There is no errors in grammar.	20
3	VOCABULARY	a) There are many errors in choice of words around 80 %	5
		b) There are some errors in choice of words around 50 %	10
		c) There is little error in choice of words around 25 %	15
		d) There have good choice of words	20
4	PRONUNCIATION	a) There many errors in	5

		pronunciation around 80%	
		b) There are some errors in pronunciation about 50%	**10**
		c) There is little errors in pronunciation around 25%	**15**
		d) The pronunciation is clear and correct	**20**
5	FLUENCY	a) There is repetition and difficult to understand	**5**
		b) There is some repetition and speak hesitantly	**10**
		c) There is a little repetition and almost easy to understand	**15**
		d) There is no repetition and mostly easy to understand	**20**

(modified from brown,2010)

3.5 Technique of Analyzing Data

1. The researcher counted the total scores from questionnaire.

2.   The researcher counted the average of students score's in speaking ability using the following formula:

$$\text{Student's score} = \frac{score\,from\,scorer\ 1 + score\,from\,scorer\ 2}{2}$$

3.   The reseacher counted the correlation index by using Pearson's product moment coefificient to know correlation statistical between students' self confidence and speaking ability.

Pearson Product Moment formula suggest by Arikunto (2012:87) as follows:

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

Where:

rxy   = the coefficient correlation between variable x and y

x   = the score from the first variable (students' selfconfidence)

y   = the score from the second variable (speaking score)

$\sum$xy   = Sum of multiplication of X and Y

x^2 = Scoreof variable $x$square (students' self confidence)

y^2 = Score of variable $y$square (speaking ability)

$\sum x^2$ = Sum of x square

$\sum y^2$ = Sum of y square

n   = the total number of the students

3.6 Testing Hypothesis

As stated previously, there are two hypothesis of this research:

1. The null hypothesis (Ho) "There is no significant correlation between students' self confidence and their ability of speaking skill at the third year students of English Department of Bung Hatta University. It was accepted if the value of $r^{counted}$ is lower than r^{table}.

2. Alternative hyphothesis (Ha):There is significant correlation between students' self confidence and their ability of speaking skill at the third year students of English Department of Bung HattaUniversity. It was accepted if the value of $r^{counted}$ is bigger than r^{table}.

Then to find out whether there is a significant correlation or not, the researcher try to compare $r^{counted}$ and r^{table} at the level of significant .05 and the degree of freedom (df = n-2) (Gay, 1987: 367).

CHAPTER IV

FINDING AND DISCUSSIONS

In this chapter, the researcher presents the result of the correlation between student's self confidence and their ability of speaking skill at the third year students of English Department of Bung Hatta University. It consist of finding and discussion.

4.1 Findings

As already discussed previously,the researcher used to insruments to collect data, questionnaire on students' self confidence and speaking test on students' speaking ability. The instruments were given to 40 students as the sample of this research.

a. The Students' Self Confidence

Data on student's self confidence were collected by using questionnaire.There were 20 items. Based on the result of data analysis, it was found The highest score for students' self confidence was 97 and the lowest score was 49 (see Appendix 11). It was also found that the mean was 69,52 and the Standard Deviation (SD) was 5,53 (see Appendix 12).

b. The Students' Speaking Ability

Speaking test was used to collect the data on student's speaking ability. Based on the result of data analysis, it was found the highest score for students' speaking ability was 85 and the score was 55 (see Appendix

13). The mean of the test was 79,9 and Standard Deviation (SD) was 9,28 (see Appendix 13).

c. The Correlation between Self Confidence and Speaking Ability

As already discussed in Chapter III, the researcher used Pearson Product Moment Formula to find out the correlation between the third year students' self confidence and their speaking ability at English Department of Bung Hatta University.Based on the result of data analysis, it was found that value of $r^{counted}$ .450 is bigger than value r^{table} .320 (Appendix 15).

4.2 Testing Hypothesis

To test whether the correlation between self confidence of the third year students English Department of Bung Hatta University and their speaking ability was significant or not, the researcher compared $r^{counted}$ with r^{table}. The $r^{counted}$ of this research was .450 (see Appendix 15).For the value of r^{table} , the researcher used degree of freedom (df=n-2) was 38 and the level not significance was.05. The value of r^{table} was.320 (see Appendix 16) . If $r^{counted}$ was bigger than r^{table} ,the correlation was significant. As a matter of fact, $r^{counted}$ was smaller than r^{table} (.450<.320) (see Appendix 17).It means that the correlation between self confidence and speaking ability not significant. Therefore ,The hyphothesis "there is significant correlation between the third year students' self confidence and their speaking ability at English Department of Bung Hatta University " It was accepted.

4.3 Discussion

As already discussed previously the finding of this study were that there was not significant correlation between the third year students' self confidence and their speaking ability at English Department of Bung Hatta University. Its index correlation was .450 (see Appendix 15). Based on Arikunto's classification of correlation, the correlation of two variables (self confidence and speaking ability) could be classified as low correlation. Because the correlation between students' self confidence and their ability of speaking skill at the third year students of English Department of BungHatta University is low, it can be concluded that if the students' self confidence is high, their ability in speaking is also high.

The researcher found varieties of students' scores in each aspect of speaking skill. There are five aspects of speaking skill.There are comprehension, grammar, pronunciation, vocabulary, and fluency. Each student has different ability in each aspect (see Appendix 18). Based on the result of data analysis , the researcher found that the correlation between students' self confidence and their speaking ability was low. It means that not only correlate with speaking ability but correlated with the students speaking ability.

CHAPHTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter ,the reseacher provides several conclusions and suggestions.The conclusions are based on the findings of this study snd the suggestions are based on the conclusions of this study.

5.1 Conclusions

Based on findings as already discussed in the pevious chapter, it can be concluded that:

1. There is no significant correlation between the third year students' self confidence and their speaking ability at English Department of Bung Hatta University. It was proved by the value of $r^{counted}$ was smaller than r^{table} on df=n-2 and level of significance .05

2. The correlation between the third year student's self confidence and their speaking ability at English Department of Bung Hatta University was classified as low correlation.

5.2 Suggestions

Based on the conclusions above ,the researcher proposed suggestions for lecturers,students, and other researchers.

1. For lecturers, in order to improve students' speaking ability , lecturers should give students' self confidence in speaking and increase their speaking ability become better.

2. For students , in order to improve their speaking ability,they should build their self confidence with some extraordinary and ordinary self confidence.

3. For the next researcher, they should considered other factors that correlate with students' speaking ability.

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APPENDIX 1

Name :

Class :

PETUNJUK PENGISIAN

1. Baca dan pahami setiap pernyataan berikut

2. Berikan respon anda untuk setiap pernyataan

3. Pilihlah salah satu dari jawaban yang disediakan:

    ➢ SL : SELALU

    ➢ SR : SERING

    ➢ KD : KADANG-KADANG

    ➢ JR : JARANG

    ➢ TP : TIDAK PERNAH

4. Beri tanda silang (x) atau checklist (√) pada kolom respon yang dipilih

5. Terima kasih atas partisipasi dan kesedian nya dalam pengisian angket ini

NO	PERNYATAAN	SL	SR	KD	JR	TP
1	Dengan membaca buku saya mempraktekan dan menceritakan kembali dalam kelas dan di depan teman-teman dengan percaya diri.					
2	Saya mengikuti mata kuliah speaking dan aktif bertanya kepada dosen.					
3	Saya mengikuti kursus bahasa inggris diluar					

	jam perkuliahan untuk meningkatkan percaya diri berbicara bahasa inggris saya					
4	Saya mendengarkan percakapan berbahasa inggris diradio atau internet untuk meningkatkan percaya diri dalam berbicara bahasa inggris .					
5	Saya melakukan latihan berbicara secara optimal dalam kuliah speaking					
6	Saya berlatih berbicara bahasa inggris walaupun berbicara dengan diri sendiri.					
7	Saya ingin bersaing dengan teman pada mata kuliah speaking untuk meningkatkan percaya diri berbicara bahasa inggris					
8	Saya memulai percakapan bersama teman-teman untuk berdialog bahasa inggris.					
9	Saya berusaha berlatih berbicara bahasa inggris tentang topik baru untuk meningkatkan percaya diri berbicara bahasa inggris					
10	Saya ingin berbicara bahasa inggris seperti native speaker					
11	Saya memiliki waktu khusus dalam belajar bicara bahasa inggris untuk meningkatkan					

	percaya diri berbicara bahasa inggris.					
12	Saya menggunakan kamus saat belajar bahasa inggris					
13	Saya berusaha berbahasa inggris didepan kelas tanpa diminta oleh dosen					
14	Orang tua saya ingin saya berbicara bahasa inggris seperti native speaker					
15	Anggota keluarga saya mengajak saya berbicara bahasa inggris					
16	Teman –teman saya mengajak saya berbicara praktek bahasa inggris untuk meningkatkan percaya diri berbicara bahasa inggris					
17	Saya berbagi pengetahuan dan percaya diri dalam berbahasa inggris bersama teman-teman untuk meningkatkan percaya diri berbicara dalam bahasa inggris.					
18	Saya berbicara bahasa inggris bersama teman-teman akan semakin nyaman					
19	Saya berbicara bahasa inggris dengan lancar dan akan terasa lebih baik					
20	Melatih kelancaran berbicara percaya diri dalam bahasa inggrris bersama teman-teman dengan menggunakan bahasa inggris					

Appendix 3

The Analysis of Reliability of Questionnaire

$$\sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n}$$

$$\sigma^2 1 = \frac{400 - \frac{(121)^2}{40}}{40}$$

$$= \frac{400 - 366.02}{40}$$

$$= 0.84$$

$$\sigma^2 2 = \frac{570 - \frac{(148)^2}{40}}{40}$$

$$= \frac{570 - 547.6}{40}$$

$$= 0.56$$

$$\sigma^2 3 = \frac{220 - \frac{(83)^2}{40}}{40}$$

$$= \frac{220 - 172.22}{40}$$

$$= 1.19$$

$$\sigma^2 4 = \frac{595 - \frac{(151)^2}{40}}{40}$$

$$= \frac{595 - 570.02}{40}$$

$$= 0.62$$

$$\sigma^2 5 = \frac{524 - \frac{(140)^2}{40}}{40}$$

$$= \frac{524 - 490}{40}$$

$$= 0.85$$

$$\sigma^2 6 = \frac{636 - \frac{(156)^2}{40}}{40}$$

$$= \frac{636 - 608,4}{40}$$

=0.69

$$\sigma^2 7 = \frac{561 - \frac{(143)^2}{40}}{40}$$

$$= \frac{561 - 511.22}{40}$$

=1.24

$$\sigma^2 8 = \frac{521 - \frac{(141)^2}{40}}{40}$$

$$= \frac{521 - 497.02}{40}$$

=0.59

$$\sigma^2 9 = \frac{492 - \frac{(136)^2}{40}}{40}$$

$$= \frac{492 - 462,4}{40}$$

=0.74

$$\sigma^2 10 = \frac{445 - \frac{(129)^2}{40}}{40}$$

$$= \frac{445 - 416.02}{40}$$

=0.72

$$\sigma^2 11 = \frac{557 - \frac{(145)^2}{40}}{40}$$

$$= \frac{557 - 525{,}62}{40}$$

$$= 0.10$$

$$\sigma^2 12 = \frac{420 - \frac{(124)^2}{40}}{40}$$

$$= \frac{420 - 384.2}{40}$$

$$= 0.89$$

$$\sigma^2 13 = \frac{624 - \frac{(148)^2}{40}}{40}$$

$$= \frac{624 - 547.6}{40}$$

$$= 1.91$$

$$\sigma^2 14 = \frac{333 - \frac{(107)^2}{40}}{40}$$

$$= \frac{333 - 286.22}{40}$$

$$= 1.16$$

$$\sigma^2 15 = \frac{524 - \frac{(139)^2}{40}}{40}$$

$$= \frac{524 - 483.02}{40}$$

$$= 1.02$$

$$\sigma^2 16 = \frac{566 - \frac{(148)^2}{40}}{40}$$

$$= \frac{566 - 547.6}{40}$$

$$= 0.46$$

$$\sigma^2 17 = \frac{571 - \frac{(137)^2}{40}}{40}$$

$$= \frac{571 - 540.22}{40}$$

$$= 0.76$$

$$\sigma^2 18 = \frac{499 - \frac{(137)^2}{40}}{40}$$

$$= \frac{499 - 540.22}{40}$$

$$= 0.74$$

$$\sigma^2 19 = \frac{528 - \frac{(142)^2}{40}}{40}$$

$$= \frac{528 - 504.1}{40}$$

$$= 0.59$$

$$\sigma^2 20 = \frac{528 - \frac{(142)^2}{40}}{40}$$

$$= \frac{528 - 504.1}{40}$$

$$= 0.59$$

Appendix 4

The Reliability of Questionnaire

Calculations of Variants Score for Each Item

$\sum ab^2$=0.84+0.56+1.19+0.62+0.85+0.69+1.24+0.59+0.74+0.72+0.10+0.89

+1.91+1.16+1.02+0.46+0.76+0.74+0.59

=15.05

Total of Variants

$$\sigma^2 t = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n}$$

$$\sigma^2 t = \frac{201728 - \frac{2781^2}{40}}{40}$$

$$\sigma^2 t = \frac{201728 - 193349.02}{40}$$

$$\sigma^2 t = \frac{8378.98}{40}$$

=20.94

Alpha Formula

$$r11 = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sigma b^2}{\sigma^2 t}\right)$$

$$r11 = \left(\frac{20}{20-1}\right)\left(1 - \frac{1505}{2094}\right)$$

$$r11 = \left(\frac{20}{19}\right)(1 - 0{,}43)$$

$$r11 = (1{,}05)(0{,}57)$$

$$r11 = 0.61$$

Appendix 5

SPEAKING TEST

INSTRUCTION

Choose one of topic below and then Tell about your opinion.

A. The importance of English

B. Traditional Custome

C. Minangkabau Culture

APPENDIX 6

THE SCORE OF STUDENTS SPEAKING BY FIRST SCORER

STUDENTS' CODE	INDICATOR					TOTAL SCORER
	COMPREHENSION	GRAMMAR	PRONUNCIATION	VOCABULARY	FLUENCY	
1	15	5	20	15	15	70
2	20	15	15	5	15	70

3	5	15	20	10	15	65
4	20	15	20	15	15	85
5	15	5	20	5	5	50
6	20	15	15	15	15	80
7	15	15	20	15	5	70
8	15	15	15	15	15	75
9	20	15	5	5	20	65
10	5	15	20	10	15	65
11	5	15	20	10	15	65
12	15	5	20	10	15	65
13	15	15	20	15	15	80
14	20	15	15	15	20	85
15	20	15	15	5	15	70
16	20	15	15	15	15	80
17	15	10	15	15	15	70
18	15	15	15	15	20	80
19	20	15	20	15	15	85
20	15	10	20	15	10	70
21	15	5	20	15	15	70
22	15	15	15	15	15	75
23	20	5	20	15	15	75
24	15	5	20	15	15	70

25	15	15	20	15	10	75
26	10	15	20	15	15	65
27	15	5	15	15	15	65
28	15	15	20	15	15	80
29	20	15	20	15	15	85
30	15	15	20	15	15	80
31	5	15	20	10	15	65
32	5	15	20	10	15	65
33	15	15	20	15	15	80
34	20	15	15	15	20	85
35	20	15	15	5	15	70
36	20	15	15	15	15	80
37	15	10	15	15	15	70
38	15	15	15	15	20	80
39	20	15	20	15	15	85
40	20	15	20	15	15	85

APPENDIX 7

THE SCORE OF STUDENTS SPEAKING BY SECOND SCORER

STUDENT'S CODE	INDICATOR					TOTAL SCORER
	COMPRE HENSION	GRAMMAR	PRONUNCIA TION	VOCABULAR Y	FLUENCY	
1	15	5	20	15	15	70
2	15	20	5	15	15	70

3	10	15	20	15	5	65
4	15	15	15	15	15	75
5	10	10	10	20	10	60
6	20	15	15	15	15	80
7	15	15	20	15	5	70
8	20	15	15	15	15	80
9	15	20	20	5	5	65
10	15	5	5	20	20	65
11	15	15	5	20	20	65
12	5	20	20	15	5	65
13	15	15	20	15	15	80
14	20	15	15	15	15	80
15	20	15	15	5	15	70
16	15	20	15	15	15	80
17	15	15	15	15	15	75
18	20	15	15	15	15	80
19	15	20	15	15	20	85
20	15	15	15	15	15	75
21	15	5	20	15	15	70
22	15	15	15	15	15	75
23	15	15	20	15	15	80
24	15	15	15	15	15	75

25	15	15	20	15	10	75
26	20	15	5	15	15	70
27	15	5	15	15	15	65
28	15	15	15	15	20	80
29	20	15	20	15	15	85
30	15	20	15	15	15	80
31	15	5	5	20	20	65
32	5	20	20	15	5	65
33	15	15	20	15	15	80
34	20	15	20	15	15	80
35	20	15	15	5	15	70
36	15	20	15	15	15	80
37	15	15	15	15	15	75
38	20	15	15	15	15	80
39	15	20	15	15	20	85
40	15	15	15	15	15	75

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

$$r_{xy} = \frac{40.214074 - (2781)(3198)}{\sqrt{40(201728) - (2781))(40.221277) - (3198)}}$$

$$r_{xy} = \frac{8.893638 - 8562960}{(8069120 - 7733961).(8851080 - 1022720)}$$

$$r_{xy} = \frac{330678}{\sqrt{335159.782836}}$$

$$= \frac{330678}{\sqrt{2623745309}}$$

$$= \frac{330678}{51222.58} = 0.96$$

APPENDIX 8

CALCULATING OF COEFICIENT CORRELATION OF TWO SCORER

IN

SPEAKING TEST

STUDENT'S CODE	SCORER 1 (X)	SCORER 2 (Y)	X^2	Y^2	XY
1	70	70	4900	4900	4900
2	70	70	4900	4900	4900
3	65	65	4225	4225	4225
4	85	75	7225	5625	6375
5	50	60	2500	3600	3000

6	80	80	6400	6400	6400
7	70	70	4900	4900	4900
8	75	80	5625	6400	6000
9	65	65	4225	4225	4225
10	65	65	4225	4225	4225
11	65	65	4225	4225	4225
12	65	65	4225	4225	4225
13	80	80	6400	6400	6400
14	85	80	7225	6400	6800
15	70	70	4900	4900	4900
16	80	80	6400	6400	6400
17	70	75	4900	5625	5250
18	80	80	6400	6400	6400
19	85	85	7225	7225	7225
20	70	75	4900	5625	5250
21	70	70	4900	4900	4900
22	75	75	5625	5625	5625
23	75	80	5625	6400	6000
24	70	75	4900	5625	5250
25	75	75	5625	5625	5625
26	65	75	4225	5625	4875
27	65	65	4225	4225	4225

28	80	80	6400	6400	6400
29	85	85	7225	7225	7225
30	80	80	6400	6400	6400
31	65	65	4225	4225	4225
32	65	65	4225	4225	4225
33	80	80	6400	6400	6400
34	85	80	7225	6400	6800
35	70	70	4900	4900	4900
36	80	80	6400	6400	6400
37	70	75	4900	5625	5250
38	80	80	6400	6400	6400
39	85	85	7225	7225	7225
40	85	75	7225	5625	5250
n=40	$\sum x=2950$	$\sum y=2965$	$\sum x^2=220200$	$\sum=222300$	$\sum xy=230050$

APPENDIX 9

THE AVERAGE SCORE OF STUDENTS' SPEAKING ABILITY

STUDENT'S CODE	SCORER 1	SCORER 2	SCORE =Scorer 1 + scorer 2
			2
1	70	70	70
2	70	70	70
3	65	65	65
4	85	75	80
5	50	60	55
6	80	80	80
7	70	70	55

8	75	80	80
9	65	65	70
10	65	65	77
11	65	65	65
12	65	65	65
13	80	80	65
14	85	80	65
15	70	70	80
16	80	80	82
17	70	75	70
18	80	80	80
19	85	85	72
20	70	75	80
21	70	70	85
22	75	75	72
23	75	80	70
24	70	75	75
25	75	75	77
26	65	75	72
27	65	65	75
28	80	80	70
29	85	85	65

30	80	80	80
31	65	65	65
32	65	65	65
33	80	80	80
34	85	80	82
35	70	70	70
36	80	80	80
37	70	75	72
38	80	80	80
39	85	85	85
40	85	75	80

Appendix 11

The Raw Score of Self Confidence

1	73	**11**	85	**21**	76	**31**	85
2	70	**12**	63	**22**	73	**32**	55
3	67	**13**	73	**23**	57	**33**	67
4	88	**14**	78	**24**	67	**34**	72
5	83	**15**	77	**25**	61	**35**	68
6	49	**16**	68	**26**	70	**36**	82
7	70	**17**	74	**27**	70	**37**	72
8	72	**18**	85	**28**	60	**38**	80
9	87	**19**	64	**29**	55	**39**	97
10	80	**20**	74	**30**	78	**40**	84

$$M = \frac{\Sigma y}{N} \qquad\qquad SD = \sqrt{\frac{\Sigma y^2}{N} - \left(\frac{\Sigma y}{N}\right)^2}$$

$$M = \frac{2781}{40} \qquad\qquad SD = \sqrt{\frac{201728}{40} - \left(\frac{2781}{40}\right)^2}$$

$$M = 69.52$$

$$SD = \overline{50432 - 19334}$$

$$SD = \overline{31.09} \qquad SD = 5.57$$

APPENDIX 12

The Calculating of Coeficient Correlation between Motivatian and

Speaking Ability

SAMPLE	X(motivation	Y(Speaking	X^2	Y^2	XY
1	73	70	5329	4900	5110
2	70	70	4900	4900	4900
3	67	65	4489	4225	4355
4	88	80	7744	6400	7040
5	83	55	6889	3025	4565
6	49	80	2401	6400	3920
7	70	70	4900	4900	4900
8	72	77	5184	5929	5544
9	87	65	7569	4225	5655
10	80	65	6400	4225	5200

11	85	65	7225	4225	5525
12	63	65	3969	4225	4095
13	73	80	5329	6400	5840
14	78	72	6084	5184	5616
15	77	80	5929	6400	6160
16	68	85	4624	7225	5780
17	74	72	5476	5184	5328
18	85	80	7225	6400	6800
19	64	85	4096	7225	5440
20	60	72	3600	5184	4320
21	76	70	5776	4900	5320
22	73	75	5329	5625	5475
23	57	77	3249	5929	4389
24	67	72	4489	5184	4824
25	61	75	3721	5625	4575
26	70	70	4900	4900	4900
27	70	65	4900	4225	4550
28	60	80	3600	6400	4800
29	55	85	3025	7225	4675
30	78	80	6084	6400	6240
31	85	65	7225	4225	5525
32	55	65	3025	4225	3575

33	67	80	4485	6400	5360
34	72	82	5184	6724	5904
35	68	70	4624	4900	4760
36	82	80	6724	6400	6560
37	72	72	5184	5184	5184
38	80	80	6400	6400	6400
39	97	85	9409	7225	8245
40	84	80	8836	6400	6720
N=40	$\sum X$=2781	$\sum$=3198	$\sum X^2$=201728	$\sum Y^2$=221277	$\sum XY$=214074

Appendix 13

The Cooficient Correlation between Self Confidence and Speaking Ability

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

$$r_{xy} = \frac{40 \times 214074 - (2781)(3198)}{\{40x201728) - (2781)^2 (40x221277) - (3198)^2\}}$$

$$r_{xy} = \frac{8893638 - 8562960}{\sqrt{8069120 - 773118)(10227204 - 8851080)}}$$

$$r_{xy} = \frac{330678}{\sqrt{(7296002)(1376124)}}$$

$$r_{xy} = \frac{330678}{\sqrt{1004020346}}$$

$$r_{xy} = \frac{330678}{3168628}$$

$$r_{xy} = 0.450$$

- Mean   Standard Deviation

$$M = \frac{\Sigma y}{N}$$

$$SD = \sqrt{\frac{\Sigma y^2}{N} - \left(\frac{\Sigma y}{N}\right)^2}$$

$$M = \frac{3198}{40}$$

$$SD = \sqrt{\frac{221177}{40} - \left(\frac{3198}{40}\right)^2}$$

$$M = 79.95$$

$$SD = \sqrt{6392.0 - 5529.4}$$

$$SD = \sqrt{862.6}$$

$$SD = 9.28$$

Appendix 14

Level of significant Coefficient r^{table}

N	Level of significant		N	Level of significant	
	5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487
4	0,950	0,990	28	0,374	0,478
5	0,878	0,959	29	0,367	0,470
6	0,811	0,917	30	0,361	0,463
7	0,754	0,874	31	0,355	0,456
8	0,707	0,834	32	0,349	0,449
9	0,666	0,798	33	0,344	0,442
10	0,632	0,765	34	0,339	0,436
11	0,602	0,735	35	0,334	0,430
12	0,576	0,708	36	0,329	0,424
13	0,553	0,684	37	0,325	0,418
14	0,532	0,661	**38**	**0,320**	0,413
15	0,514	0,641	39	0,316	0,408

16	0,497	0,623	40	0,312	0,403
17	0,482	0,606	41	0,308	0,398
18	0,468	0,590	42	0,304	0,393
19	0,456	0,575	43	0,301	0,389
20	0,444	0,561	44	0,297	0,384
21	0,433	0,549	45	0,294	0,380
22	0,423	0,537	46	0,291	0,376
23	0,413	0,526	47	0,288	0,372
24	0,404	0,515	48	0,284	0,368
25	0,396	0,505	49	0,281	0,364
26	0,388	0,496	50	0,279	0,361