THE CORRELATION BETWEEN SELF-CONFIDENCE ACROSS GENDER AND STUDENTS' SPEAKING SKILL

THESIS

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2019

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

Kediri, October 8th 2019

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Assalamu'alaikum Wr. Wb.

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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

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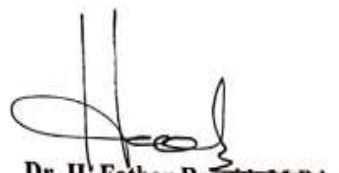Demikian agar maklum dan atas kesediaan bapak, kami ucapkan banyak terimakasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan petunjuk dan tuntutan dalam sidang munaqosah yang diselenggarakan pada tanggal 20 Mei 2019 kami berpendapat bahwa skripsi tersebut telah memenuhi syarat untuk disyahkan sebagai kelengkapan memperoleh gelar Sarjana Satu (S-1). Jurusan Tarbiyah dan Ilmu Keguruan Program Studi Tadris Bahasa Inggris.

Demikian agar maklum dan atas kesediaan bapak, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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MOTTO

LIFE IS LIKE RIDING A BICYCLE. TO KEEP YOUR BALANCE,
YOU MUST KEEP MOVING

(ALBERT EINSTEIN)

DEDICATION

I dedicate this thesis to :

- ❖ My respectable parents, Kurmen (Alm.) and Pariyem who always support me and always pray for me.

- ❖ My sisters are Janah, Yanti, Chusnul (Alm.), Nurul and Nila (Alm.). Addition, my brothers Mujib and Ihwan who always remind me to finish my thesis on time.

- ❖ All my beloved lecturers at IAIN Kediri, especially for my advisor Drs. H. Nur Akhlis, M.Pd and Dr. H. Fathor Rasyid, M. Pd who always give time, advice, attention, and patient during the process of finishing this thesis.

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- ❖ Everyone who I cannot mention one by one who contributed directly and indirectly during the process and finishing of this thesis.

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Finally, I hope that the result of this study will be valuable for all the readers and can be used as a useful reference for other researcher in the future.

Kediri, October 8th 2019

The Writer

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ABSTRACT

Khasanah, Uswatun, 2019.*The Correlation Between Self-Confidence Across Gender and Students' Speaking Skill*, Thesis, Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute of Kediri. Advisor (1) Drs. H. Nur Akhlis, M.Pd. (2) Dr. H. Fathor Rasyid, M. Pd.

Key words: *Correlation, Self-Confidence, Speaking Skill*

Many students have difficulty in speaking English, especially at MA Sunan Ampel Pare. The factors that influence can be from inside and outside. One of them is self-confidence. This study was aimed at investigating if there was significant different level of students' self-confidence across gender and if there was a correlation between self-confidence across gender and students' speaking skill in MA Sunan Ampel Pare.

This research was quantitative research. Sixty one participants they were 31 male and 30 female in tenth grade students at MA Sunan Ampel Pare. The instruments were questionnaireand speaking test. The result of the test were analyzed by using t-Test and Pearson Product Moment through SPSS (Statistical Package for Social and Science)22.0.

The result showed that there was nosignificant different level of students' self-confidence across gender and there was no significant different level of students' speaking skill across gender. It proved by the result of t-Test that the score of Sig (2-tailed) > 0.05. Meanwhile, the result of correlation between self-confidence across gender and students' speaking skill showed that there was no correlation because score of Sig (2-tailed) < 0.05.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the problem of the study, the objective of study, the significance of the study, the scope and the limitation of the study, the assumption of the study, hypothesis and the definition of key terms.

A.   **Background of The Study**

English is an important means of communication in the world. As an international language, English is one of the foreign languages taught to students in Indonesia. The students must be able to compete in the current global era, where competition is growing tighter. In Indonesia, many people learn English as foreign language in formal education has applied currikulum K13, it has a goal to develop the ability of students to communicate in that language, with communication skills that include the ability to listen, speak, read, and write. Therefore, English becomes important for the students in communicating with foreigners.

Speaking is the most important skill in communicating. Speaking skill is an important part of the language learning curriculum. Speaking skill is also an important assessment object. Anyone who wants to improve his/her speaking skill must have self-awareness, self-motivation, and positive behavior patterns, and must make efforts to avoid communication errors (Turk, 2003). Speaking skill is one's important skill to improve

English profciency from the very beginning of language learning. Speaking is one of the most important language skills. This skill can be developed and enhanced as an effective means of communication (Morozova, 2013).

There are lot of factors that affect English speaking skills. In MA Sunan Ampel still have difficulties in English speaking skill. One of factors is they are not confidence, lack of experience make them afraid when they speak in front of class. Speaking skill learning makes them feel anxious. They may be reluctant to use the target language because they may be afraid of making a mistake. Students may feel uncomfortable speaking English because they do not use the means of communication that they usually do (Nascente, 2001).

Self-confidence is one of the factors which play the important role in determining the learners' willingness to communicate of the speaking skill (Utama et al, 2013 and Dornyei et al as cited in Park & Lee, n.d.). Self-confidence is a personal factor that pays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it (Huitt, 2004, cited in Brown, 1994). It may facilitate or debilitate academic achievement. Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners.

Based on these problems, the researcher is interested in further research regarding the correlation between the level of self-confidence

across gender and students performance in speaking skill. Thus, to get the more information, the researcher means to do the study at MA Sunan Ampel Pare entitled **"The Correlation between Self-Confidence across Gender and Students Speaking Skill"**

B. **Research Problems**

Based on the background of the study, so the research problems in this study are:

1. Is there any significant different level of students' self-confidence across gender in MA Sunan Ampel Pare?

2. Is there any significant different level of students' speaking skill across gender in MA Sunan Ampel Pare?

3. Is there any positive and significant correlation between level of students' self-confidence across gender and students'speaking skill in MA Sunan Ampel Pare?

C. **Objective of the Study**

1. To determine whether there is a significant different level of students' self-confidence across gender in MA Sunan Ampel Pare.

2. To determine whether there is a significant different level of students' speaking skill across gender in MA Sunan Ampel Pare

3. To determine whether there is a positive and significant correlation between level of students' self-confidence across gender and students'speaking skill in MA Sunan Ampel Pare

D. **Significance of the Study**

This study is expected to have useful results taht are important to the readers, in term of:

1. Theoretical

The result of this research is expected to be able to give contribution in the development of students ability in MA Sunan Ampel especially in speaking skill. Additionally, this study is expected to enrich the outcomes of the previous studies and can also become the input for the next study.

2. Practical

For students the result of this research may would be useful as motivation so that improve their speaking performance in front of public. For teacher this research give information that important of self-confidence across gender in students performace on speaking skill.

E. **Hypothesis**

Hypothesis is a temporary prediction that can be proved. It can also give some direction in conducting research and how to solve the problems. In this research the writer assumes:

1. There is significant different level of students' self-confidence across gender in MA Sunan Ampel Pare.

2. There is significant different level of students' speaking skill across gender in MA Sunan Ampel Pare.

3. There is positive and significant correlation between level of students' self-confidence across gender and students'speaking skill in MA Sunan Ampel Pare.

F.   The Scope and Limitation of the Study

To limit the scope of this study, this research concentrates on students' self-confidence across gender and their speaking skill. The scope of study is the students of tenth grade in MA Sunan Ampel Pare. The researcher conducted the research to student who has a good achievement in academic of English subject. The limitation of this research is that the researcher analyzes the correlation between self-confidence across gender and students' speaking skill.

G.   Definition of Key Terms

To avoid misunderstanding of this study, so the explanations of the keys terms, as follows:

1. Self-Confidence

Self-confdence is defned as an individual's recognition of his own abilities, loving himself and being aware of his own emotions (Gençtan, 1984; Özbey, 2004 as cited in İbrahim, 2015). It means a positive belief that we can take control of our life and of our plans

2. Gender

The meaning of gender in this research is same as sex (as biological characteristic of women and men). It is about sex differences. Gender here means both of male and female.

3. Speaking

Say or to talk something about something, to have a conversation with somebody or an action of expressing oneself in speech or giving speeches.

4. Correlation

Correlation is a connection between two or more variables. In this study, the correlation is a connection between level of self-confidence across gender and students performance in Speaking Skill"

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter reveals the theories and the previous study related to the topic. First, the theories about self-confidence are discussed. The second is about the gender explanation. And the third is the discussion of speaking skill. The forth is the previous study. Finally, the researcher will discuss about the conceptual framework.

A. Self-Confidence

This sub chapter will explain about the definition of self-confidence, characteristics of high self-confidence and the need of students' self-confidence.

1. The Definition of Self-Confidence

Self-confidence is defined as an individual's recognition of his own abilities, loving himself and being aware of his own emotions. Self-confidence is defined as "individuals' performance expectancies and their self-evaluations of ability and completed performances" (Goleman 1984; Ozbey 2004, as cited in Kusumaningsih, 2017). Self confidence also be defined as a feeling as well as a result of deepening positive emotions (Şar, Avcu & Işıklar, 2010). On other hand Self-confidence refers to an individual's point of view regarding their own characteristics (Bong and Clark, 1999).

Self-confidence divides into two sub-categories as intrinsic self-confidence and extrinsic self-confidence (Akagunduz 2006, as cited in

Kusumaningsih 2017). And continuous his explanation as follows: intrinsic self-confidence is the thoughts and emotion about individuals' being reconciled or pleased with themselves. Self-esteem, self-love, selfknowledge, starting concrete aims and positive thinking are the element of intrinsic self-confidence. Extrinsic self-confidence is also the behavior and attitude towards others. The constructing element of extrinsic self-confidence are communication and controlling the emotions .In a study to develop a self-confidence scale conducted by Akin (2007) two factor as extrinsic and intrinsic self-confidence were determined.

Based on those statement self confidence is an attitude that is characterized by a positive belief. It is one of the psychological factors that can influence the students' speaking skill. Some studies claim that no language learning activities will be carried out successfully without it (Huitt, 2004& Khodadad, 2003, cited in Brown, 1994).

2. Characteristic of Self-Confidence

The characteristics of high self-confidence according to Wright, as follows;

   a. They are ambitious. They want more than existence. They can dream themselves in better circumstances and surrounding

   b. They are goal oriented. They seek a challenge of completing and setting new goals for themselves. They are not especially

competitive, except against themselves. They enjoy breaking their own records.

c. They have learned to communicate. They know how to ask for what they want and to hear advice and counsel. It is less important for them to be right than to be effective. They listen more than they speak.

d. They are loving and kind. Those people who are a good inner self-image from nourishing relationships instead of toxic ones. They have learned to detach from relationships which do not allow them to be authentic

e. They attractive and open to others. The self-confidence people is usually drawn to one another. They vibrate their confidence in a way that attracts good things and good people to them. Being attractive does not necessarily mean physically attractive in the usual sense of the word, but rather spiritually beautiful

There are also universal characteristics of those who have low self-esteem and lack the confidence to attract abundance in all areas of life to them. These factors often influence the joy that a person may experience.

a. They are fearful of change. Many people with low confidence in the future come from a basis of lack and live their life in fear.

b. They are pessimistic and tend to see the glass as half empty.

c. They have difficulty communicating what they really want from life. They have no clear idea of what they value and are muddy about goals and desires.

d. They want to please others more than be true to themselves. The desire to have peace at any price is more important than discovering their own potential. Almost as chameleons, lizards that change colors to fit the environment they are in, those who lack self-confidence.

e. They are insecure and are drawn to others who also see themselves as victims. They often form destructive and toxic relationships that reflect and increase their lack of self-worth.

From the explanation above it can be conclude that so many positive effects that can be obtained by every people who have good self-confidence. It is really needed in every part of our live, starting from home until outside of home. Especially in school environment, the performance of students in school is neither intellect, nor energy or talent, it is the amount of self confidence a student has which decides how much they will be able to use their talent, energy, and intellect.

3. The Need of Students' Self-Confidence

Self confidence brings about more happiness. When they are feeling better about they capabilities, the more energized and motivated they are to take action and achieve they goals. In Wikipedia

(2019)explain about the need of self- confidence in academic. It can be see below:

Many studies focus on students in school. In general, students who perform well have increased confidence which likely in turn to encourage students to take greater responsibility to successfully complete tasks. Students who perform better receive more positive evaluations report and greater self-confidence. Low achieving students report less confidence and high performing students report higher self-confidence. Teachers can greatly affect the self-confidence of their students depending on how they treat them.

B. **Gender**

In literal meaning gender is shape by culture, social relations, and natural environments (Aguilar, 2004). It is not based on sex, but in this research gender means both of male and female or sex (a biological characteristic of women and men).

C. **Speaking Skill**

This sub chapter will explain about the definition, aspects, types of sepaking skill.

1. Definition of Speaking

Speaking is oral communication. It is a two ways process between speaker and listener and involve productive and receptive skill of understanding according to Byrne (1984). In other, speaking is a process that covers many things in addition to the pronunciation of individual

sounds (Lewis and Hill, 1993 as cited in Zyoud, 2016). Speaking is to express the needs-request, information, service, etc. (Brown and Yule, 1983). While Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994).

From explanation above, It can be conclude that speaking is an activity of dilivering message, it occurs between speaker and listener orally. Speaking is not only producing sounds but also process of achieving goals that involves transferring message accros. So, should pay attention to want and how to say as well as to listeners.

2. The Aspects of Speaking Skill

There are 5 components of speaking (Nunan, 1999 as cited in Rahmawati & Ertin, 2014), such as:

a. Pronunciation

Pronunciation is the way in which a word is pronounced. its effect with the meaning of message that will convey, so it better for us to produce the words clearly.

b. Grammar

Grammar is the way words are put together to make correct sentences. In other words grammar is the rules in a language for changing the form of words and combining them into sentences.

c. Vocabulary

Vocabulary is a set of familiar words within a person's language. 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.

d. Fluency

Fluency is able to speak or write a language of perform an action smoothly or expressed in a smooth and accurate way. In speaking, fluency makes us easy to understand the meaning

e. Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken. It indicates that speaker and listener have to understand what the intended meaning when someone talk.

3. Types of Speaking

There are 5 types of speaking performance according to Brown (2001), they are:

a. Imitative

Learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for

the purpose of meaning full interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking can be self-imitated or it can even from part of some pair work activity, where learners are "going over" certain forms of language. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like

d. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language. For example conversation

e. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

D. Previous Studies

There are some previous studies. First, the research by Al-Hebaish with entitled "The Correlation Between General Self-Confidence And Academic Achievement in The Oral Presentation Course". The result of his research is revealed positive, significant correlation between general self confidence and academic achievement especially in oral achievement test (Al-Hebaish, 2012). It is same as the study conducted by Trinindati, G. in her research entitled "The Correlation Between Speaking Anxienty, Self Confidence, And Speaking Achievement of Undergraduate EFL Students of Private University In Palembang" in one of the findings concluded self confidence has significant correlation with speech achievement (Trinanti, G., 2018). The last, the study conducted by Koosha, and Zohreh in their research entitled "The Effects of Self-Esteem, Age And Gender on The Speaking Skill of Intermediate University EFL Learners" one of findings found that gender and speaking skills has no statistically significant association (Koosha, and Zohreh, 2011).

It can be concluded that some of previous studies have the different result about self-confidence, gender and speaking skill, so that the researcher wants to do the study further about the correlation between self-confidence across gender and Speaking skill. Therefore, this research still deserves to be conducted.

E. Conceptual Framework

Foreign language learners who possess high self confidence perform well and most likely believe themselves to be capable learners. When there is low self confidence, on the contrary, learners suffer from uncertainty, insecurity, fear and social distance" (Rubio, 2007 as cited in Al-Hebaish, 2012). The students having high self confidence do not have problem to speak in front of class or to utter their opinion. They are not afraid to make little mistakes or errors when they are speaking because they considered it as a part of learning. If they make mistakes, they always have courage and self confidence to try again and again. Self-confidence is the most essential factor that determines learners' willingness to participate in oral activities in language classrooms (Yashima, Zenuk-Nishide, & Shimizu, 2004). In other words, we can say that where there is selfconfidence, there will be good communication. On the other hand, lack of self- confidence is thought to be the most dangerous barrier for effective communication. This research is illustrated as below:

```
┌─────────────────────┐
│         XI          │
└─────────────────────┘
                         \                ┌─────────────────────┐
                          \               │          Y          │
                          /               └─────────────────────┘
┌─────────────────────┐  /
│         X2          │
└─────────────────────┘
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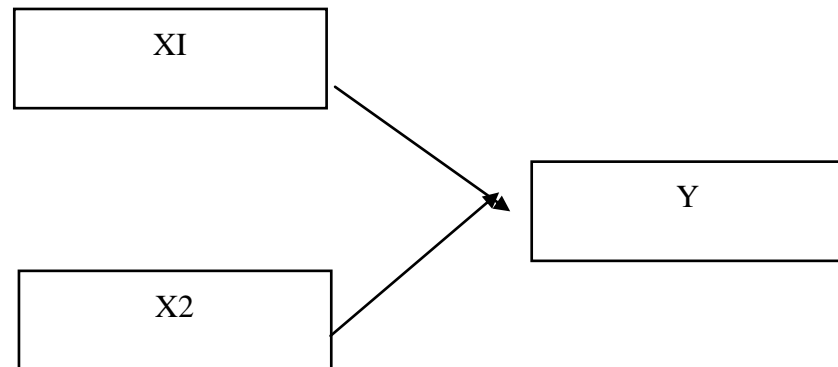
Note:

X1   : Self-confidence of Male Students

X2   : Self-confidence of Female Students

Y   : Students' Speaking Skill

CHAPTER III
RESEARCH METHOD

This chapter will explain about the method of the research that consists of 8 sub chapter. They are research design, the subject of the research, variables of the research, data collection, instruments of the research, the test of instruments and data analysis.

A. Research Design

Based on the research problem and the objective mentioned in introduction, so this research is quantitative correlation research by using survey method. A correlation occurs if the independent variable (X) increases and the dependent variable (Y) also increases. This study aims to explain if there is any relationship between variables. This study is done to look for the different level of students' self-confidence across gender and the correlation between students' self-confidence across gender and students' Speaking Skill.

B. The Subject of the Research

In this section, subjects are the respondents or participants of the research. Then the subject of this research is the students of MA Sunan Ampel in first semester of tenth grade students. The participants for trying out the data were 30 students. The measurement of the sample is done by using Non-Probability Sample, and using Purposive Sampling Technique by considering student who has a good achievement in academic of English subject. The

samples for the research are divided into two classes (IPA and Tahfidz) from the first semester; they were 61 students (31 male and 30 female).

C. Variables of the research

Sugiyono (2010) stated that variable that is something which forms everything, and theoretically, variable is someone attribute, or object that have variant between person with another object. This research have three variables which namely as dependent variable and independet variable. Dependent variable is students' speaking skill (Y) while self-confidence of Male students is as independent variable (X1) and self-confidence of female students is as independent variable (X2).

D. Instrument of Research

According to Arikunto (2006) instrument is used by researcher in applying a method in collecting the data. The researcher used two kinds of instrument to get the data. They are questionnaire and speaking test. The questionnaire is used to collect the data of the students' self-confidence. The test is used to collect the data of students' speaking skill.

1. Self-Confidence Scale

Self-Confidence Scale (SCS) developed by Akin (2007) is a five point-likert scale having 30 items, adapted from Kusumaningsih (2017) in her thesis but the researcher revised some items. It is used to determine self-confidence level of the participants. There are five choices, they are Strongly Agree (A), Agree (B), Undicided (C), Disagree (D) and Strongly

Disagree (E). The researcher divides two item number, they are Negative and Positive items and also determine the score.

Table 1. The Score of Response

Response	Positive	Negative
A (Strongly Agree)	5	1
B (Agree)	4	2
C (Undicided)	3	3
D (Disagree)	2	4
E (Strongly Disagree)	1	5

The researcher had adapted the blue print with the theory of Akin, and the reseacher has done the try out of self-confidence scale in X IPS 1 on Saturday, 24 August 2019. This questionnaire was translate in Bahasa Indonesia to avoid misunderstanding and misinterpreting. The blue print of self-confidence is below:

Table 2. Blue Print of Self-Confidence Scale (try out)

Concept	Category	Indicator	Item Number		Total Item
			Positive	Negative	
Self-confidence is defined as an individual's recognition of his own abilities, loving himself and being aware of his own emotions. There are certain characteristics of who have high self-confidence in their ability such as; they are ambitious; they are goal oriented; they have learned to communicate; they are loving and kind; and they attractive also open to others (Wright, 2017)	Intrinsic	1. Ambitious	1,3,27	2,4,29	6
		2. Goal oriented	5,7,9	6,8,10	6
		3. Loving and kind	17,19,28	18,22,30	6
	Extrinsic	4. Having learned to communicate	11,13,15	12,14,16	6
		5. Attractive and open to other	21,23,25	20,24,26	6
			15	15	30

The higher scores indicates higher self-confidence. There are three levels of confidence by George, Jenifer and Gareth (2012) in Kusumaningsih (2017).

Table 3. Confidence level

Scores	Lev. No	Confidence Levels
19-38	1	low Self-Confidence
57-76	2	Good Self-Confidence
95	3	Excellent Self-Confidence

2. Students' Speaking Skill

For this test, the researcher does oral test, it is used to measure the ability of every student in speaking skill. There are some steps in implementing oral test.Begins, students make a descriptive with the topic "My Classmate", each student describes one person.Last, every studentcomes forward to the class and tell what they made before about the topic. For each student is given 5 minutes to perform. The researcher collaborator with English teacher to be the second rater of this test and using speaking rubric as the guidance while scoring students' speaking skill.

The reseacher conducted the Try Out of the test on Wednesday 28 August 2019 in X IPS 1 as long as 120 minutes. In fact, students only need 4 minutes to describe the material. Scoring rubric for speaking test adopted from Harris (1969):

Table 4. The rubric of Speaking assessment

Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead of misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently is asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/ or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/ or restrict him to basic patterns.
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible
Vocabulary	5	Use the vocabulary and idoms are virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/ or most rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited

		because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speech and fluency rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence language limitations.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower than normal speed with repetition.
	2	Has great difficulties following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English

The maximum score: 25 x 4 = 100

The minimum score : 5 x 4= 20

Beside that technical of scoring through scales above, the researcher also make rating classification which use to give students obtained. The following is rating scale classification by Daryanto (2005);

Table 5. Rating Scale Speaking

Rating	Scale	Classification
81-100	5	Very good
61-80	4	Good
41-60	3	Fairly good
21-40	2	Poor
0-20	1	Very poor

E. **Data Collection**

Questionnaire is the amount of written question that are used to get information from respondent relating with the particular aim of researcher (Arikunto, 2006). The questionnaire is used to get the data about self-confidence, and test is to measure the students' speaking skill. The processes are the researcher prepared the instruments first, giving the instruments to the students to be tried out, calculating the validity and the reliability by using the program of SPSS 22 for windows, giving the new instruments to the student to do field test which is the researcher distribute the questionnaire and conducted the speaking test in two sessions.

For the first meeting the researcher distributed the questionnaire of self-confidence, then the researcher gives the instruction about the upcoming speaking test for next meeting. Then in the second meeting an individual

speaking test with certain topic is given to each student in 4 minutes. When all of the data collect, scoring the answer, analyzing the score by using some formulas to find the result.

F. The Test of Instrument

The good instrument have to complete 2 rules, they are valid and reliable (Arikunto, 2010). It is necessary to try out the instrument before it is used, to take the instrument valid and reliable.

1. Validity

    a. Validity of Students Self-Confidence

    The reseacher used Pearson Product Moment technique to measure the validity. Sugiyono (2010) states that validity refers to the extent to which a test measures what we actually wish to measure. He added that the item of the test is considered as valid if the correlation coefficient at $\alpha = 0.05$ for N = 30, that is 0,361.

    b. Validity of Speaking Ability

    The researcher to fine validity of speaking test used expert judgment. Validator of speaking test is Mr. Edi Subroto, S.Pd.

2. Reliability

    a. Reliability of Students Self-Confidence

    Reliable questionnaire is consistent and dependable(Brown, 1994 as cited in Kusumaningsih, 2017) a. If you give some questionnaire to the same student or matched students on two different occasions, the

questionnaire should yield similar result. To determine the reliability the reseacher uses Cronbach's Alpha technique.

b. Reliability of Speaking Test

The reliability of speaking test is used two raters. First rater is researcher and second rater is teacher.

The result of validity and reliability is measured by using SPSS 22 for windows.

3. The Result of Tryout

a. Self-Confidence Scale

After doing the try out and analyze the result of self-confidence scale in X IPS 1 class on Monday, 24[th] August 2019, the researcher obtained the result below:

Table 6. The Result of Item Correlation of Self-Confidence

Category	Indicator	Item Number				Total Items Consistent
		Positive		Negative		
		Consistent	Failed	Consistent	Failed	
Intrinsic	Ambitious	1,27	3	2,4,29	-	5
	Goal oriented	5, 7	9	6	10,8	3
	Loving and kind	17, 28	19	18, 22	30	4
Extrinsic	Having learned to communicate	11, 13	15	12, 14	16	4
	Attractive and Open to Other	23, 25	21	26	20, 24	3
Total		10	5	9	6	19

Based on the result of items correlation, 11 items of 30 items are failed and the index of items correlation is about -205 until 0,733 with r-table 0,361 (N=30). The result of reliability statistic of Cronbach's alpha is 0,875 it means the reliability of the scale is high. The researcher conducted the field test of self-confidence on Wednesday, 4 September 2019 in X Tahfidz and Tuesday, 10 September 2019 in X IPA. The blue print of self-confidence scale after doing validity test and reliability test. Can be see in Appendix 1

Table 7. Blue Print of Self-Confidence Scale (Field Test)

Category	Indicator	Item Number		Total Items
		Positive	Negative	
Intrinsic	Ambitious	1,27	2,4,29	5
	Goal oriented	5, 7	6	3
	Loving and kind	17, 28	18, 22	4
	Having learned to communicate	11, 13	12, 14	4
Extrinsic	Attractive and Open to Other	23, 25	26	3
Total		10	9	19

b. Speaking Test

Table 8. The Correlation Between Speaking Rater 1 and
Rater 2

		RATER_1	RATER_2
RATER_1	Pearson Correlation	1	.745**
	Sig. (2-tailed)		.000
	N	30	30
RATER_2	Pearson Correlation	.745**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

From the data above the correlation between rater 1 and rater 2 is
significant at the 0,01. Sig. (2-tailed) is 0,00<α 0,05. So, the correlation
between them is high, it means the data of speaking test are valid and
reliability. The reseacher can uses in field test on Wednesday, 11
September 2019 in X Tahfidz and Tuesday, 24 September 2019 in X
IPA. It can be see in Appendix 2.

G. Data Analysis

This research is inferential statistic quantitative which aims to look for the correlation between level of students' self-confidence across gender and students' Speaking skill. There are requirements analysis test as:

1. For answering the research problem number 1 and 2. The reseacher uses t Test because this technique used to test comparative hypotheses of two samples independent such as male and female.

2. For answering the research problem number 3. The reseacher uses Pearson Product Moment. This is because that technique is used to test the hypotheses about the correlation between one independent variable and one dependent variable. The reseacher determined the table interpretation of the value or level correlation according Arikunto (1997).

Table 9. Classification of Level Correlation

No	Coefficient Correlation	Category
1	0,800-1,00	High Correlation
2	0,600-0,800	Quite High Correlation
3	0,400-0,600	Fairly Low Correlation
4	0,200-0,400	Low Correlation
5	0,000-0,200	Very Low Correlation (there is no correlation)