# CHAPTER I

# INTRODUCTION

## A. Background Of the Study

Speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information. 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.[1] Thus, mastering speaking is an essential skill as a tool to get smooth communication. According to Richards, speaking is one of the productive skills which means the students' ability to use and communicate through a language effectively.[2] It is happens by raising symbols verbally or nonverbally in variety of contexts. For verbal, that is using language and nonverbal with body language or gesture. It would be nice if there are combinations of both. For examples on teaching and learning process in the classroom, teacher and students will speak each other to make them understand and being understood.

Furthermore, it is stated in the curriculum that the students are expected to be able to speak English in the classroom along with their mother language, they also expected to be able to ask a question using English. But the fact was some of the students choose to be a passive one in the classroom and they did not have confidence and courage to speak up. Self-confidence is one of the keys to the successful development of literacy, language, and numeracy skills through the skills for life strategy.[3] It means that self-confidence is very important to be

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[1] Sara, B., *Investigating The Effects of EFL Student's Self-Confidence on Their Oral Performance*, Biskara University, Republic of Algeria, 2015, 7- 8.

[2] Richards, J. C., *Teaching listening and speaking*: *From theory to practice*, England: Cambridge Press University, 2008, 19.

[3] Eldered, J., Ward, J., Snowdon, K., & Dutton, Y., *Catching Confidence: The Nature and Role of Confidence-Ways of Developing and Recording Changes in The Learning Context*. NIACE. 2004, Retrieved from http://shop.niace.org.uk/catching-confidence.html.

developed effectively. Moreover, self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning[4]. Therefore, self-confidence is the most 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 order the students can increase their self-confidence to support and facilitate their language learning.

According to Goel and Aggarwal, students who own high confidence will have positive and realistic perception of themselves and their abilities. People who have high confidence may have expectations which are not realistic. However, even when some of their expectation cannot be reached, they continue to be positive and to accept themselves. Confident people also have deep faith in their future and accurately access their capabilities. Students who have low of confidence tend to avoid taking risk because they fear failure, the generally expect to be successful. Unconfident people often put themselves down and tend to discount or ignore complements paid to them. In contrast, confident people are willing to risk the disapproval of others because they generally trust their own abilities. They tend to accept themselves; they do not feel that they have to confirm in order to be accepted. Consequently, teachers and also lecturer should understand about self-confidence in order they can identify the students' confidence. If the teachers or lecturers can identify the students' confidence, then the teachers can teach different learners successfully, and the learners can be able to gain their goals in learning language.[5]

There are some previous researches who have explored the correlation between

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[4] Rosyada, A. R., "The Correlation Among Self-Confidence, Self-Esteem, and Speaking Performance of The First Year Students of English Study Program", Sriwijaya university, Palembang, South Sumatera. 2014.

[5] Goel, M., & Aggarwal, P. "A Comperative Study of Self-Confidence of Single Child and Child with Sibling", *International Journal of Research in Social Sciences, 1*(3), 2012, 19.

self-confidence and speaking achievement. Some studies showed positive correlation. Gurler found that there was a significant correlation between self-confidence and speaking skill achievement in speaking courses of the preparatory students attending both English Language Teaching (ELT) Department and English Language and Literature (ELL) Department. Moreover, Kazemi, et al investigated the effect of self-confidence on speaking ability in EFL learners within a language institute. The data which is gained is showed facts of positive effect of self-confidence on Iranian EFL learners' speaking achievement.[6] Further, In term of self-confidence and academic achievement in the oral presentation course of the undergraduate English Major, from Taibah University, Al-Hebaish found that there was a significant correlation between those two variables[7]. On the contrary, Clement in the term of motivation, self- confidence and group cohesion in the foreign language classroom, he found that there is no correlation between self-confidence and anxiety to classroom atmosphere.[8] Therefore, this research is a reinforcement of previous studies even though this study has similar problems. The similarity of problems will provide knowledge or proof of how the correlation between two variables in this research.

Based on the informal interview with some of the students in MAN 4 TANGERANG who have taken all speaking course and have to speak English on the English subject, it was found that they still had problems to get good speaking achievement, some of the students were satisfied with their speaking achievement, but some of them were not. Furthermore, the researcher also asked the students who

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[6] Kazemi, S. A. "The effect of self-confidence on speaking ability in EFL", Global Journal of Multidisciplinary and Applied Science. 2(3), 2014, 80-82.

[7] Al-Hebaish, S. M., "The Correlation Between General Gelf Confidence and Academic Achievement in The Oral Presentation Course", *Theory and Practice in Language Studies*". 2014, 60-65.

[8] Clement, R., Motivation, *Self-Confidence and Group Cohesion in The Foreign Language Classroom. Language Learning*. 44(3) 1994, 417-448.

were not satisfied with their speaking, on what reason can make the students unsatisfied with their current speaking and make the students get less effort to join oral performance. The problem of speaking was mostly caused by the feeling of shyness. They felt shy when they were asked to speak in English in front of the class and likely to be passive or chose to keep silent because they were afraid in making mistake or laughed by other students. It indicates that the cause of students hard to speak in English fluently and accurately because they were not ready for spontaneous communication. Therefore, they could not express themselves. It also assumed that lack of self-confidence as a predictor of speaking achievement. Further, the writer would like to conduct a research under the title "The Correlation Between Student's Self-Confidence and Their Speaking Achievement".

## B. Research Question

Based on the background, the research problems are formulated in the following questions:

1. How is students' self-confidence of eleventh grade students in MAN 4 Tangerang?
2. How is students' speaking achievement of eleventh grade students in MAN 4 Tangerang?
3. Is there any significant correlation between self-confidence and speaking achievement of eleventh grade students in MAN 4 Tangerang?

## C. Objective of The Study

1. To know how students' self-confidence of eleventh grade students' in MAN 4 Tangerang.
2. To know how students' speaking achievement of eleventh grade students in MAN 4 Tangerang.
3. To find out is there any significant correlation between self-confidence and speaking achievement of eleventh grade students in MAN 4 Tangerang.

**D.  Significant of The Study**

The result of this research will be able to provide the information in detail about the benefits that hopefully can be obtained by conducting this study. The significance of the research could add an existing evidence to prop up the contribution of self-confidence for students' achievement.

The result of this research is expected to make the students aware of self-confidence related to the speaking achievement. 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 study expected to provide and share valuable information to other researchers about self-confidence and its relationship to students' speaking achievement.

**E.  The Organization of Writing**

To make this research easy to comprehend, the writer will divide this research into five chapters:

**Chapter 1 is introduction**. In this chapter the researcher puts some points: Background of the study, research question, objective of the study, significant of the study, and the writing organization.

**Chapter 2 is theoretical frameworks**. This chapter consists of self-confidence, indicator of self-confidence, speaking, the element of speaking, types of speaking, factors affecting speaking achievement, the effects of high and low self-confidence on speaking performance, the hypothesis, the hypothesis testing.

**Chapter 3 is research methodology** which consists of research design, research site, research respondent, technique of data collecting, validity and reliability, technique of data analysing.

**Chapter 4 is the result of the research** which consist of data selft confidence from questionnaires, data speaking achievement, correlation analysis, examining hypothesis significant correlation.

**Chapter 5 is conclusion and suggestion.**

# CHAPTER II

# THEORITICAL FRAMEWORKS

## A. Speaking

Speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, the speaking skill is the ability to perform the linguistic knowledge in the actual communication. Speaking is the verbal use of language to communicate with others.[9] The purposes for which we wish to communicate with others are so large that they are innumerable, and as this are not a book about human needs and desires, we will not even attempt to provide examples. Its meaning lies in the structure and meaning of all language, whether this is written or spoken.

## B. The Elements of Speaking

Richard and Rogers stated that, there are five components of speaking skill that are normally recognized as crucial aspect that should be mastered those teachers and students in order to apply and practice of speaking. The five components of speaking are described as in the following:

1. Pronunciation

Pronunciation cannot largely learn successfully by imitation and repetition. Therefore, teachers should have good standard of pronunciation in order that the students can imitate their teacher in any teaching and learning process, but we cannot expect our students to sound exactly like American or Britain and the

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[9] Hornby, A. S., *Oxford Advanced Learner's Dictionary of Current English, New York,* NY: Oxford University Press, 165.

teachers should introduce the activities will be done in order to give the opportunities to make a lot of repetition.

2. Vocabulary

There are two types of vocabulary in general; they are active and passive vocabulary. Active vocabulary is the words which the students will need to understand, and passive vocabulary is the words which we want the students to understand, but they will not use themselves.

3. Grammar

Francis stated that, grammar whose subject matter is the organization of words into various combinations, often representing many layers of structure, such as phrase, sentences, and complete utterances.[10] Further, Huddleston stated that the two most basic units of grammar are the word and the sentence: one subcomponent of grammar, called morphology, deals with the form of words, while the other, called syntax, deals with the way words combine to form sentence.[11]

4. Accuracy and Fluency

It is now very clear that accuracy and fluency are both important goals to pursue in CLT. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency is probably best achieved by allowing the stream speech to flow; then, as some of this speech spills over beyond comprehensibility, the 'riverbanks' of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course.

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[10] Francis, William Nelson. "The Structure of American English". New York: The Ronald Press Company, 1958.

[11] Huddleston, Rodney. *English Grammar: An Outline*. New York: Cambridge University Press, 1988.

5. Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken.[12] Moreover, it defines as the ability to understand completely and be aware of understanding whatever said by speaker or toward the topics that are discussed during having conversation. Comprehension is one of many components that should be paid attention to increase students' speaking ability in order to speak better. There are pronunciation, grammar, vocabulary, and fluency. Yet, speaking means making up language in ordinary way that involving those components.[13]

## C. Assessing of Speaking

According to Arthur Hughes assessing speaking, there are some components in speaking assessment such as pronunciation, grammar, fluency, comprehension and vocabulary.[14] The detail description of that assessment's point can be seen as follow:

a. Pronunciation

1. Pronunciation frequently unintelligible.

2. Frequent gross error and heavy pronunciation make understanding difficult, require frequent repetition.

3. Pronunciation require concentrated listening and mispronunciations lead to misunderstanding and apparent errors in grammar or vocabulary.

4. Marked pronunciation and occasional mispronunciations which do not interfere with understanding.

5. Native pronunciation, which no trace of pronunciation.

b. Grammar

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[12] Hornby, A. S., *Oxford Advanced Learner's Dictionary of Current English*, 167.
[13] Jack C. Richards, Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Cambridge Language Teaching Library, Cambrigde University, 1986.

[14] Arthur Hughes, *Testing for Language Teacher*, New York: Cambridge University Press, 1989, 91.

1. Grammar almost entirely inappropriate or inaccurate phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.

c. Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas.
3. Choice of word sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
4. Proffer adequate to discuss special interst general vocabulary permits discussion of any non-techincal subject with some circumlocutions.
5. Professional vocabulary board and precisse.

d. Fluency

1. Speech is very slow an uneven except for short and routine sentence.
2. Speech is frequently hesitant and jerky; sentence may be left uncompleted.
3. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
4. Speech is effortless and smooth, but perceptibly non-native speech and evenness.
5. Speech on all professional and general topics as effortless and smooth as native speakers.

e. Comprehension

1. Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.

2.Understand careful, somewhat simplified speech when engaged in dialogue, but may require considerable repetition and rephrasing.

3.Understanding quite well normal educated speech when engaged in a dialogue. But, require occasional repetition or rephrasing.

4. Understands everything in normal educated conversation, expect for very colloquial or low-frequency items or exceptionally rapid or slurred speech.

5.Understands everything in both normal and colloquial speech to be expected of an educated native speaker.

## D. Self-Confidence

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. Having self-confidence does not mean that individuals will be able to do everything. Self-confident people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and to accept themselves.[15] In other words, people who have self-confidence does not feel burdened about what will happen, the power to control himself has been based on it. Such as they have not afraid about risk. So, people who have self-confidence never think negatively, because they have full trust in their abilities.

Self-confidence is not necessarily a general characteristic which pervades all aspects of a person's life. Typically, individuals will have some areas of their lives where they feel quite confident, e.g., academics, athletics, while at the same time they do not feel at all confident in other areas, e.g., personal appearance,

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[15] Manoranjan Tripathy, S.K. Srivastava,"To Study the Effect of Academic Achievement on the Level of Self – confidence*", International Journal of Yoga and Allied Sciences*, Volume: 1, 2014, 34.

social relationships.[16] That's mean most of people just feel confident in something they like or they good at it, but they also have a lot areas that make them not confident at all.

Self-confidence is a belief in yourself and your abilities, a mental attitude of trusting or relying on yourself. Confidence is sometimes equal with freedom from doubt; however, when confidence is needed is usually when the outcome is uncertain. So, that true confidence is actually about feeling comfortable with uncertainty and not knowing what the outcome will be.[17] Further, people who has self-confident will enjoy with unimaginable situations. Such as they do not think about good or bad result. They just do what they need to do, according to belief in their ability.

Self-confidence is very important that foreign language learners may have. When learners have strong trust in their capacities, they will make them easier to learn and engage in their task without any obstacles in their performance which may hider their performance[18]. As Preston inform that confidence is crucial to happy and fulfilling life. It gives effect someone success at work, your family life, relationship and leisure activities.[19] Similarly, Wright state that if someone hope to reach a happy relationship with someone, nothing is more essential than healthy self-esteem and self-confidence. Self-confidence also influence every performance that you do. In addition, Sara consider that self-confidence also control all what learners do in all domains, especially their success which they all hope to gain.[20]

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[16] Manoranjan Tripathy, S.K. Srivastava, *"To Study the Effect of Academic Achievement on the Level of Self – confidence"*, 34.

[17] Manoranjan Tripathy, S.K. Srivastava, *"To Study the Effect of Academic Achievement on the Level of Self – confidence"*, 34.

[18]Sara, B., "Investigating The Effects of EFL Students' Self-Confidence on Their Oral Performance*"*, Biskara University, Republic of Algeria, 2015, 15.

[19] Preston, D. L., *365 Steps to self-confidence,* Oxford, UK: How to Books Ltd. 2001.

[20] Sara, B., "Investigating The Effects of EFL Students' Self-Confidence on Their Oral Performance*"*, 18.

**E. Indicator of Self- Confidence**

Self-confidence has ten core indicators such as:

1. Direction and values

    Confident people know what they want, where they want to go, and what thing which is more important.


2. Motivation

    Confident people are motivated by and enjoy what to do. they are motivated by and  enjoy what they do. In fact, they likely to get so engrossed in what they do is nothing distracts them.

3. Emotional stability

    Confident people will be calm and focused approach to how they are their selves and how they are with other people as they tackle challenges. confident people notice difficult emotions such as anger and anxiety, but they work with them well.

4. A positive mind-set

    Confident people have ability to stay optimistic and see the bright side even when they encounter setbacks. confident people also hold positive regard for their selves as well as other people.

5. Self-awareness

    Confident people know what they are good at, how capable they feel, and how they look and sound to others. confident people also acknowledge that they are a human being, and they don't expect to be perfect.

6. Flexibility in behaviour

    Confidents' people adapt their behaviour according to circumstance. Confident people can see the bigger picture as well as paying circumstance.

Confident people can see the bigger picture as well as paying making decisions.

7. Eagerness to develop

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

8. Health and energy

Confidents' people 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

Confidents' people use the ability to act in the face of uncertainty and put themselves on the line even when they don't have the answers or all the skills to get things right.

10. A sense of purpose

Confidents' people 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.[21]

## F. Factors Affecting Speaking Achievement

Latha and Ramesh state some factors affecting speaking achievement as follows:

1. Learners' Inhibition

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[21] Burton, K., & Platts, B., *Building Self-Confidence or Dummies*, Chichester, England: John Willey & Sons, 2006.

The most common problem encountered by the learner in the language acquisition process is learner inhibition. Speaking activities require a learner to have all eyes on him; Exposure to an audience can often give learners stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where either they make a lot of mistakes. In spite, of having a very good knowledge in the area or totally keeping silent.

2. Lack of motivation

Lower motivation levels or lack of motivation is another reason for hindering the learners from active participation in speaking activities. It leads to reluctance in active participation in the speaking activities leading to poor practice or no practice at all.

3. Lack of subject matter

Another common problem seen in the learners is that they think that they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they should be participating in it actively.

4. Lack of proper vocabulary

Next problem encountered with ESL learners is that they often have to search for an appropriate word. They don't find one to fit into the context/content. This is because of lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English Language, which again leads to losing confidence and lack of motivation to speak. As a result learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements.

5. Lack of self-confidence

A constant practice and patience are necessary to learn English Language. Learners believe that it is impossible to achieve fluency or master the language. This lack of confidence prevents them from learning the speaking skills.

6. Improper listening skills

The central role of listening comprehension in the second/foreign language acquisition process is now largely accepted. Listening plays an extremely important role in the development of speaking abilities. Usually, one person speaks and the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays a duel role- both as a listener and a speaker. If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely interwoven with listening skills.

7. Poor non-verbal communication

Oral communication involves a very powerful non-verbal communication system, which sometimes contradicts the messages provided through the verbal listening channel. Lack of knowledge of the nonverbal communication system of the target language usually results in the inability to pick up nonverbal cues by the ESL learners, which often results in misunderstanding.

8. Anxiety

Speaking a Second/Foreign language in public, especially in front of native speakers often leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners. Unlike children, adults are very cautious about making errors in whatever they say. For them making errors would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak in English.

9. Strong and quick learner domination in the class

A large and mixed ability class is another factor affecting the language acquisition process. In these classes we have both strong and weak learners, where the strong and quick learners are often seen to be dominating and overtaking the slow and weak learners. The weak learners don't get opportunity in the presence of the strong ones, which results in the shrinking of the weak learners.

10. Family background

The environment and family background play a vital role in the learning process. In a country like India majority of the people are farmers with poor educational background. Learners coming from such background when asked to take part or do a speaking activity they fail to do it. Moreover, the poor income status of the family makes the parents engage their children in petty jobs instead of sending them to schools and colleges resulting in poor speaking skills.[22] That's why the role of the family is very important in learning process.

## G.  The Effects of High and Low Self- Confidence on Speaking Performance

There is a great difference in performance between students who have low self–confidence and those who have high self-confidence. Hale provides examples of the effects of high and low self-confidence on performance as listed in the following table:[23]

Table 2.1 The effect of high and low self-confidence on performance

| High Self-Confidence | Low Self-Confidence |
| --- | --- |
| Giving Maximum Effort | Lack of Effort |

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[22] Latha, M., & Ramesh, P," Teaching English as second language: Factors affecting learning speaking skills". *International Journal of Engineering Research & Technology*. *1*(7), 2012, p 1-6

[23] Hale, B., *Building Self-Confidence*, Headingley, UK: Sport  Coach, 2004, 13.

| | |
|---|---|
| A Willingness to Take Chances | More Likely to Give Up |
| A Willingness to React Positively to Set | Playing Safe |
| - | Misdirected Focus |
| Backs and Learn from The Situation | Tendency to Attribute Out Come Of |
| High Commitment to Training | Events to Factors That Cannot Be |
| Strong Focus on The Task at Hand | Controlled (E.G. Luck, Environmental) |
| Positive Attitude and Belief in Own | Conditions) |
| Skills and Talent. | |

## H. Hypothesis

This research requires a hypothesis:

1. $H_0$: There is no significance correlation between self-confidence and speaking achievement of the students in Madrasah Aliyah Negeri (MAN) 4 Tangerang.
   $H_1$: There is a significance correlation between self-confidence and speaking achievement of the students in Madrasah Aliyah Negeri (MAN) 4 Tangerang.
2. $H_0$: There is no significance influence of self-confidence over speaking achievement of the students in Madrasah Aliyah Negeri (MAN) 4 Tangerang.
   $H_1$: There is a significance influence of self-confidence over speaking achievement of the students in Madrasah Aliyah Negeri (MAN) 4 Tangerang.

## I. The Hypothesis Testing

In testing hypotheses, there are some criteria. Those criteria can be seen below:

1. If *p- value* is higher than 0.05 (p>0.05), $H_o$ is accepted and $H_1$ is rejected.

2. If *p-value* is less than 0.05 (p<0.05), $H_o$ is rejected and $H_1$ is accepted.

## CHAPTER III

## RESEARCH METHODOLOGY

### A. The Research Design

In this research, the researcher conducted quantitative method, to know the correlation between students' self-confidence and their speaking achievement. Quantitative research can be interpreted as research methods that are based on the philosophy of positivism, used to examine certain populations or samples. Data collection using research instruments and analysis of statistical data to test predetermined hypotheses.

In addition, *Quantitative research* is an approach for testing objective theories by examining the relationship among variables.[24] These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.[25] Therefore, the research design used by the researcher is correlational study. This study use test and questionnaire about the relationship between two variables. In quantitative research, the writer

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[24] Jhon W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methode Approaches,* University of Nebraska Lincoln, 2014, 93.
[25] Jhon W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methode Approaches,* 93.

builds hypothesis to be proved. The writer analyzed the research by using *Pearson Correlation Product Moment* to know the result.

## B. Research Variable

A **variable** refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. This research has two variables. It is dependent variable and independent variable. Dependent variable is students' achievement and independent variable is self-confidence.

## C. Research Site

The researcher will be conducted this research at senior high school students of Madrasah Aliyah Negeri (MAN) 4 Tangerang, Banten.

## D. Research Respondent
## 1. Population

The population of the research is eleventh grade students at senior high school of Madrasah Aliyah Negeri (MAN) 4 Tangerang, Banten. It is XI MIPA 1 that consist of 25 students.

## 2. Sample

The researcher conducted this research on the 25 eleventh students on senior high school students of Madrasah Aliyah Negeri (MAN) 4 Tangerang, Banten. Based on the interview with English teacher in that school, the researcher knows that XI MIPA 1 can give the information accurately and the class can be representative all the eleventh students on that school about the correlation between self-confidence and their speaking achievement.

## E. Technique of Data Collecting

## 1. Test

The researcher made the test by himself. The test is oral as speaking test to obtain speaking achievement. The researcher provides some pictures for the students. Then, the researcher gives instructions to them for make expression of advice based on the pictures. The students' speaking test was analyzed by using the rubric for oral proficiency scoring categories from Brown.[26] The researcher uses five categories to give assessment. Such as pronunciation, vocabulary, grammar, fluency, comprehension.

**Table 3.1 Indicator of Speaking**

| Proficiency Description | Score (0 – 5) |
|---|---|
| Pronunciation | |
| Vocabulary | |
| Grammar | |
| Fluency | |
| Comprehension | |
| **Total** | |

**Table 3.2 Interpretation of Speaking Score**

| No | Score Interval | Category |
|---|---|---|
| 1 | 21 – 25 | Very Good |
| 2 | 16 – 20 | Good |

[26] Brown, H. D, "*Language assessment: Principle and classroom practices*". (4th ed.). New York, NY: Pearson Education, Inc, 2004, 172-173.

| 3 | 10 – 15 | Average |
|---|---------|---------|
| 4 | 5 – 9   | Poor    |
| 5 | 0 – 4   | Very Poor |

## 2. Questionnaire

Self- confidence questionnaire developed by Mustafa in 2015 is use. The questionnaires are rate by using Likert-Scale with five options: (Always) rate 5, (Often) rate 4, (Sometimes) rate 3, (Rarely) rate 2, and (Never) rate 1. The self-confidence questionnaire is distributed before the speaking test is conduct.[27] This questionnaire used to obtain the information about students' self-confidence,

## E. Technique of Data Analyzing

The following table shows the categories of Self-confidence level by Mustafa:[28]

**Table 3.3 Self-Confidence Interval**

| Score | Categories |
|-------|------------|
| 61-80 | high confidence |
| 38-60 | Average |
| 16-37 | Low confidence |

[27] Mustafa, E, "Psychological factor affecting Sudanese EFL learners' oral performance", *A case study of Sudan University of Science and Technology*, Sudan University, 2015, 33.

[28] Mustafa, E, "Psychological factor affecting Sudanese EFL learners' oral performance, 33.

1. **Correlation Analysis**

   The writer uses the correlation formula by Pearson Product Moment Correlation Formula.

   The formula that used is:

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

   Note:

   $r_{xy}$    = Coefficient Correlation.

   n      = The Number of Respondents.

   x      = The Students' Score of Speaking.

   y      = The students' Score of Questionnaires.

   $\Sigma x$    = The sum of X (result of speaking).

   $\Sigma y$    = The sum of Y (result of questionnaires).

   $\Sigma x^2$   = The Sum of Squares of speaking scores.

   $\Sigma y^2$   = The Sum of Squares of questionnaires scores.

   $(\Sigma x)^2$ = The Squares of The Sum of speaking scores.

   $(\Sigma y)^2$ = The Squares of The Sum of questionnaires

   To know the correlation between two variables, self-confident and speaking achievement, the researcher used correlation level (r) as seen in the Table below:

**Table 3.4 Interpretation of Product Moment Score**

| Coefficient of correlation "r" | Interpretation |
| --- | --- |
| 0.00 – 0.20 | The Correlation is Neglected |
| 0.20 – 0.40 | The Correlation is Week |
| 0.40 – 0.70 | The Correlation Strong Enough |
| 0.70 – 0.90 | The Correlation Strong |

| | |
|---|---|
| 0.90 – 1.00 | The Correlation is Very strong |

**CHAPTER IV**

**RESULT OF THE RESEARCH**

As it has been mentioned in the previous chapter that the sample was taken from one class of Madrasah Aliyah Negeri (MAN) 4 Tangerang. It is the second years students. The class consist of 25 students. There are two data in this research, the first is data from speaking test and the second is data from questionnaires. It has been analyzed the results of student self confidence and speaking achievement. Then, this chapter shows the correlation between them. The whole data is as follow:

**A. Data Self-confidence from questionnaires**

The data of self-confidence questionnaires and statistic analyzed can be seen below:

Table 4.1 The conversion of whole X variable

| No. | Name | X |
|---|---|---|
| 1 | AUN | 43 |
| 2 | AF | 32 |
| 3 | A | 32 |

| | | |
|---|---|---|
| 4 | AW | 45 |
| 5 | DAG | 44 |
| 6 | EK | 43 |
| 7 | HN | 31 |
| 8 | HM | 26 |
| 9 | II | 23 |
| 10 | IL | 25 |
| 11 | L | 42 |
| 12 | MM | 48 |
| 13 | MU | 57 |
| 14 | M | 51 |
| 15 | NZN | 65 |
| 16 | NA | 43 |
| 17 | SN | 31 |
| 18 | YS | 39 |
| 19 | HT | 36 |
| 20 | IO | 39 |
| 21 | AD | 65 |
| 22 | DD | 43 |
| 23 | KRT | 31 |
| 24 | MS | 57 |
| 25 | SM | 32 |
| Total | | 1023 |
| Average/Mean | | 40,92 |

The table shows that total scores from 25 students are 1023. The mean or average is 40,92.

In addition, the value of each student is sorted from the smallest to the largest, it will be easier to analyze. As can be seen below:

An analysis of whole X variable

| 23 | 25 | 26 | 31 | 31 | 31 | 32 | 32 | 32 | 36 |
|----|----|----|----|----|----|----|----|----|----|
| 39 | 39 | 42 | 43 | 43 | 43 | 43 | 44 | 45 | 48 |
| 51 | 57 | 57 | 65 | 65 |    |    |    |    |    |

Those data analyze to variable X condition by using statistical formulation in the following:

a.  Find out ranges

$R = Xmax - Xmin$

$= 65 - 23 = 42$

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Explanation:

P = Long class interval

R = Ranges

K = Class interval

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b.  Looking for the class interval (K)

$K = 1 + 3,3 \log (n)$

$= 1 + 3,3 \log (25)$

= 5,61 round 6

c. Looking for long class interval (P)

$$P = \frac{R}{K}$$

$$= \frac{42}{6}$$

$$= 7$$

Table 4.2 Distribution Frequency of Self Confidence

| Interval | F | Xi (midpoint) | FX | X | $X^2$ | $FX^2$ |
|----------|---|---------------|------|-------|-----------|-----------|
| 23 – 29  | 3 | 37,5  | 112,5  | -3,42 | 11,6964   | 35,0892   |
| 30 – 37  | 7 | 48,5  | 339,5  | 7,58  | 57,4564   | 402,1948  |
| 38 – 44  | 8 | 60    | 480    | 19,08 | 364,0464  | 2912,371  |
| 45 – 51  | 3 | 70,5  | 211,5  | 29,58 | 874,9764  | 2624,929  |
| 52 – 58  | 2 | 81    | 162    | 40,08 | 1606,406  | 3212,813  |
| 59 – 65  | 2 | 91,5  | 183    | 50,58 | 2558,336  | 5116,673  |
| Total    | 25|       | 1488,5 |       |           | 14304,07  |

According to the table above, there are 6 class of interval, then long class interval is 7. Additionally, total Frequency is 25. After calculates from the data obtained $\sum FX$ is 1488,5 and $\sum FX^2$ is 14304,07. Some explanation about table can be seen below:

F               = Frequency

Xi(midpoint)   $= \frac{Lower\ class\ limit + upper\ class\ limit}{2}$

FX              = F x midpoint

X               = Xi – mean

Based on the table distribution frequency of self-confidence. The researcher search standard of deviation by using formula:

$$SD = \sqrt{\frac{\Sigma f x^2}{\Sigma f}}$$

$$= \sqrt{\frac{14304,07}{25}}$$

$$= \sqrt{572.1628}$$

$$= 23,91$$

To look limits class by using formula:

B = lower limits class − 0,5

To look for Z score by using formula

$$Z1 = \frac{B - Mean}{SD}$$

$$= \frac{22,5 - 40,92}{23,91} = -0,77$$

$$Z2 = \frac{29,5 - 40,92}{23,91} = -0,47$$

$$Z3 = \frac{37,5 - 40,92}{23,91} = -0,14$$

$$Z4 = \frac{44,5 - 40,92}{23,91} = 0,14$$

$$Z5 = \frac{51,5 - 40,92}{23,91} = 0,44$$

$$Z6 = \frac{58,5 - 40,92}{23,91} = 0,73$$

Table 4.3 To arrange the table for expected in frequently

| Class Interval | B | Z score | Z table | L | F | Fh |
|---|---|---|---|---|---|---|
| 23 – 29 | 22,5 | -0,77 | 0,2206 | -0,0986 | 3 | -2,465 |
| 30 - 37 | 29,5 | -0,47 | 0,3192 | -0,1251 | 7 | -3,1275 |
| 38 - 44 | 37,5 | -0,14 | 0,4443 | -0,1114 | 8 | -2,785 |
| 45 - 51 | 44,5 | 0,14 | 0,5557 | -0,1143 | 3 | -2,8575 |
| 52 - 58 | 51,5 | 0,44 | 0,6700 | -0,0973 | 2 | -2,4325 |
| 59 – 65 | 58,5 | 0,73 | 0,7673 | -0,0788 | 2 | -1,97 |

| (F-Fh) | $(F-Fh)^2$ | $(F-Fh)^2/Fh$ |
|---|---|---|
| 5,465 | 29,86 | -12,1135 |
| 10,1275 | 102,56 | -32,7929 |
| 10,785 | 116,31 | -41,7630 |
| 5,8575 | 34,31 | -12,0069 |
| 4,4325 | 19,64 | -8,0739 |
| 3,97 | 15,76 | -8 |
| Total | | -114,7 |

Degree of freedom can be seen below:

k = variables = 2

n = respondents = 25

DF      = n - k

      = 25 – 2

      = 23 ⟶ $X^2$ table = 1,71387


Based on the table above, $X^2$ score = -114,7 and $X^2$ table = 1,71387, so $X^2$ score < $X^2$ table and that sample is normal. The normality test shows the results of self-confidence is suitable for the normality.

Table 4.4 Data Distribution of Self-Confidence Interval

| Score | Number of students | Categories | Percentages |
|-------|--------------------|------------|-------------|
| 61-80 | 2 | high confidence | 8% |
| 38-60 | 13 | Average | 52% |
| 16-37 | 10 | Low confidence | 40% |

It was revealed that from the questionnaire, the three levels of self-confidence were all perceived by the students with different numbers; two of the students in high level self-confidence or the frequency can be seen in

the amount of 8%, Thirteen students in average self- confidence or 52%, and ten students who has low self-confidence level or 40%.

## B. Data Speaking achievement

This research has two variables. The Y variable is speaking achievement. To get the data from this variable, the researcher conducted oral test. The material of speaking test is about expression of advice. The tables below show the result of students' speaking achievement.

Table 4.5 The conversion of whole Y variable

| No. | Initial Name | Criteria | | | | | Score |
|-----|-------------|---------|------------|---------------|---------|---------------|-------|
|     |             | Grammar | Vocabulary | Pronunciation | Fluency | Comprehension |       |
| 1   | AUN         | 2       | 3          | 3             | 2       | 3             | 13    |
| 2   | AF          | 2       | 2          | 2             | 2       | 3             | 11    |
| 3   | A           | 3       | 2          | 3             | 2       | 4             | 14    |
| 4   | AW          | 3       | 3          | 3             | 3       | 3             | 15    |
| 5   | DAG         | 2       | 2          | 4             | 3       | 3             | 14    |
| 6   | EK          | 2       | 3          | 4             | 4       | 3             | 16    |
| 7   | HN          | 2       | 2          | 2             | 2       | 2             | 10    |
| 8   | HLM         | 2       | 2          | 2             | 2       | 2             | 10    |
| 9   | II          | 2       | 3          | 4             | 3       | 3             | 15    |
| 10  | IL          | 2       | 3          | 4             | 3       | 2             | 14    |

| 11 | L | 3 | 3 | 5 | 3 | 3 | 17 |
|---|---|---|---|---|---|---|---|
| 12 | MM | 5 | 5 | 5 | 5 | 5 | 25 |
| 13 | MU | 4 | 4 | 5 | 4 | 3 | 20 |
| 14 | M | 3 | 3 | 5 | 3 | 5 | 19 |
| 15 | NZN | 3 | 4 | 5 | 4 | 4 | 20 |
| 16 | NA | 3 | 3 | 5 | 3 | 3 | 17 |
| 17 | SN | 2 | 3 | 4 | 3 | 3 | 15 |
| 18 | YS | 2 | 2 | 4 | 3 | 3 | 14 |
| 19 | HT | 2 | 3 | 3 | 3 | 3 | 14 |
| 20 | IO | 2 | 3 | 3 | 3 | 3 | 14 |
| 21 | AD | 2 | 3 | 5 | 4 | 3 | 17 |
| 22 | DD | 2 | 3 | 3 | 3 | 3 | 14 |
| 23 | KRT | 2 | 2 | 4 | 4 | 3 | 15 |
| 24 | MS | 2 | 3 | 5 | 2 | 3 | 15 |
| 25 | SM | 2 | 2 | 2 | 2 | 2 | 10 |
| N=25 | Total | | | | | | 378 |
| | Average | | | | | | 15.12 |

Based on students speaking test, total scores from 25 students are 378. Then, mean or average is 15,12. Additionally, the value of each student is sorted from the smallest to the largest, it will be easier to analyze. As can be seen below:

An analysis of whole Y variable

10    10    10    11    13    14    14    14    14

14    14    14    15    15    15    15    15    16

17    17    17    19    20    20    25

Those data analyze to variable Y condition by using statistical formulation in the following:

d. Find out ranges

$$R = Ymax - Ymin$$

$$= 25 - 10$$

$$= 15$$

e. Looking for the class interval (K)

$$K = 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (25)$$

$$= 5,61 \text{ round } 6$$

f. Looking for long class interval (P)

$$P = \frac{R}{K}$$

$$= \frac{15}{6}$$

$$= 2,5 \text{ round } 3$$

Explanation:

P = Long class interval

R = Ranges

K = Class interval

Table 4.6 Speaking Achievement Interval

| Interval | F | Yi (midpoint) | FY | Y | $Y^2$ | $FY^2$ |
|---|---|---|---|---|---|---|
| 10 – 12 | 4 | 11 | 44 | -4,12 | 16,97 | 67,88 |
| 13 – 15 | 13 | 14 | 182 | -1,12 | 1,25 | 16,25 |
| 16 – 18 | 4 | 25 | 100 | 9,88 | 97,61 | 390,44 |
| 19 – 21 | 3 | 20 | 60 | 4,88 | 23,81 | 71,43 |
| 22 – 24 | 0 | 23 | 0 | 7,88 | 62,09 | 0 |
| 25 – 27 | 1 | 26 | 26 | 10,88 | 118,37 | 118,37 |
| Total | 25 | | | | | 596,49 |

According to the table above, there are 6 class of interval, then long class interval is 3. Additionally, total Frequency is 25. After calculates from the data obtained $\sum FY^2$ is 596,49. Some explanation about table can be seen below:

F = Frequency

$$Yi(midpoint) = \frac{Lower\ class\ limit + upper\ class\ limit}{2}$$

Y = Yi - mean

FY = F x midpoint

Based on the table distribution frequency of self-confidence. The researcher search standard of deviation by using formula:

$$SD = \sqrt{\frac{\sum fy^2}{\sum f}}$$

$$= \sqrt{\frac{596,49}{25}}$$

$$= \sqrt{23,8596}$$

$$= 4,88$$

To look limits class by using formula:

B        = lower limits class – 0,5

To look for Z score by using formula

Z1        $= \frac{B-Mean}{SD}$

$= \frac{9,5-15,12}{4,88} = - 1,15$

Z2        $= \frac{12,5-15,12}{4,88} = - 0,53$

Z3        $= \frac{15,5-15,12}{4,88} = - 0,38$

Z4        $= \frac{18,5-15,12}{4,88} = 0,69$

Z5        $= \frac{21,5-15,12}{4,88} = 1,30$

Z6        $= \frac{24,5-15,12}{4,88} = 1,92$

Table 4.7 To arrange the table for expected in frequently

| Class Interval | B | Z score | Z table | L | F | Fh |
|---|---|---|---|---|---|---|
| 10 – 12 | 9,5 | -1,15 | 0,1251 | -0,173 | 4 | -4,325 |
| 13 – 15 | 12,5 | -0,53 | 0,2981 | -0,0539 | 13 | -1,347 |
| 16 – 18 | 15,5 | -0,38 | 0,3520 | -0,4029 | 4 | -10,0725 |
| 19 – 21 | 18,5 | 0,69 | 0,7549 | -0,1483 | 3 | -3,7075 |

| 22 – 24 | 21,5 | 1,30 | 0,9032 | -0,0694 | 0 | -1,735 |
| 25 – 27 | 24,5 | 1,92 | 0,9726 | -0,0217 | 1 | -0,542 |

| (F-Fh) | (F-Fh)$^2$ | (F-Fh)$^2$/Fh | Explanations: |
|---|---|---|---|
| -17,3 | 299,29 | -69,2 | L = 0,1251 – 0,2981 and so on |
| -17,5 | 306,25 | -227,35 | until the end of rows interval. |
| -40,29 | 1623,28 | -161,15 | N = Total of students = 25 |
| -11,12 | 123,65 | -33,35 | Fh = L x N |
| 0 | 0 | 0 | |
| -0,542 | 0,29 | -0,53 | |
| | | | |
| Total | | -491,56 | |

Degree of freedom can be seen below:

k = variables = 2

n = respondents = 25

DF = n - k

= 25 – 2

= 23 $\longrightarrow$ Y$^2$ table = 1,71387

Based on the table we can know that Y$^2$ score = -491,58 and Y$^2$ table = 1,71387, so Y$^2$ score < Y$^2$ table and that sample is normal. The normality test shows the results of self-confidence is suitable for the normality.

Table 4.8 Distribution of Students' Speaking Achievement

| No | Score Interval | Number of Students | Category | Percentage |
|---|---|---|---|---|
| 1 | 21 – 25 | 1 | Very good | 4% |
| 2 | 16 – 20 | 7 | Good | 28% |
| 3 | 10 – 15 | 17 | Average | 68% |
| 4 | 5 – 9 | - | Poor | - |
| 5 | 0 – 4 | - | Very poor | - |

Based on the distribution above, the result showed that one student has very good speaking achievement or the frequency can be seen in the amount of 4%, the students has good speaking achievement are seven students or 28%, the students has average speaking achievement are seventeen students or 68%. Thus, it can be assumed that most of students at Madrasah Aliyah Negeri (MAN) 4 Tangerang on second year have average speaking achievement.

Table 4.9 The Correlation between X and Y Variable

| No | X | Y | $X^2$ | $Y^2$ | XY |
|---|---|---|---|---|---|
| 1 | 43 | 13 | 1849 | 169 | 559 |
| 2 | 32 | 11 | 1024 | 121 | 352 |
| 3 | 32 | 14 | 1024 | 196 | 448 |
| 4 | 45 | 15 | 2025 | 225 | 675 |

| | | | | | |
|---|---|---|---|---|---|
| 5 | 44 | 14 | 1936 | 196 | 616 |
| 6 | 43 | 16 | 1849 | 256 | 688 |
| 7 | 31 | 10 | 961 | 100 | 310 |
| 8 | 26 | 10 | 676 | 100 | 260 |
| 9 | 23 | 15 | 529 | 225 | 345 |
| 10 | 25 | 14 | 625 | 196 | 350 |
| 11 | 42 | 17 | 1764 | 289 | 714 |
| 12 | 48 | 25 | 2304 | 625 | 1200 |
| 13 | 57 | 20 | 3249 | 400 | 1140 |
| 14 | 51 | 19 | 2601 | 361 | 969 |
| 15 | 65 | 20 | 4225 | 400 | 1300 |
| 16 | 43 | 17 | 1849 | 289 | 731 |
| 17 | 31 | 15 | 961 | 225 | 465 |
| 18 | 39 | 14 | 1521 | 196 | 546 |
| 19 | 36 | 14 | 1296 | 196 | 504 |
| 20 | 39 | 14 | 1521 | 196 | 546 |
| 21 | 65 | 17 | 4225 | 289 | 1105 |
| 22 | 43 | 14 | 1849 | 196 | 602 |
| 23 | 31 | 15 | 961 | 225 | 465 |
| 24 | 57 | 15 | 3249 | 225 | 855 |
| 25 | 32 | 10 | 1024 | 100 | 320 |
| Total | 1023 | 378 | 45097 | 5996 | 16065 |

According to the table above that total each items of variable, as know X is 1023, Y is 378, $X^2$ is 45097, $Y^2$ is 5996, XY is 16065.

## C. Correlation Analysis

Based on the result of the score above, it can be described as follows:

N          : 25

$\sum X$     : 1023                         $\sum Y^2$     : 5996

$\sum Y$     : 378                          $\sum XY$     : 16065

$\sum X^2$     : 45097

     After the calculation of whole the data from variable (x) and variable (y), the next step is to statistical data analysis in order to insert the information from the Table into the raw score formula (Product Moment) to find the correlation index, as follow :

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

$$r_{xy} = \frac{(25 x 16065) - 1023 x 378}{\sqrt{((25 x 45097) - 1023^2)\ ((25 x 5996 - (378)^2)}}$$

$$r_{xy} = 0{,}6$$

     Based on the calculation $r_{xy}$ is 0,6. It has indicated that the correlations between two variables is 0,6.

## D. Examining Hypothesis significant correlation

After calculates the correlation, the researcher was taking the hypothesis significance of correlation with examining $t_{score}$. As follow the calculates below:

$$t = \frac{r\sqrt{n-2}}{(\sqrt{1-r2}}$$

$$= \frac{2,87}{0,8}$$

$$= 3,5$$

The last step is Determining Degree of Freedom (*df*)

$$t._{table} = n - 2$$

$$= 25 - 2 = 23 = 1,71387$$

At the degree of significance 5% = 1,701

At the degree of significance 1% = 2,467

$$t._{score} > t._{table}$$

## E. The Interpretation of the Data

After the writer preceded the formula, as it has been found out about the result of the correlation, the next step is to give the interpretation of "r" score ($r_{xy}$).

1. From the data appeared that the correlation between variable X and variable Y is 0,6. It means the correlation is strong enough between two variables. To give the simple interpretation toward a correlation "r" Product Moment ($r_{xy}$) can be seen by the table of the Interpretation of Product Moment Score.

Table 4.10 Interpretation of Product Moment Score

| Coefficient of correlation "r" | Interpretation |
|---|---|
| 0.00 – 0.20 | The Correlation is Neglected |
| 0.20 – 0.40 | The Correlation is Week |
| 0.40 – 0.70 | The Correlation Strong Enough |
| 0.70 – 0.90 | The Correlation Strong |
| 0.90 – 1.00 | The Correlation is Very strong |

Looking at the score $r_{xy} = 0,6$ that score is between $0,40 – 0,70$ which is the correlation between the two variables is strong enough, it means there is correlation between variable X and variable Y.

To know degree of correlation (CD), the researcher using determination coefficient:

$$CD = r^2 \times 100\%$$
$$= 0,36 \times 100\%$$
$$= 36\%$$

It can be identified that the correlation between two variables are 36%

# CHAPTER V

## CONLUSIONS AND SUGGESTIONS

### A. Conclusions

Based on the findings and interpretations of the study, some conclusions were drawn:

1. The result of data analysis of X variable (self-confidents) that $X^2$ score = -114,7 and $X^2$ table = 7,81, so $X^2$ score < $X^2$ table and that sample is normal. It was revealed that from the questionnaire, the three levels of self- confidence were all perceived by the students with different numbers; (8%) 2 of the students in high level self-confidence, (52%) 13 students in average self- confidence, and (40%) 10 students who has low self-confidence level.

2. The result of data analysis of Y variable (speaking achievement) that $Y^2$ score = -491,58 and $Y^2$ table = 7,81, so $Y^2$ score < $Y^2$ table and that sample is normal. The result showed that (4%) one student have very good speaking achievement. (28%) 7 students have good speaking achievement. (68%) 17 students have average speaking achievement. Thus, it can be assumed that most of students at Madrasah Aliyah Negeri (MAN) 4 Tangerang on second year have average speaking achievement.

3. There was a correlation between self-confidence and speaking achievement of the eleventh grade studntes in MAN 4 Tangerang. Looking at the score

$r_{xy} = 0,6$ that score is between $0,40 - 0,70$ which is the correlation between the two variables is strong enough, it means there is correlation between variable X and variable Y. It can be identified that the correlation between two variables are 36%.

## B. Suggestions

Based on the conclusions addressed above, some suggestions were delivered:

1. For Students

   For the students, they have to pay more attention to their self-confidence in process of learning speaking. The result of this research is expected to make the students aware of self- confidence related to the speaking achievement.

2. For the Teacher

   This research 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.

3. For the Other Researchers

   To achieve better finding, other researchers are recommended to make sure that the respondents are in well condition such as feeling comfortable when taking the data. Then, when conducting the research, it will be better when they do not have any examination. After that, the next researchers should prepare the best location in taking the data which could support them in responding the instruments. Furthermore, it is recommended that other researchers to do and to extend more variables in order to reveal any aspects that support, enhance, and develop the quality of the researches of speaking skill.