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APPENDIX I
Questionnaire for Motivation Level

Name :

Class :

Please gift a checkmark (✓) on the answer to each question, according to your situation, there are no right or wrong answers, students are expected to give honest and reflective answers.

Guidelines for selecting answer levels can be seen below the question table.

	Instrumental and Integrative Motivation	Likert Scale				
		1	2	3	4	5
1.	I mainly focus on using English for class assignment and the exams.					
2.	I simply quote the textbooks and do not really communicate myself when speaking or writing in class.					
3.	I am interested in reading only English textbooks for my university study, but not other English texts e.g newspapers, magazines.					
4.	I am more interested in earning a university degree and a good job than learning English language itself.					
5.	I am more interested in furthering my higher education than learning English language itself.					
6.	Learning English is important for travelling abroad.					
7.	Learning English is important for making me a knowledgeable and skillful person.					
8.	Learning English is important for making me an educated person.					
9.	Being proficient in English can lead to more success and achievements in life.					
10.	Being proficient in English makes other people respect me.					
11.	Studying English enables me to understand English books, movies, pop music etc.					
12.	Studying English enables me to better understand and appreciate the ways of life of native English speakers.					
13.	Studying English enables me to keep in touch with foreign acquaintances.					
14.	Studying English enables me to keep in touch with foreign acquaintance Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.					

15.	Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.					
16.	Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.					
17.	Studying English enables me to behave like native English speakers: e.g accent, using English expressions.					
18.	Studying English enables me to appreciate English arts and literature.					
19.	Studying English helps me to be an openminded, and sociable person like English speaking people.					
20.	I am determined to study English as best as I can to achieve maximum proficiency.					
Total						

Range of answers according to AMTB	Range code
Strongly disagree	1
Moderately disagree	2
Netural	3
Moderately agree	4
Strongly agree	5

APPENDIX II
SPEAKING TEST

Name :

Class :

Make up short dialogs for the following situations!

You plan to go to the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but the other two cannot make up their minds. Use the expressions in the previous section in the conversation.

APPENDIX III

Scoring rubric of speaking achievement

Aspects	Score	Description
Pronunciation	5	equivalent to and fully accepted by educated native speaker.
	4	errors in pronunciation are quite rare.
	3	errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
	2	accent is intelligible though often quite faulty.
	1	errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Grammar	5	equivalent to that of an educated native speaker.
	4	able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
	2	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	1	errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	5	speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	4	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
	3	able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	2	has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	speaking vocabulary inadequate to express anything but the most elementary needs.
Fluency	5	has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	4	able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	3	can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	2	can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	1	(no specific fluency description. Refer to other four language areas for implied level of fluency.)
Comprehension	5	Equivalent to that of an educated native speaker.
	4	can understand any conversation within the range of his experience.
	3	comprehension is quite complete at a normal rate of speech.

	2	can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)
	1	within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
Task	5	speaking proficiency equivalent to that of an educated native speaker.
	4	would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
	3	can participate effectively in most formal and informal conversations on practical, social, and professional topics.
	2	able to satisfy routine social demands and work requirement; needs help in handling any complication or difficulties
	1	can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.

No	Test score interval	Level
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Average
4.	21-40	Fair
5.	0-20	Poor

APPENDIX IV
SELF-CONFIDANCE QUESTIONNAIRE

Name :

Class :

Read and understand each question that suits your situation, and gift a checkmark (✓) on the answer to each question.

Answer choices are:

- 4 (If you strongly agree with the question).**
- 3 (If you agree with the question).**
- 2 (If you disagree with the question).**
- 1 (If you strongly disagree with the question).**

No.	Statement Questionnaire	Likert scale			
		1	2	3	4
1.	I'm active when learning English in class because English is fun.				
2.	I know that learning English is important.				
3.	I'm less active in class because of language lessons English is difficult.				
4.	I'm not too active in English class because I lack English vocabulary.				
5.	I'm not actively studying English because I don't like English.				
6.	I have good English language skills and I'm not embarrassed to appear in front of the class.				
7.	I'm afraid to be called in front of the class because I'm not confident.				
8.	I'm too shy to ask the teacher about the lesson.				
9.	I'm not shy to ask the teacher about the lesson.				
10.	I'm enthusiastic when learning English because I like challenges.				
11.	I'm sleepy in English class.				
12.	I'm nervous to perform in front of the class.				
13.	I pay attention when the teacher is explaining the lessons.				
14.	I'm silent during the lesson because I'm bored.				
15.	I like cheating because I'm not confident about myself				
16.	I like cheating because I'm afraid of being wrong.				
17.	I don't like cheating because I believe in my ability.				
18.	I don't like cheating because I want to measure my own abilities.				
19.	I am optimistic about the results or points I will get.				
20.	I will study harder if I get unsatisfactory results.				
21.	I don't want to accept input from other people.				
22.	I accept another people's advice to make me better.				
23.	I know my own abilities.				
24.	I'm not ashamed to improve my moment make a mistake.				
25.	I don't want to know or don't want to fix it mistakes I made.				
26.	I know myself well and know I have strengths and weaknesses in me.				
27.	I like to play around and not really think about my future.				
28.	I always like to try new things that are good for me.				
29.	I'm not interested in trying new things and tends to be monotonous.				
30.	I have determined my life goals and focus to get it.				

APPENDIX V

MOTIVATION VALIDITY TEST

APPENDIX VI

SELF-CONFIDENCE VALIDITY TEST

APPENDIX VII

SPEAKING VALIDITY TEST

Correlations								
		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007
VAR00001	Pearson Correlation	1	0.342	0.371	0.209	.476*	0.043	.608**
	Sig. (2-tailed)		0.075	0.052	0.286	0.010	0.828	0.001
	N	28	28	28	28	28	28	28
VAR00002	Pearson Correlation	0.342	1	0.352	0.249	.466*	0.303	.743**
	Sig. (2-tailed)	0.075		0.067	0.201	0.012	0.116	0.000
	N	28	28	28	28	28	28	28
VAR00003	Pearson Correlation	0.371	0.352	1	-0.051	-0.008	0.102	.522**
	Sig. (2-tailed)	0.052	0.067		0.797	0.966	0.607	0.004
	N	28	28	28	28	28	28	28
VAR00004	Pearson Correlation	0.209	0.249	-0.051	1	.476*	.477*	.588**
	Sig. (2-tailed)	0.286	0.201	0.797		0.010	0.010	0.001
	N	28	28	28	28	28	28	28
VAR00005	Pearson Correlation	.476*	.466*	-0.008	.476*	1	.451*	.675**
	Sig. (2-tailed)	0.010	0.012	0.966	0.010		0.016	0.000
	N	28	28	28	28	28	28	28
VAR00006	Pearson Correlation	0.043	0.303	0.102	.477*	.451*	1	.616**
	Sig. (2-tailed)	0.828	0.116	0.607	0.010	0.016		0.000
	N	28	28	28	28	28	28	28
VAR00007	Pearson Correlation	.608**	.743**	.522**	.588**	.675**	.616**	1
	Sig. (2-tailed)	0.001	0.000	0.004	0.001	0.000	0.000	
	N	28	28	28	28	28	28	28
*. Correlation is significant at the 0.05 level (2-tailed).								
**. Correlation is significant at the 0.01 level (2-tailed).								

APPENDIX VIII
DOCUMENTATION





APPENDIX IX

CERTIFICATION LETTER OF MA MAMBAUS SHOLIHIN 5 BALONGPANGGANG GRESIK



**مَدْرَسَةُ مَنْبِعِ الصَّالِحِينَ الْإِسْلَامِيِّ السَّلْفِيِّ
MADRASAH ALIYAH MAMBAUS SHOLIHIN**

TERAKREDITASI A

NSM :131235250026 NDM :Kw.4/4/PP.00.6/929/2010 NPSN : 20580218

Sekretariat: Jl. KH. Syafi'i No. 07 Suci Manyar Gresik Jawa Timur Telp/Fax : 031-3952575 Kode Pos 61151

SURAT KETERANGAN

Nomor : 5/20580218/M.8/XI/2023

Yang bertanda tangan dibawah ini:

Nama : **H. MOHAMMAD ANAS, S.HI., M.E.**

NIP : -/-

Jabatan : Kepala Madrasah Aliyah

Unit Kerja : MA. MAMBAUS SHOLIHIN

Jl. KH. Syafi'i No. 7 Suci Manyar Gresik Jawa Timur

Menerangkan bahwa:

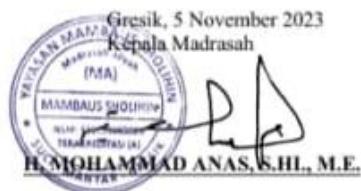
Nama Mahasiswa : AHMAD YUSUF MUSTOFA

NIM : 21506012

Prodi : Tadris Bahasa Inggris

Nama yang tersebut diatas benar telah melaksanakan penelitian di MA Mamba'us Sholihin 5 Balongpanggang Gresik, sejak tanggal 01 s/d 03 November 2023 guna melengkapi data penelitian dengan tema/judul "**The Correlation Between Student Motivation and Self-Confidence on Student Speaking Achievement at Tenth Grade of MA Mamba'us Sholihin 5 Balongpanggang Gresik**".

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.



APPENDIX X

CERTIFICATION LETTER OF IAIN KEDIRI



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI KEDIRI**
Jalan Sunan Ampel No 7 Ngronggo Kota Kediri Jawa Timur 64127
Telepon (0354) 689282, Website: www.iainkediri.ac.id

Nomor : 0417n.36/DPA/10/2023
Lampiran : -
Perihal : MOHON IZIN RISET / PENELITIAN

Kepada Yth.
Kepala MA Mamba'us Sholihin 5 Balongpangyan Gresik
di-

TEMPAT

Assalamu 'Alaykum wa Rahmatullah wa Barakatuh.

Disampaikan dengan hormat bahwa mahasiswa yang tersebut di bawah ini :

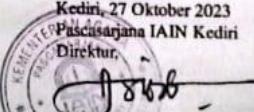
N a m a	:	AHMAD YUSUF MUSTOFA
N I M	:	21506012
Semester	:	IV (Empat)
Tahun Akademik	:	2022/2023
Program Studi	:	TADRIS BAHASA INGGRIS
Nomor HP	:	0895327269069
Alamat	:	Perum Grand Verona Regency, Banjarsari, Kec. Ceme, Kab. Gresik.

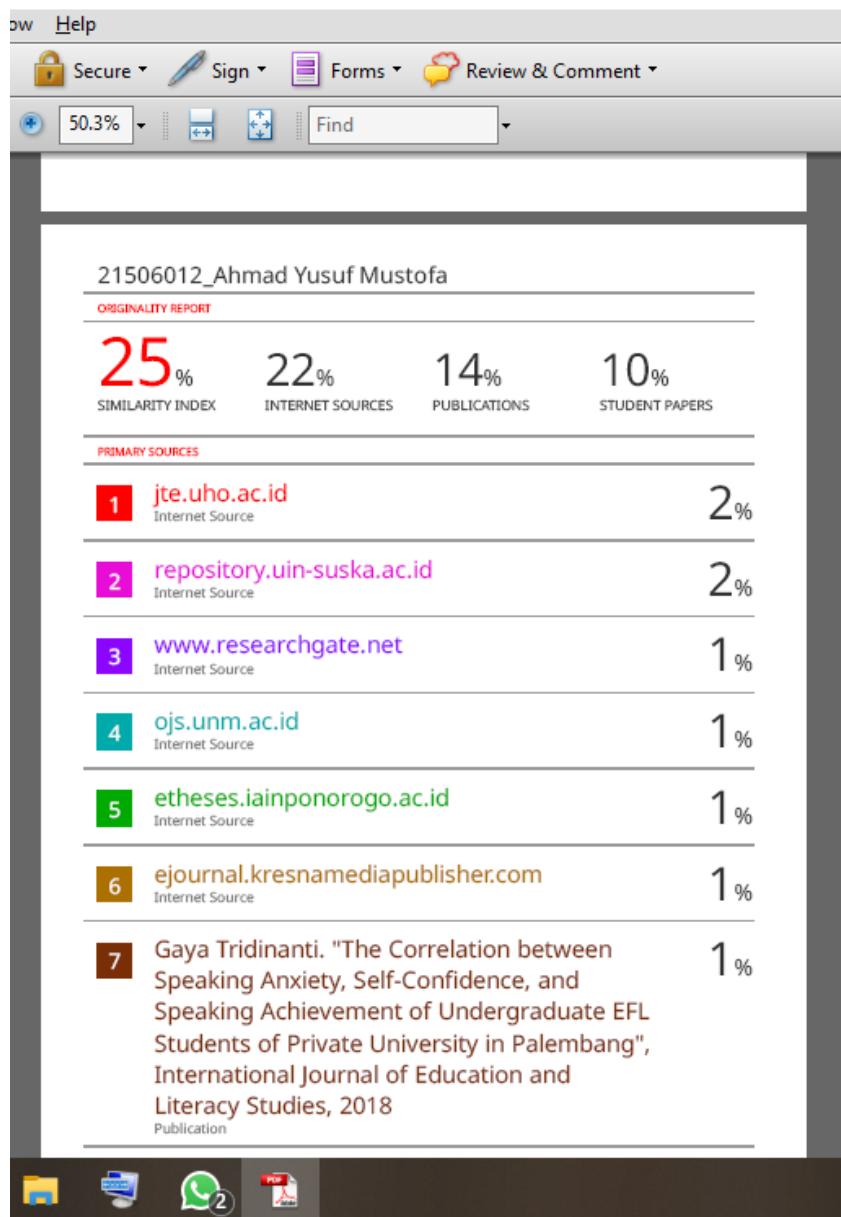
Dalam rangka menyelesaikan studi dan menyusun tesisnya yang bersangkutan perlu melakukan penelitian lapangan.

Untuk keperluan dimaksud, kami mohon agar mahasiswa yang bersangkutan diberi izin dan kesempatan untuk melakukan penelitian di wayah / lembaga yang menjadi wewenang Saudara, dalam bidang-bidang yang terkait dengan judul tesisnya, yaitu:
THE CORRELATION BETWEEN STUDENT MOTIVATION, AND SELF-CONFIDENCE, ON STUDENT SPEAKING ACHIEVEMENT

Atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamu 'Alaykum wa Rahmatullah wa Barakatuh.

Kediri, 27 Oktober 2023
Pascasarjana IAIN Kediri
Direktur

Prof. Dr. H. Moh. Asror Yusuf, M.A.
NIP: 197506132003121004



BIOGRAPHY



The author's full name is Ahmad Yusuf Mustofa, born on January 15, 2000. The author resides in Tirta Kencana Village, Rimbo Bujang District, Tebo Regency, Jambi Province. He is the first of three children born to the married couple H. Munjari, S.Ag. Curved and Hj. Kusmini

The author completed his primary education at SD Negeri 177 in 2011, followed by Mts Mambaus Solihin Gresik in 2014, and MA Mambaus Solihin Gresik in 2017. Subsequently, he pursued his Undergraduate Program (S1) in English Language Education at the Abdullah Faqih Islamic Institute (INKAFA) Gresik, graduating in 2021. Following that, the author enrolled in the Master's Program (S2) in English Language Education at the State Islamic Institute (IAIN) Kediri. As of the writing of this thesis, the author remains registered as a Master's student in the English Language Education Master's Program at IAIN Kediri.