

**THE CORRELATION BETWEEN MOTIVATION AND SELF-CONFIDENCE ON STUDENTS
SPEAKING ACHIEVEMENT AT TENTH GRADE OF MA MAMBAUS SHOLIHIN 5
BALONGPANGGANG GRESIK**

THESIS

**Presented to
State Islamic Institute of Kediri
In Partial Fulfillment of the Requirement for
the Master's Degree in English Language Education**



**By:
AHMAD YUSUF MUSTOFA
NIM: 21506012**

**ENGLISH EDUCATION DEPARTMENT
GRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF KEDIRI
2023**

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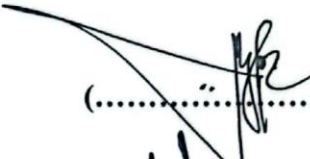
**ENGLISH EDUCATION DEPARTMENT
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2023**

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ON STUDENTS SPEAKING ACHIEVEMENT AT TENTH GRADE OF MA
MAMBAUS SHOLIHIN 5 BALONGPANGGANG GRESIK

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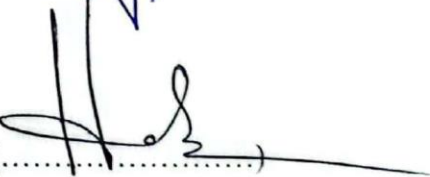
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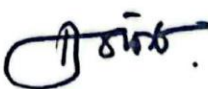
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ABSTRACT

Mustofa, Ahmad Yusuf. 2023. *The Correlation Between Motivation and Self-Confidence on Students Speaking Achievement at Tenth Grade of Ma Mambaus Sholihin 5 Balongpanggang Gresik*. Department of English Language Education, Faculty of Graduate Degree, State Islamic Institute (IAIN) Kediri. Advisors: Dr. Ary Setya Budhi Ningrum, M.Pd. and Dr. Fathor Rasyid, M.Pd.

Keywords: Student Motivation, Self-Confidence, Speaking Achievement.

Teaching speaking is an important component of effective language education. Through teaching speaking, students can develop their communication skills, expand their vocabulary, increase their self-confidence, and understand different cultures. In teaching speaking, several problems can be faced. One of them is the students' anxiety or lack of confidence in speaking English. Differences in students' motivation in speaking lessons influence their English-speaking achievement. This research will answer several questions as follows: 1. Is there any significant correlation between students' motivation and their speaking achievement? 2. Is there any significant correlation between students' self-confidence and their speaking achievement? and 3. Do students' motivation and self-confidence simultaneously contribute to their speaking achievement?

In this research, the researcher used a correlation design with a quantitative method. This approach involves collecting data in the form of numbers and statistics, allowing researchers to measure and identify quantitative relationships between the variables under study. the population in the study was all students of MA Mambaus Solihin. Meanwhile, the sample in this study is 28 students of tenth grade of MA Mambaus Solihin Gresik.

The results of the analysis in the Pearson correlation coefficient, for motivation, the calculated correlation value (r-count) is 0.578, exceeding the critical value (r-table) of 0.374 for a sample size (n) of 28. Next, self-confidence is the Pearson correlation coefficient, where the calculated correlation value (r-count) is 0.716 exceeds the critical value (r-table) of 0.374 for a sample size (n) of 28. Consequently, both null hypotheses are rejected, confirming the positive and typical strong correlation. The R Square value of 0.769 is equivalent to 76.9%. Thus, it can be concluded that the motivation and self-confidence variables collectively contribute to 76.9% of the variance in students' speaking achievement, while the remaining 23.1% is influenced by variables that have not been studied. As a result, the null hypothesis was rejected which showed that there was a relationship between students' level of motivation and self-confidence and students' speaking achievement at MA Mambaus Sholihin Gresik. This implies that considering motivational factors and self-confidence is very important to understand and improve students' performance in speaking achievement.

ABSTRAK

Mustofa, Ahmad Yusuf. 2023. Hubungan Antara Motivasi Dan Kepercayaan Diri Terhadap Prestasi Speaking Siswa Kelas X Ma Mambaus Sholihin 5 Balongpanggang Gresik. Jurusan Pendidikan Bahasa Inggris Fakultas Pascasarjana Institut Agama Islam Negeri (IAIN) Kediri. Pembimbing : Dr. Ary Setya Budhi Ningrum, M.Pd. dan Dr. Fathor Rasyid, M.Pd.

Kata Kunci: Motivasi Siswa, Percaya Diri, Prestasi Speaking.

Mengajar speaking adalah komponen penting dari pendidikan bahasa yang efektif. Melalui pengajaran speaking, siswa dapat mengembangkan keterampilan komunikasi, memperluas kosa kata, meningkatkan kepercayaan diri, dan memahami budaya yang berbeda. Dalam pengajaran speaking, beberapa permasalahan dapat dihadapi. Salah satunya adalah kecemasan atau rasa kurang percaya diri siswa dalam speaking. Perbedaan motivasi siswa dalam pelajaran speaking mempengaruhi prestasi berbahasa Inggrisnya. Penelitian ini akan menjawab beberapa pertanyaan sebagai berikut: 1. Apakah terdapat korelasi yang signifikan antara motivasi siswa dan prestasi speaking mereka? 2. Apakah ada korelasi yang signifikan antara kepercayaan diri siswa dan prestasi speaking mereka? dan 3. Apakah motivasi dan rasa percaya diri siswa secara bersamaan berkontribusi terhadap prestasi speaking mereka?

Dalam penelitian ini peneliti menggunakan desain korelasional dengan metode kuantitatif. Pendekatan ini melibatkan pengumpulan data dalam bentuk angka dan statistik, sehingga memungkinkan peneliti mengukur dan mengidentifikasi hubungan kuantitatif antar variabel yang diteliti. Populasi dalam penelitian adalah seluruh siswa MA Mambaus Solihin. Sedangkan sampel dalam penelitian ini adalah siswa kelas X MA Mambaus Solihin Gresik yang berjumlah 28 orang.

Hasil analisis koefisien korelasi Pearson, untuk motivasi, nilai korelasi hitung (r -hitung) sebesar 0,578 melebihi nilai kritis (r -tabel) sebesar 0,374 untuk jumlah sampel (n) sebesar 28. Selanjutnya self -keyakinan adalah koefisien korelasi Pearson, dimana nilai korelasi hitung (r -hitung) adalah 0,716 melebihi nilai kritis (r -tabel) sebesar 0,374 untuk ukuran sampel (n) sebesar 28. Akibatnya, kedua hipotesis nol ditolak, membenarkan korelasi kuat yang positif dan khas. Nilai R Square sebesar 0,769 setara dengan 76,9%. Dengan demikian, dapat disimpulkan bahwa variabel motivasi dan kepercayaan diri secara kolektif berkontribusi terhadap 76,9% varians prestasi speaking siswa, sedangkan sisanya sebesar 23,1% dipengaruhi oleh variabel yang belum diteliti. Hasilnya, hipotesis nol ditolak yang menunjukkan bahwa ada hubungan antara tingkat motivasi dan kepercayaan diri siswa dengan prestasi speaking siswa di Madrasah Aliyah Mambaus Sholihin Gersik. Dapat ditarik kesimpulan bahwa dengan mempertimbangkan faktor motivasi dan kepercayaan diri sangat besar. penting untuk memahami dan meningkatkan kinerja siswa dalam prestasi speaking.

الخلاصة

مصطفى، أحمد يوسف. 2023. العلاقة بين الدافعية والثقة بالنفس في التحصيل الكلامي لطلاب الصف العاشر في المدرسة العالية منبع الصالحين 5 بالونجبانجانج كرسيك. قسم تعليم اللغة الإنجليزية، كلية الدراسات العليا، المعهد الإسلامي الحكومي (IAIN) كديري. المشرف: دكتور. آري سيتيا بودهي نينجروم، ماجستير في التربية. و دكتور. فتح رشيد ماجستير في التربية.

الكلمات المفتاحية: دافعية الطلاب، الثقة، التحصيل في التحدث.

يعد تدريس التحدث عنصراً مهماً في تعليم اللغة الفعال. من خلال تعليم المحادثة، يمكن للطلاب تطوير مهارات الاتصال وتوسيع المفردات وزيادة الثقة بالنفس وفهم الثقافات المختلفة. في تدريس المحادثة، يمكن أن تواجه العديد من المشاكل. أحدها هو قلق الطلاب أو عدم ثقتهم في التحدث باللغة الإنجليزية. تؤثر الاختلافات في دوافع الطلاب في دروس المحادثة على تحصيلهم في اللغة الإنجليزية. وهذا البحث سوف يجيب على الأسئلة التالية: 1. هل هناك علاقة ذات دلالة إحصائية بين دافعية الطلاب وتحصيلهم في المحادثة؟ 2. هل توجد علاقة ارتباطية ذات دلالة إحصائية بين ثقة الطلاب بأنفسهم وتحصيلهم في التحدث؟ و 3. هل يساهم تحفيز الطلاب وثقتهم بأنفسهم في نفس الوقت في تحصيلهم في التحدث؟

في هذا البحث، استخدم الباحثون التصميم الارتباطي مع الأساليب الكمية. وينطوي هذا المنهج على جمع البيانات على شكل أرقام وإحصائيات، مما يمكن الباحثين من قياس وتحديد العلاقات الكمية بين المتغيرات قيد الدراسة. كان مجتمع الدراسة جميع طلاب مدرسة منبع الصالحين. وفي الوقت نفسه، كانت العينة في هذه الدراسة 28 طالباً من طلاب الصف العاشر في مدرسة منبع الصالحين جريسك.

نتائج تحليل معامل ارتباط بيرسون، بالنسبة للتحفيز، تتجاوز قيمة الارتباط المحسوبة (r-count) البالغة 0.578 القيمة الحرجة (r-table) البالغة 0.374 لحجم العينة (n) البالغ 28. بعد ذلك، الثقة بالنفس هي معامل ارتباط بيرسون، حيث قيمة الارتباط المحسوبة (r-count) هي 0.716 متجاوزة القيمة الحرجة (r-table) البالغة 0.374 لحجم العينة (n) البالغ 28. ونتيجة لذلك، تم رفض كلا الفرضيتين الصفريتين، مما يؤكد العلاقة الإيجابية والنموذجية القوية. قيمة R Square البالغة 0.769 تعادل 76.9%. وبذلك يمكن الاستنتاج أن متغيري الدافع والثقة بالنفس يساهمان مجتمعين في 76.9% من التباين في التحصيل الكلامي لدى الطلاب، في حين أن النسبة المتبقية البالغة 23.1% تتأثر بمتغيرات لم تتم دراستها. ونتيجة لذلك، تم رفض الفرضية الصفرية، مما يشير إلى وجود علاقة بين مستوى تحفيز الطلاب والثقة بالنفس وإنجاز التحدث لدى الطلاب في المدرسة العالية مامباوس شوليهين جريسك. وهذا يعني أن مراعاة عوامل التحفيز والثقة بالنفس أمر كبير جداً. من المهم فهم وتحسين أداء الطلاب في التحصيل التحدثي.

MOTTO

When you have finished (from something), keep working hard (on other matters). And only in your Lord will you hope."

(QS. Al-Insyirah: 6-8)

DEDICATION

This thesis is dedicated to:

- *Allah SWT, who provided His guidance, strength, and grace during this research journey.*
- *My beloved family, who always provide support, love, and understanding in every step of my life.*
- *Advisor, Dr. Ary Setya Budhi Ningrum, M.Pd. and Dr. Fathor Rasyid, M.Pd., who has provided valuable guidance and inspiration in this research.*
- *Colleagues in arms, for your cooperation, support, and enthusiasm which continuously motivates you during this journey.*
- *All parties who have contributed, either directly or indirectly, to the completion of this thesis.*
- *Thank you for all the support, prayers, and love that have been the driving force in achieving this achievement.*

ACKNOWLEDGMENT

I would like to express my deepest gratitude to all parties who have contributed to the completion of this thesis. The success of preparing this thesis cannot be separated from the support and assistance I received from various parties, and for that, I would like to express my thanks:

1. First of all, thanks to Allah SWT who has given grace, guidance and strength in every step of this research journey.
2. To my beloved family, thank you for your love, prayers and endless support. Our togetherness is a source of strength and motivation for me.
3. Unexpressed thanks to my supervisor, Dr. Ary Setya Budhi Ningrum, M.Pd. and Dr. Fathor Rasyid, M.Pd., for your invaluable guidance, patience, and direction. You have provided inspiration and insight into the development of this thesis.
4. Don't forget, thank your colleagues who have shared ideas, experiences and enthusiasm. Our collaboration has given its own color to this journey.
5. I would also like to thank Department of English Language Education, Faculty of Graduate Degree, State Islamic Institute (IAIN) Kediri, for its valuable contribution and support during the research.
6. Finally, thank you to all friends, family and individuals who cannot be mentioned one by name, but also for motivating and supporting the journey of writing this thesis.

I hope that my thanks can convey my deepest gratitude and appreciation. Hopefully, the results of this research can provide benefits for the development of science.

Kediri 23 November 2023

Ahmad Yusuf Mustofa
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TABLE OF CONTENTS

Title Page	i
Approval Sheet.....	ii
Ratification Sheet.....	iii
Abstract	iv
Motto	vii
Dedication Sheet	viii
Acknowledgment	ix
Table of Contents.....	x
List of Tables	xi
List of Appendices	xii

CHAPTER I INTRODUCTION

A. Background of the Research	1
B. Research Problem	4
C. Research Objective	4
D. Significances of the Research	4
E. Scope and Limitations	5
F. Hypothesis	5
G. Definition of Key Terms	6

CHAPTER II LITERATURE REVIEW

A. Speaking Skills	8
B. Teaching Speaking	12
C. Problem in Teaching Speaking	13
D. Motivation Level.....	14
E. Self-Confidence	15

CHAPTER III RESEARCH METHOD

A. Research Design	17
B. Population and Sample	17
C. Research Instruments	17
D. Data Collection	20
E. Data Analysis	20

CHAPTER IV

A. Data Presentation	22
1. Students' Motivation Scores	22
2. Students Self-Confidence.....	24
3. Students Speaking Score	25
B. The Correlation Between Student Motivation, and Self-Confidence, on Student Speaking Achievement	27
1. The correlation between student motivation and student speaking achievement.	27
2. The correlation between student self-confidence and student speaking achievement	28
3. The Simultaneously Contribution of Students Motivation and Self- Confidence on Student Speaking Achievement.....	29

CHAPTER V DISCUSSION

A. The correlation between student motivation and students' speaking achievement	36
B. The correlation between student self-confidence and students speaking achievement	37
C. The Simultaneously Contribution of Students Motivation and Self- Confidence on Student Speaking Achievement.....	39

CHAPTER VI CONCLUSION AND SUGGESTION

A. Conclusion	42
B. Suggestion	43

REFERENCES

APPENDICES

LIST OF TABLES

Table 3.1 Specification Questionnaire.

Table 3.2 Specification Scale of Motivation Level.

Table 3.3 Specification Statement of Self-Confidence Questionnaire.

Table 3.4 Specification Scale of Self-Confidence Level.

Table 3.5 Specification Scale of Speaking Achievement Level.

Table 4.1 Descriptive Statistics of Motivation Test.

Table 4.2 Descriptive Level Category.

Table 4.3 Descriptive Statistics of Student Self-Confidence Test.

Table 4.4 Descriptive Level Category of Self-Confidence.

Table 4.5 Description Statistics of Speaking Test.

Table 4.6 Description Statistics Score Level of Speaking Test.

Table 4.7 Hypothesis Testing Test of Correlation Between Student Motivation and Student Speaking Achievement.

Table 4.8 Hypothesis Testing Test of Correlation Between Student Self-Confidence and Student Speaking Achievement.

Table 4.9 Normality Test One-Sample Kolmogorov-Smirnov Test.

Table 4.10 Linearity Test ANOVA Table.

Table 4.11 Multicollinearity Testing.

Table 4.12 Heteroscedasticity Test.

Table 4.13 Simultaneous F-Test in Multiple Linear Regression Analysis.

Table 4.14 Coefficient of Determination (R Square) In Multiple Linear Regression Analysis.

Table 4.15 Partial T-Test in Multiple Regression Analysis.

LIST OF APPENDIXES

APPENDIX I Questionnaire for Motivation Level

APPENDIX II Speaking Test

APPENDIX III Scoring rubric of speaking achievement

APPENDIX IV Self-Confidence Questionnaire

APPENDIX V Motivation Validity Test

APPENDIX VI Self-Confidence Validity Test

APPENDIX VII Speaking Validity Test

APPENDIX VIII Documentation

APPENDIX IX Certification Letter of MA Mambaus Sholihin 5 Balongpanggang Gresik

Appendix X Certification Latter of Iain Kediri