THE CORRELATION BETWEEN SELF-CONFIDENCE AND SPEAKING ACHIVEMENT OF ELEVENTH GRADE STUDENTS OF *SMA NEGERI 1 AIR SUGIHAN*

THESIS

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Menyatakan bahwa skripsi berjudul :

"The Correlation between Self-Confidence and Speaking Achivement of Eleventh Grade Students of *SMA Negeri 1 Air Sugihan*"

Beserta seluruh isinya adalah benar merupakan hasil karya seni dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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MOTTO AND DEDICATIONS

- ✓ **It may not be easy and tiring, but hold on to your faith. Your struggle to make your better**

This thesis is dedicated:

- ✓ **My beloved parents, (Budiman) and (Damiyati). Thank you so much for the endless loves, pray, and financial support. I'm nothing without you, you are my great parents. I love you**
- ✓ **My beloved brother, (Risfian Udi Pramuja S.Ag), you are the best brother that I have in my life. I love you**
- ✓ **My aunt, (Istiyanti), thanks for your support and pray**
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ABSTRACK

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Key Words: Self-Confidence and Speaking Achievement

The title of this thesis was "The Correlation between Self-Confidence and Speaking Achievement of Eleventh Grade Students of SMA Negeri 1 Air Sugihan". The problem of this research was "Is there any significant correlation between self-confidence and speaking achievement of eleventh grade students of SMA Negeri 1 Air Sugihan?" the objective of this research was "to find out whether or not there is significant correlation between self-confidence and speaking achievement of eleventh grade students of SMA Negeri 1 Air Sugihan". The participant of this research was eleventh grade students of SMA Negeri 1 Air Sugihan. The sample of this research was 52 students. The data were collected through a ready-made questionnaire and speaking test.The result of the test was analyzed by using Pearson Product Moment Correlation. Based on the data analyses (*r*-obtained=0.1.000) was higher than (*r*-table=237). It means that it has a significant correlation between self-confidence and speaking achievement of Eleventh Grade Students' of *SMA Negeri 1 Air Sugihan.*

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The researchers realize that the thesis is really far from being perfect. That is why all comments, critics, and suggestions are welcomed for the thesis. The last, she hopes that this thesis will be useful for the people who read it and for another researcher in the future.

Palembang,

The Researcher

DEP

CONTENTS

Pages

TITLE.....i

AGGREMENT PAGE.....ii

APPROVAL PAGE iii

AUTHENTICITY OF WORK.....iv

MOTTO AND DEDICATION.....v

ABSTARCT.....vi

ACKNOWLEDGEMENTS.....vii

LIST OF CONTENTS viii

LIST OF TABLES x

LIST OF APPENDICES.....xi

CHAPTER 1 INTRODUCTION

A. Background 1
B. Research Problem.....3
C. Limitation of the Research 3
D. Formulation of the Problem 3
E. Objective of the Research 4
F. Significance of the Research..... 4
G. Hypotheses 4
H. Criteria for Testing the Hypotheses 5

CHAPTER II LITERATURE REVIEW

A. Correlational Research..... 6
B. Self-Confidence..... 7
C. Characteristic of Self-Confidence 9
D. Factors Affecting Self-Confidence 9
E. Speaking..... 10
F. Speaking Achievement..... 11
G. Types of Speaking Performance 11
H. Factors Affecting Speaking Achievement 13

I. The Effects of High and Low Self-Confidence on Speaking Performance 15
J. Previous Related Study 16

CHAPTER III RESEARCH METHODOLOGY

A. Method of Research 18
B. Research Variables..... 19
C. Operational Definition 19
D. Population and Sample.....20
1. Population 20
2. Sample..... 20
E. Technique for Collecting the Data 21
1. Questionnaire 21
2. Speaking Test..... 22
F. Data Instruments Analysis 23
1. Validity Test..... 23
2. Reliability..... 24
G. Rater..... 24
H. Technique for Analyzing the Data 24

CHAPTER IV FINDINGS AND INTERPRETATION

A. Research Findings..... 26
1. The Result of Students' Self-Confidence Questionnaire 26
2. The Result of Students' Speaking Test 28
B. Pearson Product-moment Correlation Analysis..... 29
C. Interpretation.....29

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusion..... 31
B. Suggestions 31

REFERENCES

APPENDICES

LIST OF TABLES

Tables Pages

1. Correlation Coefficient..... 7
2. Distribution of Population..... 20
3. Distribution of Sample 21
4. The Grading System of Students' Speaking Test Oral Proficiency Scoring Categories 22
5. The Descriptive Statistics of Self-Confidence Questionnaire..... 25
6. Table of r Value Interpretation..... 26
7. The Frequencies of Self-Confidence Questionnaire 26
8. The Descriptive Statistics of Speaking Test..... 28
9. The Frequencies of Students Speaking Score 28
10. The Correlation Between Self-Confidence and Speaking Achievement..... 29

LIST OF APPENDICES

Appendices Pages

1. Questionnaire 36
2. The Critical Value of r-table 38
3. Usul Judul Skripsi 39
4. Surat Tugas Pembimbing Proposal 40
5. Kartu Bimbingan 41
6. Undangan Seminar Proposal 42
7. Daftar Hadir Penguji Proposal 43
8. Daftar Hadir Simulasi Proposal Mahasiswa 44
9. Surat Tugas Pembimbing Skripsi 45
10. Surat Permohonan Riset dari Kampus 46
11. Surat Telah Melaksanakan Penelitian 47
12. Kartu Bimbingan Kemajuan Skripsi 48
13. Surat Persetujuan Mengikuti Ujian Skripsi 51
14. Undangan Ujian Skripsi 52
15. Daftar Hadir Dosen Penguji Skripsi 53
16. Bukti Perbaikan Skripsi 54
17. Curriculum Vitae 55

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background of the research, (2) problems of the research, (3) objectives of the research, and (4) significance of the research.

A. Background

English is considered as a global language since the most people in the world use it. Furthermore, English is considered Lingua Franca, which means that English is used to communicate between groups of people who speak different languages. Moreover, English is also used for communication, business, education and opportunity in general. According to Arango (2015), the importance of English cannot be denied in the globalization era. According to Sara (2015), Speaking has become an essential skill that educational systems have to focus on by which students can pool or exchange information, share ideas and learn more about Language (p.7). Thus, mastering speaking is an essential skill as a tool to get smooth communication. According to Richards (2008), speaking is one of the productive skills, which means the students' ability to use and communicate through a language effectively (p.19). Hence, speaking is not only through using the language, but it can also be via non-verbal language including body language or gesture.

Kazemi, Bahremi, and Zarei (2014) argue that it is not easy to master speaking. It does not only need grammatical apprehension and vocabulary memorization. According to Gurler (2015), speaking as a partial output, it is also

found some internal and external barriers, such as psychological and attitudinal, as an internal, while some are external such as physiological, physical systematic barriers. Gurler also asserts that lack of self-confidence can be thought of as a psychological barrier that makes it learner hard to speak foreign Language.

According to Eldred, Ward, Snowdon and Dutton (2004), Self-confidence is one of the keys to the successful development of literacy, Language, and numeracy skills through the skills for life strategy (p.6). It means that self-confidence is very important to be developed effectively. Moreover, Rosyada (2014) said self-confidence is a personal factor that plays a supportive role in achieving of foreign language learning (p.3). Therefore, self-confidence is an essential quality that foreign language learner must-have. Consequently, in learning a language, the learners have to be aware of the importance of self-confidence in affecting them in language learning in to increase their self-confidence to support and facilitate their language learning.

Burton and Platts (2006) defined self-confidence as self-assuredness; it relates to humans' belief in their ability to perform to a certain standard (p.10). Which means that self-confidence is an essential attitude that makes learners have a positive perception of their abilities? According to Sara (2015), when foreign language learners believe in their abilities, the learners' belief will be a facilitator in their learning and engage in the task without any interference, which hides them to participate in oral performance. Al- Hebaish (2012) state that self-confidence is a personal factor that plays a supportive role in the learners' achievement of foreign language learning. In other words, where there is self-

confidence, there will be good communication. According to Goel and Aggarwal (2012), students who have high confidence will have positive and realistic perception of themselves and their abilities (p.90).

From these statements, it is concluded that self-confidence is very important for the learner to succeed in achievement. In the presence of self-confidence, it will be more motivated and prefer to learn, so that students who have high confidence are more successful in producing a good achievement. Therefore, researchers researched *The Correlation between Self-Confidence and Speaking Achievement of Eleventh Grade Students of SMA Negeri 1 Air Sugihan.*

B. Research Problem

The problem is the correlation between self-confidence and speaking achievement of the Eleventh-grade Students *SMA Negeri 1 Air Sugihan.*

C. Limitation Of The Research

The limitation of the problem only focused on the correlation between self-confidence and Speaking Achievement of the Eleventh-grade Students *SMA Negeri 1 Air Sugihan.*

D. Formulation Of The Problem

Based on the limitation of the problem, the problem of this research formulated as follows “Is there any significant correlation between self-confidence and speaking achievement of the Eleventh-grade Students of *SMA Negeri 1 Air Sugihan*?”

E. Objectives of the Research

In accordance with the problems above, this research aims to find out if there is a significant correlation between self-confidence and speaking achievement of the eleventh grade students of *SMA Negeri 1 Air Sugihan*.

F. Significance of Research

There are several benefits that hopefully can be obtained by conducting this research. This research is expected to make the students aware of self-confidence and improve their self-confidence to reach the optimum result in their learning English, especially speaking. This research also expected to give additional information language teaching and learning, especially in understanding self-confidence related to the speaking skills.

Hence, by understanding what self-confidence is and its importance in speaking, it is expected that it can help the language instructors to find the solution on how to increase students' self-confidence and facilitate the students in mastering speaking as the purpose of learning Language. Furthermore, this research is expected to provide and share valuable information to other researchers about self-confidence and its relationship to students' speaking skills.

G. Hypotheses

The hypotheses of this research are as follow:

Ha: There was significant correlation between Self-Confidence and Speaking Achievement of Eleventh Grade Students of *SMA Negeri 1 Air Sugihan*.

Ho: There was no significant correlation between self-confidence and Speaking Achievement of Eleventh Grade Students of *SMA Negeri 1*

Air Sugihan.

H. Criteria for Testing the Hypotheses

Sugiyono (2016) mentions that the criteria of testing the hypotheses in measuring correlation are as follows:

1. If the p-output is lower than 0,05, Ho is rejected and *Ha*. So there is a correlation between Self -Confidence and speaking achievement.
2. If the p-output is higher than 0,05, Ho is accepted, and Ha is rejected. So, there is no correlation between Self-Confidence and Speaking Achievement (p.2.57).

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