

**THE CORRELATION BETWEEN SELF-CONFIDENCE AND
STUDENTS' SPEAKING ACHIEVEMENT OF 5TH GRADE
KMI AL-ISHLAH BONDOWOSO**

UNDERGRADUATE THESIS

Submitted to Universitas Islam Negeri Kiai Haji Achmad Shiddiq of Jember
to fulfil on of the requirements for degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER
By:
J E M B E R

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**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SHIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
2022**

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**THE CORRELATION BETWEEN SELF-CONFIDENCE AND
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UNDERGRADUATE THESIS

Has been examined and approved as the requirements to obtain a teachers' degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program


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MOTTO

وإِذَا تَعَرَّضْتُمْ عَنْهُمْ ابْتِغَاءَ رَحْمَةٍ مِنْ رَبِّكَ تَرْجُوهَا فَقُلْ لَهُمْ قَوْلًا مَيْسُورًا ﴿٢٨﴾

Meaning : “And if you turn away from them to obtain the mercy from your Lord that you hope for, then speak to them a gentle word” (Q.S Al-Isra’ Verse 28)¹



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¹ Al -Qur'an and its Translation, Ministry of Religion RI. (Surabaya: Al-Hidayah Publisher, 2002).
p. 773

DEDICATION

This undergraduate thesis is dedicated to some following people around me,

1. I dedicate this thesis to my parents who have raised and educated me with great love.
2. I dedicate this thesis to my brothers and sisters as well as my family who have supported me during the work of this thesis with passion and love.
3. My honorable advisor, Mr. Aminullah, M.Pd. who had given the best guidance in finishing this undergraduate thesis
4. I also dedicate this thesis to my friends who accompany me every day and motivate me to finish this undergraduate thesis as soon as possible.
5. Last but not least, I want to thank me. I want to thank me for believing in me. I want to thank me for doing all these hard work. I want to thank me for having no days off. I want to thank me for never quitting. I want to thank me for always being a giver and trying to give more than I receive.

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Alhamdulillah, I am grateful for the presence of Allah SWT. who has given his blessings and grace so that I was able to work from the planning stage, implementation to the preparation of this thesis can be completed properly and perfectly. In addition, shalawat and greetings may continue to be bestowed upon our lord Prophet Muhammad SAW.

The researcher also realizes that the thesis will not be realized and completed properly without the help of various parties concerned. Therefore, on this occasion the author would like to thank:

1. Prof. Babun Suharto, S.E, M.M as Director of UIN. KH. Achmad Shiddiq Jember who have provided facilities and services in the form of academic and non-academic to the researcher
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The researcher hopes Allah always blesses you all. The undergraduate thesis is not the perfect one but is expected to be useful for the readers. Thus, for these reason, constructive thought, suggestion and critic are accepted to make this thesis be better.

Jember, September 21 2022

Writer



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ABSTRACT

Farihatul Isnainiyah, 2022: *The Correlation Between Self-Confidence and Students' Speaking Achievement in 5th Grade KMI Al-Ishlah Bondowoso.*

Keyword: self-confidence, speaking achievement.

Students' speaking achievement not only good in speaking, however must be able to understand vocabulary, pronunciation, and fluency also the topic and the content to talking about, and one of psychology factor that is self-confidence makes people easier to convey the idea and opinion, therefore people need self-confidence to speaking up well.

Research question in this research is there any correlation between self-confidence and student' speaking ability in 5th grade of KMI Al-Ishlah Bondowoso? And the research objective in this research is to find out whether any correlation or not between self-confidence and students' speaking achievement in 5th grade of KMI Al-Ishlah Bondowoso.

This research is a quantitative research use correlation design. Data technique collection in this research use questionnaire *likert scale* and speaking test by ratter 1 and ratter 2. The questionnaire was adopted from Gabriella Tenereza thesis based on 7 aspects of self-confidence and speaking test based on the 5 aspects of speaking achievement by Brown 2004. This research used *Product Moment* statistics calculation from *Pearson* to find out the correlation between self-confidence and students' speaking achievement.

In this research conclude that there is positive correlation between self-confidence and students' speaking achievement in 5th grade of KMI Al-Ishlah Bondowoso. It proved in product moment testing that is H_a accepted and H_o rejected it means the significant value is 0.01 which < 0.05 . and the statistics calculation data showed that is $r = 0.521$. with level error (α) = 0.05, and the $N = 33$, it is obtained $r_{table} = 0.344$. From data calculation, it can be seen that the r_{out} is more than r_{table} ($0.521 > 0.344$). it means H_o is rejected and the H_a is accepted which means there is positive correlation between self-confidence and students' speaking achievement.

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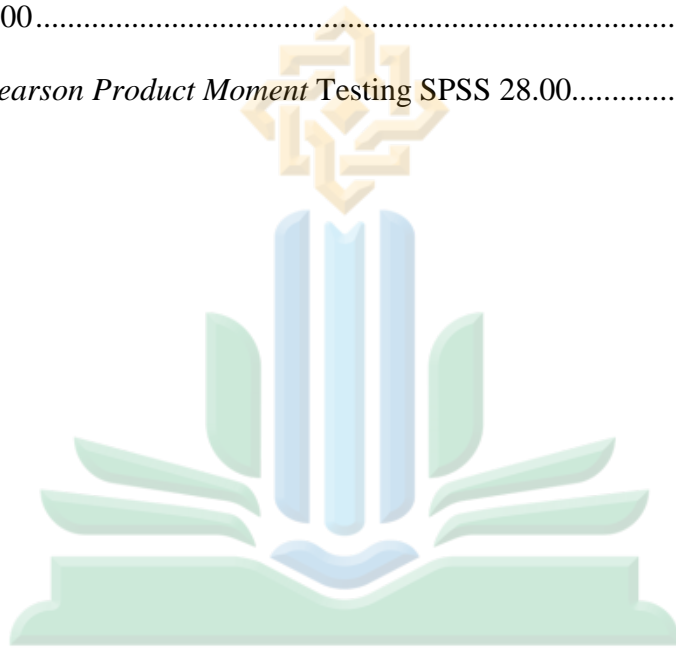
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CHAPTER I

INTRODUCTION

This chapter presents about the introductory of this research, this research consists about nine points, there are: research background, research question, research objective, significant of the research, scope of the research, definition of key term, research assumption, hypothesis and research structure.

A. Research Background

Communication is very important thing as a media to connecting people and a form or medium for someone to exchange information, opinions, ideas, and suggestions also a form of someone's participation in something, where someone will communicate according to what is in their mind. Not only that communication is very important, because without communicate there will be no social nature to others, and important for one's daily life. Because every day someone will communicate with the community and local residents. Experts say that more than 80% of the time in the day is done with communication.¹

Communication also requires language that each other can understand, so it will be easier for the other person to understand what we are going to say.² There are many foreign languages that can be used as communication media because communicating is universal, meaning it is not only in one country, therefore foreign language is very important in life, one of the foreign languages we usually use is English. English is a very important language

¹ Maulana & Gumelar. *"Psychology of Persuasion Communication"*. (Jakarta: FIP PRESS, 2013), p. 2

² Soyomukti. *"Introduction to Communication Science"*. (Jogjakarta: Ar-Ruzz Media, 2012) p. 2

because it is a medium for interacting with people abroad, one of which is in terms of education. Ananda also explained that speaking is the most important skill among the others skill which used to connect people in daily life

Learning English is a matter of developing English language skills in contextual terms, especially in accordance with the context and daily situations of students.³ Therefore, learning English in this case is directed to four skills, involve: listening, reading, writing and speaking skills, with students mastering these four things, it can be ascertained that students' English skills can be said to be quite good.⁴ One of the things that become a reference for students in speaking English is their speaking ability. In the other hand speaking is the most important based on Ananda said that speaking is the most important skill among 4 skill which used to connect people in daily life.⁵

Students' speaking ability is not just speaking, but also must be able to understand vocabulary, pronunciation and also fluency in speaking. That way the other person will and understand what is being said. Therefore, if students do not learn to speak in English learning, students will be have difficulty in mastering English, especially in the field of vocabulary mastery and also in pronunciation.⁶ Therefore, speaking is very important in learning English because by speaking students can interact with other people.⁷

Speaking is also delivered in QS Taha verse 27 which reads:

³ Iriyani. *“English Learning in Elementary School”* (East Jakarta: STKIP YPUP, 2008).

⁴ English Curriculum 2013, Revised 2017

⁵ Ananda. *“The Correlation Between Students’ Self-Esteem and Students’ Speaking Skill of The Second Year Students at SMA Negri 2 Bantaeng”* (<http://repositori.uin-alauddin.ac.id/7940/>)

⁶ Armasita in Thesis. *“Improving Students' Speaking Skills in English Lessons with Action Learning Strategies in Grade 8 MTs PAB 1 Helveita”*. (Medan: UIN SU Medan, 2017), p. 3.

⁷ Peterson. *“I Know English, But I Can’t Speak!”*. (United States, 2018), p. 6

٤) أَلْبَيَانَ عَلَّمَهُ (٣) الْإِنْسَانَ خَلَقَ

Meaning: "Created humanity. And taught them". QS Rr-Rahman Verse 3 and

4⁸

Based on the quote above, it is stated that the importance of speaking as a form of human interaction so that humans can communicate according to the context they are talking about. But not only speaking, accuracy of speech and also fluency need to be considered in communication.

Addition to being fluent and able to speak well, some students face problems, not only in the form of mastery of words but also difficulties in pronunciation. This means that students are not easy in mastering speaking only with grammar and vocabulary.⁹ Students also difficulties in expressing themselves to be brave in speaking English. One of the things that hinder students in speaking English is the psychological aspect of students, there are fear of making mistakes, shame, anxiety, lack of motivation and also lack of self-confidence which is one of the obstacles for students.¹⁰ Therefore, the lack of self-confidence will be make students more doubtful in everything they do.

Self-confidence is the belief that a person is able to behave in accordance with what is expected and desired.¹¹ Self-confidence does not just appear, but arises because a person can know and understand himself, others

⁸ Al -Qur'an and its Translation, Ministry of Religion RI, (Bandung, 2005), p. 314

⁹ Kazemi, Bahremi& Zei. "The Effect of Self-Confidence on Speaking Ability in EFL". (Global Journal and Applied Science, 2014). p, 80.

¹⁰ Juhanna. "Psychological Factors That Hinder Students from Speaking in English Class: A Case Study in a Senior High School in South Tangerang". (Banten: Journal of Education and Practice, 2012). p 100-110

¹¹ Hidayat & Bashori. "Social Psychology I, We, and Us". (Jakarta: Erlangga Publisher, 2016), p. 47

and his environment. Self-confidence will be also make a person more confident in his abilities and talents so that students will be find it easier to express ideas and opinions that are in their minds in all fields including education, especially in terms of speaking English.

In addition, self-confidence is also a very important thing that students must have in learning foreign languages, most in English.¹² Without a strong sense of self-confidence in a person, it will be increasingly difficult for someone to interact even in terms of improving their ability in foreign languages. That is why every individual must understand self-confidence in their self. That way someone can measure the extent of their ability in foreign languages, especially in English.

It can be concluded that self-confidence is an influential thing for every individual, self-confidence is the main key in social life, and is also one of the success factors of a person. Some aspects of self-confidence, namely: belief in self-ability, optimism, objectivity, responsibility, and rational and realistic.¹³ In addition, other opinions say that the ability to get along and the ability to accept criticism are things that can enhance one's self-confidence¹⁴. Therefore, self-confidence is very influential in improving language learning, mainly in learning English.

Based on the results of the researcher's interview with one of the teachers at Kulliyatul Muballighaat Al-Islamiyah (KMI) Al-Ishlah

¹² Rosyada in thesis. "*The Relationship Between Confidence, Self-Esteem, and Speaking Performance of First Year Students of the English Study Program*". (Palembang: Sriwijaya University, 2014).p, 3.

¹³ Gufron&Risnawita. "*Psychological Theories*". (Jogjakarta: Ar-Ruzz Media, 2011). p, 36.

¹⁴ Kumara. "*Social Psychology, I, We, and Us*". (Jakarta: Erlangga Publisher, 2016). p, 48

Bondowoso.¹⁵ It can be concluded that the ability to speak English in grade 5/equivalent to class XI SHS is quite brave and also does not hesitate in speaking English because students' daily activities in and out the classroom use two foreign languages, one of which is English to interact with others. Based on the observation by researcher, the researcher also see that students are comfortable talking with classmates or their peers when interacting in English, and even students could joke with each other using English but the teacher doesn't know about their self-confidence, but researcher can find that the students speaking ability are quite balance with their self-confidence. It can be concluded that students without hesitation and spontaneously speak English with their interlocutors.

This is also supported by previous studies that examined the relationship between students' self-confidence and speaking ability. For example, in a study conducted by (1) Humaira Azwir (2020), entitled "An Analysis of Teacher Strategies to Encourage Students' Self-Confidence in Speaking". This research used a qualitative research, using purposive sampling technique. This study emphasizes the teacher's strategy in learning, which uses four strategies, namely: motivation, presentation, cooperative and drilling. The results of this study are considered positive because the teacher succeeded in growing students' self-confidence. Students feel happy and enjoy in learning.

¹⁵ Miftahul Jannah, WawancaraFarihatulIsnainiyah, 8 Januari 2022. Bondowoso

Another study by (2) Al-Hebaish (2012), majoring in English from Taibah University, Saudi Arabia with the title "The Correlation Between Self-Confidence and Academic Speaking Achievement". Researchers used 53 participants of undergraduate students majoring in English. The results of the study concluded that there was a significant correlation or relationship between self-confidence and academic speaking achievement. Those who scored high on self-confidence also scored high on their speaking achievement. With the results of this study, the instructors recommended increasing students' self-confidence to develop their speaking achievement.

Therefore, several aspects used in the research are based on the Gufron's and Kumara's theory, there are: self-confidence, optimism, objective, responsible, rational and realistic, the ability to get along and the ability to accept criticism.

Based on the research above, there are several differences between previous research and the research that will do by the researcher. The differences include the context of the research being studied, besides that the researcher used a lower class or level in this study. With this the researcher raised the title "**THE CORRELATION BETWEEN SELF-CONFIDENCE AND THEIR SPEAKING ACHIEVEMENT OF 5th IN KMI AL-ISHLAH BONDOWOSO**" to examine the correlation between students' self-confidence and their speaking achievement.

B. Research Question

Is there any correlation between students' self-confidence and their speaking achievement of 5th grade in KMI Al-Ishlah Bondowoso?

C. Research Objective

To examine whether there is correlation between self-confidence and their speaking achievement of 5th grade in KMI Al-Ishlah Bondowoso.

D. Significance of The Research

Therefore, researcher expect to provide benefits to the parties involved in the research, that are theoretical significant and practical significant.

1. Theoretical Significance

The researcher expected to support the existing the theory in previous studies related to self-confidence and speaking achievement.

2. Practical Significance

a. Next Researcher

The researcher is expected to be useful for the next researcher as reference to find out other variable in their research. For example: the correlation between self-confidence and listening skill and etc.

b. The Researcher

Researchers are expected to provide experience in terms of education for researchers.

E. Scops of The Research

1. Research Variable

In this research the researcher emphasizes on two variables, there are self-confidence and speaking achievement and in this study which will be obtained from the 5th grade students of KMI Al-Ishlah Bondowoso.

2. Indicator Variable

The self-confidence indicator are based on two theories, those adapted from Gufron's and Kumara's theory, namely: self-confidence, optimism, objective, responsible, rational and realistic, the ability to get along and the ability to accept criticism.

While, the indicator of speaking achievement there are five components by Brown (2004) of speaking achievement, including: vocabulary, grammar, pronunciation, fluency, and comprehension.

F. Definition of Key Terms

1. Self-Confidence

Self-Confidence in this research is confidence in the ability of a person in the process of speaking English, namely the confidence possessed by students in the process of learning to speak English. In this research, self-confidence will be measured using a questionnaire which consist of 7 component items of 52 question items adopted from the aspects by Gufron and Kumara.

2. Speaking Achievement

Speaking achievement in this research is, speaking score which obtained by the students' trough speaking test. The students make an opinion according to their own opinion in around 1 minutes related to the theme that the researcher gives, The researcher give 5 minutes to find out the students' self-confidence and speaking achievement based on 7 components of self-confidence assessment and 5 components of speaking

achievement assessment. The theme that will be give by researcher is “Student’s Opinion About Online Learning in English Season”. In addition, the researcher also will assess the students' speaking using a research score table which contained the students' components in speaking, there are: vocabulary, grammar, pronunciation, fluency, and students' comprehension.

G. Research Assumption

Research assumptions can also be said as basic assumptions or postulates. Therefore, the assumption in this study is when the level of self-confidence of students is high, the speaking achievement of students will also be high. And for the assessment toward the class, the researcher will be assess based on 5 components of speaking achievement, those are: pronunciation, grammar, vocab, fluency and comprehension

H. Hypotheses

In this study, there are two hypotheses, namely the Alternative hypothesis and the Null hypothesis, which are described as follows:

1. Alternative Hypothesis (H_a) : There is correlation between self-confidence and their speaking achievement of 5th grade in KMI Al-Ishlah Bondowoso
2. Null Hypothesis (H_o) : There is no correlation between self-confidence and their speaking achievement of 5th grade in KMI Al-Ishlah Bondowoso

I. Research Writing

The researcher wrote this research to fulfil an undergraduate thesis which have 5 chapters. The systematics are:

Chapter I was presented about the Introduction, and this chapter is written to presenting research background, research question, research objective, significances of the research, scope of the research, definition of key term and also the hypotheses.

Chapter II was presented about the Literature Review. Chapter II is written to presenting previous research and theoretical framework which explained about definition of self-confidence and speaking achievement, factors of self-confidence and speaking achievement, and assessment of self-confidence and speaking achievement.

Chapter III was presented about Research Method. In this chapter researcher written the research by presenting research design, population and sample, instrument and analysis data and also the data analysis technique.

Chapter IV was presented about Finding and Discussion of the research. The researcher written by presenting overview of the research, description of data, data analysis, hypotheses testing and discussion

Chapter V was presenting about Conclusion and Suggestion

CHAPTER II

LITERATURE REVIEW

The second chapter presented about the review of the literature which consist about previous study, theoretical framework. The theoretical framework based on two parts which is students' self-confidence and speaking achievement.

A. Previous Research

Several studies have been conducted by some researchers in order to find out the relationship between self-confidence and speaking achievement, some of which are by (1) Humaira Azwir (2020), entitled "An Analysis of Teacher Strategies to Encourage Students' Self-Confidence in Speaking" . To find out the teacher's teaching strategy to students. The result of the research that has been done are the strategies developed can help students speak English with confidence.¹⁶ The strategy used by researchers in their research is to use motivation, researchers provide motivation in the form of lectures, which motivate students to be more confident, especially in speaking English. This study emphasizes the teacher's strategy in learning, which uses four strategies, namely: motivation, presentation, cooperative and drilling. The results of this study are considered positive because the teacher succeeded in growing students' self-confidence. Students feel happy and enjoy in learning.

Another study by (2) Al-Hebaish (2012), majoring in English from Taibah University, Saudi Arabia with the title "The Correlation Between Self-Confidence and Academic Speaking Achievement". Researchers used 53

¹⁶ Humaira Azwir. "An Analysis of Teachers' Strategy to Encourage Students' Self-Confidence in Speaking". (Banda Aceh: Universitas Islam Negeri Ar-Raniry, 2020).

participants of undergraduate students majoring in English.¹⁷ The results of the study concluded that there was a significant correlation or relationship between self-confidence and academic speaking achievement. Those who scored high on self-confidence also scored high on their speaking achievement. With the results of this study, the instructors recommended increasing students' self-confidence to develop their speaking achievement.

Then by (3) Alif Firdaus (2020), entitled "The Interrelationship Between Self-Confidence and Speaking Achievement". The researcher used a quantitative research design using correlation and sample t-test. Using 140 students as the population and 33 students as the sample. The researcher found that the majority or most of the students (61%) achieved quite high self-confidence in the questionnaire test, and about (76%) students achieved their average speaking achievement scores.¹⁸ Based on the correlation data, the data shows that sig. (2-tailed) is 0.610 which means, higher than the significant value (0.05). Therefore, it can be concluded that there is no significant correlation between the level of self-confidence and speaking achievement. independent test results based on t-test showed that the significance t-test sample (p-value) was .000, which means that the p-value was lower or smaller than the significant value (0.05). It can be concluded that there are differences between students who have high confidence and students who have low self-

¹⁷ Al-Hebaish. "The Correlation Between Self-Confidence and Academic Speaking Achievement". (Saudi Arabia: Taibah University, 2012).

¹⁸ Alif Firdaus. "The Interrelationship Between Self-Confidence and Speaking Achievement". (Malang: University of Islam Malang, 2020.).

confidence in speaking achievement. In short, students who have high self-confidence do not determine high speaking achievement as well.

The fourth research is taken from the journal (4) Markus & Arnovan, entitled "Students' Self-Confidence in Speaking Skill". The purpose of this research is to find out whether the method of describing people can increase self-confidence in students' speaking abilities. This study uses a quantitative research design. The instrument in this study used a questionnaire. The results showed that there were positive results, namely, describing people who can increase the level of students' confidence in speaking skills, this is indicated by the average score of students in the first questionnaire (Q1) which is 67.88 and the average score of students in the second questionnaire is 79.76. Therefore, it can be concluded that students show an increase in self-confidence after using the method of describing people.¹⁹

The last research by (5) Rahmani Azmah (2011), entitled "Hubungan Antara Kepercayaan Diri Dengan Prestasi Belajar Bahasa Inggris (Studi Pada Siswa/I SMAN 1 Tapung)". The research conducted to find out how far the relationship between students' self-confidence and speaking achievement, by assuming that the high and low learning achievement was caused by the students' self-confidence. The study used an experiment, which used a simple random sampling method with 139 students at SMAN 1 Tapung. The results obtained using the Pearson product moment technique, and reliability was tested using Alpha assisted by Window SPSS 11.5. The self-confidence

¹⁹ Markus & Arnovan. "Students' Self-Confidence in Speaking Skill". (Sulawesi Selatan: Universitas Kristen Indonesia Tpraja, 2019).

variable is 0.258-0.783 and the reliability is 0.917. Based on the results of data analysis, the correlation coefficient is 0.500 and significant is 0.000. It can be concluded that the proposed hypothesis is accepted, namely that there is a correlation between confidence and speaking achievement of students at SMAN 1 Tapung. The similarities and difference of previous research and this current research it can be seen in table 2.1

Table. 2.1
Similarities and Difference of Previous Research

No.	Research Tittle	Similarities	Difference
1.	Thesis by Humaira Azwir (2020), entitled <i>“An Analysis of Teacher Strategies to Encourage Students’ Self-Confidence in Speaking”</i>	<ol style="list-style-type: none"> 1. The previous and this current research use same variable those are self-confidence and speaking achievement 2. The previous research, meanwhile this current research use same subject, that is using senior high school as subject 	<ol style="list-style-type: none"> 1. The previous research applied the teacher’s strategies in improving the ability to speak English with confidence, the strategy used is in the form of motivation meanwhile this current study to find out the correlation between self-confidence and speaking achievement. 2. The previous research using qualitative descriptive, meanwhile this current research using quantitative research 3. The previous research applied interview to collecting data,

			meanwhile this current research using questionnaire to collecting data.
2.	Thesis by Al-Hebaish (2012), entitled " <i>The Correlation Between Self-Confidence and Academic Speaking Achievement</i> "	<ol style="list-style-type: none"> 1. The previous research and this current research use same variable those are self-confidence and speaking achievement 2. The previous research and this current research using same aspect of speaking achievement. 	<ol style="list-style-type: none"> 1. The previous applied participant from a higher level, which used 53 university, meanwhile this current research using senior high school as subjects.
3	Thesis by Alif Firdaus (2020), entitled " <i>The Interrelationship Between Self-Confidence and Speaking Achievement</i> "	<ol style="list-style-type: none"> 1. The previous research and this current research using same research design 2. The previous research and this current research using same variable those are self-confidence and speaking achievement 3. The previous research and this current research use same subject, that is using senior high school as subject 	<ol style="list-style-type: none"> 1. The previous research applied sample t-test, meanwhile this current research using simple random sampling to collect numeric data 2. the previous research applied university student, meanwhile this current research using senior high school as subjects.
4.	Journal by Markus & Arnovan entitled "Students' Self-Confidence in	<ol style="list-style-type: none"> 1. The previous and this current research use same research 	<ol style="list-style-type: none"> 1. This previous research further suppresses the level of students'

	Speaking Skill”	<p>design.</p> <p>2. The previous and this current research apply questionnaire in collecting data</p> <p>3. The previous research and this current research apply same several theory.</p>	<p>self-confidence in the proses of speaking skill, meanwhile this current research to find out the correlation between self-confidence and speaking achievement</p> <p>2. The previous research applied cluster sampling, meanwhile this current research apply random sampling to collecting data.</p>
5.	Thesis by Rahmani Azmah (2011), entitled “ <i>Hubungan Antara Kepercayaan Diri Dengan Prestasi Belajar Bahasa Inggris (Studi Pada Siswa/I SMAN 1 Tapung</i> ”	<p>1. The previous and this current study using same variable</p> <p>2. The previous and this current study using same method of taking sampling</p> <p>3. This previous and this current research use same formula</p>	<p>1. This previous research applied experimental class and this current research only focus in correlation</p> <p>2. This previous research applied correlation and this current research using quantitative correlation</p> <p>3. This previous study applied likert scale without questionnaire and this current research using questionnaire with likert scale.</p>

Based on the previous findings in the research above, it can be concluded that this research has similarities with previous research, the similarities are in the subject matter, that in the scope of self-confidence and speaking skills as well as several aspects and indicators, while the differences in theory and context are the research location, instruments and the use of lower and higher grade levels the previous study used qualitative and this current study use quantitative design. In this study, the research will conduct research that has never been studied before because the researcher conducted the test by speaking test which has made by the researcher it self and was valid by 3 validator of English and therefore the researcher monitor directly when collecting data in the form of instruments and also tests that will be given by the researcher.

B. Theoretical Framework

1. Self-Confidence

a. Definition of Self-Confidence

Self-confidence is a condition in which a person believes in the abilities he has courage without any doubt in their self. That way a person can do whatever they want. Some told their opinions, start from Anthony said that self-confidence is an attitude in someone who can accept reality, can develop self-awareness, think positively, have independence, have the ability and achieve everything that is desired²⁰.

²⁰ Anthony. *"Secrets of Building Confidence"*. Rita's Translator. W (Jakarta: Rajawali, 1992).

By having confidence, it can be ensured that a person is capable of the abilities they have.

In addition, Kumara also said that self-confidence is where a person can overcome problems in the best situation and is also able to provide something pleasant for others.²¹ With a sense of doubt, a person will find it difficult to deal with every problem, as a result of this doubt, more and more problems arise in a person's life. Angelis assumes that a confident person has the characteristics of being confident in their ability to do everything, confident in following up on all initiatives and confident in their personal ability to overcome all obstacles.²² And also Burton and Platts explained that self-confidence as a human belief to make human believe to their ability.²³

The existence of self-confidence can make a person have an independent personality, not dependent on others, because the person is confident in his abilities and is able to do everything by himself. Lie also said that a confident personality trait is believing in yourself, not depending on others and not having doubts.²⁴ Thus, it can be concluded that someone who has self-confidence will have confidence in his own abilities, namely being able to face all problems

²¹ Kumara. *"Preliminary Study of the Validity and Reliability of The Test of Self-Confidence"*. (Jogjakarta: Faculty of Psychology UGM, 1988).

²² Angelis. *"Confidence, Confidence Source of Success and Independence"*. (Jakarta: PT Gramedia Pustaka Utama, 2005).

²³ Burton, K., & Platts. *"Building Self-Confidence or Dummies"*. (Chicester, England: John Wiley & Sons, 2006)

²⁴ Lie. *"101 Ways to Grow a Child's Self-Confidence"*. (Jakarta: PT Elex Media Komputindo, 2003).

optimistically, looking at problems and being able to provide an objective assessment.

b. The Process of Building Self-Confidence

That's why self-confidence does not arise without a process in a person. The judge concluded that the process occurred so that the formation of self-confidence occurred. Broadly speaking, several things that become the process of forming self-confidence are as follows:²⁵

- 1) The formation of a good personality is in accordance with the development process that gives rise to a certain advantage
- 2) People understanding of one's abilities and giving birth to confidence that one can do everything by using one's abilities
- 3) Understanding of a person's positive reaction to his weaknesses, so as not to cause a sense of inferiority.
- 4) Experience in living various aspects of life by using the advantages they have.

c. Factors That Affect Self-Confidence

In addition to the process of forming self-confidence, there are several things that influence self-confidence in a person. The following are factors that affect self-confidence.

²⁵ Hakim. “*Overcoming Self-Doubt*”. (Jakarta: Pustaka Suara, 2002).

1) Self-Concept

Anthony said the formation of a person's self-confidence begins with the development of self-concept obtained in his association in a group.²⁶ In other words, a person is able to interact with others of his own volition.

2) Pride

The existence of a positive self-concept will form a positive self-esteem as well. Self-esteem is an assessment made of own self.²⁷ So it can also be said that a person's level of self-esteem can affect a person's level of self-confidence.

3) Experience

Experience is one of the emergence of self-confidence.²⁸ On the other hand, experience is also one of the factors that decrease a person's self-confidence. Depending on the experience that occurs will the experience be good or bad which can have an impact on a person's self-confidence.

4) Education

A person's level of education will be affect a person's level of confidence.²⁹ A low level of education will make the person dependent and under the power of others who are more smarter. On

²⁶ Anthony. *"The Secret to Buind Self-Confidence"*. Penerjemah Rita. W (Jakarta: Rajawali, 1992)

²⁷ Gufron& Rini. *"Psychology Theory"*. (Jogjakarta: Ar-Ruzz Media, 2011).

²⁸ Ibid. 37

²⁹ Ibid. 38

the other hand, people with higher education will have a higher level of self-confidence than those with low education.

Based on the explanation above, several things are a factor in the level of self-confidence, with high self-confidence, then each individual will be always have a positive outlook in dealing with all the problems that exist in his life. Not only that, someone who has self-confidence will be have a great chance of success when compared to someone who has a low level of self-confidence.

d. Indicator of Self-Confidence

Indicator self-confidence quoted based on Lauster (1992) in the book on psychological theory by Gufron (2011), there are: believe in self ability, optimist, objective, responsible, rational and realistic.

1) Beliefe in self-ability

Believe in self ability is a person's positive attitude about himself. That is being able to be serious about what you are doing.

2) Optimist

Optimism is a positive attitude of someone who always thinks well in all things about himself and his abilities.

3) Objective

An objective attitude is a person who views a problem or something according to the truth that happened, not according to himself or his own person

4) **Responsible**

Responsibility is a person's willingness to bear everything that has become the consequences that have been faced.

5) **Rational and Realistic**

Rational and realistic is an analysis of a problem, a thing, and an event by using thoughts that can be accepted by reason and also in accordance with reality.

6) **Ability to get along**

a process of ability in social interaction that occurs between individuals in their social environment.

7) **Ability to accept criticism**

A person's ability to accept, process, and respond to criticism from others with grace.

With the above aspects, researchers can find out how much the students' self-confidence is, researchers can also see how much optimism and responsibility students have, which can increase students' self-confidence. The above aspects will be assess researchers in measuring the level of student confidence, researchers will be assess the level of student confidence in the process of speaking in English using the aspects that have been described. The researcher will be form a questionnaire in the form of several lists of questions that are in accordance with the above aspects in order to measure the level of student confidence.

8) Assessment of Self-Confidence

In this study, to measure and determine students' self-confidence, the researcher used a Likert scale. Sugiyono said that the *likert scale* can be used to measure attitudes, opinions, and also the perception of a person or group of people about social phenomena. In this study, the research used a questionnaire consisting of 52 questions in order to determine students' self-confidence which consisted of several aspects according to Gufron (2011) & Kumara (1998), namely: believe in self-ability, optimistic, objective, responsible, rational and realistic, the ability to get along and also the ability to accept criticism based on four categories, namely: “Strongly Agree (SS)”, “Agree (S)”, “Disagree (TS)”, and “Strongly Disagree (STS)”.

2. Speaking Achievement

a. Definition of Speaking Achievement

Speaking achievement is a process or a person's ability to speak well with other people or with each other smoothly, fluently and also understand the context that is being discussed. Speaking achievement can be assessed by how the person communicates, communicating in language can use facial expressions to express it. Speaking achievement is also a form of a person's actions in the form of voice and facial expressions. Sara also said that speaking not only uses language, but

also uses facial expressions and gestures.³⁰ That way the other person will understand and understand the context that is being discussed

Adam also explained that speaking is a medium or a place for someone to communicate and convey ideas.³¹ That way it will make it easier for someone to interact with each other in exchanging information with each other. Not only that, Hybel, Richard and Weaver argued that speaking achievement is also a process of sharing information, opinions, and feelings.³² Not only that, Tarigan also explained that someone have to convey the feeling and the speaker must understand to communicated in order to make people to understand what topic they are talking about.³³ It can be concluded as explained by several experts that the importance of speaking affects a person's life in terms of communication to the learning process, especially the process of speaking English. Speaking have important part in daily life based on Thornbury said that speaking is on of important thing in human life in daily life as language to communicate.³⁴

In the process of learning English, there are several components that become references in the process of achieving English language

³⁰ Sara. *“Investigating the Effect of EFL Students’ Self-Confidence on Their Oral Performance”*. (Biskara University: Republic of Algeria, 2015).

³¹ Adam. *“Webster’s World University Dictionary”*. (Washington DC: Publisher Company Mc, 2005)

³² Hybel, Richard, & Weave. *“Communication Effectively”*. (New York: Mc Graw Hill Higher Education, 2001).

³³ Tarigan. *“Speaking as a Language Skill”*. (Bandung: Angkasa, 1981)

³⁴ Thornbury. *“How to Teach Speaking”*. (Essex: UK: Pearson Education Limited)

achievement, namely writing, listening and speaking. Speaking is something that must be started in the process of speaking a foreign language, especially English. Kazemi also thinks that speaking skills are very important compared to other skills for English learners.³⁵ That's why speaking is an important component in the process of learning English.

Bailey and Nunan argue that speaking is an important aspect in learning English.³⁶ One of the most important things that makes speaking an important aspect in learning English is because English is a second language in several big countries, besides that English is a language that is often used in interacting with people abroad. That's why it's important for someone to hone and improve their speaking skills.

Based on some of the definitions above, it can be concluded that speaking achievement is something that can affect a person's life, especially in interacting with one another. Apart from being a forum or tool for interacting with other people, speaking is also an important thing in the English learning process. But not only can speak fluently, in English one must also be fluent and also be able to master vocabulary well. That's why it's important to have a good vocabulary

³⁵ Kazemi, Bahremi, & Zarei. “*The Effect of Self-Confidence on Speaking Ability in EFL*” . (Global Journal of Multidisciplinary and Applied Science, 2014)

³⁶ Bailey and Nunan. “*Practical English Language Teaching Speaking*”. (New York: Mec Graw Hill Education, 2005).

and pronunciation so that you can achieve speaking achievement speaking achievement.³⁷

b. Indicators of Speaking Achievement

In measuring the level of students' speaking achievement in English, there are several components that are a factor in the success of speaking achievement, according to Brown (2004).³⁸ There are:

1) Pronunciation

Pronunciation is the most important component in speaking English, because without good pronunciation, the listener will have a little difficulty in understanding the points said by the speaker.

2) Vocabulary

Vocabulary is the most important component in speaking English. Craff reveals that vocabulary is divided into 2 types, namely words that are used by students to know their meaning and are used constructively in speaking.

3) Grammar

Grammar is a grammar that completes a language.³⁹ With grammar, it will make it easier to compose sentences, the interlocutor will better understand the context that is being discuss.

³⁷ Armasita in Tesis. *“Improving Students’ Speaking Skill in English Lesson With Classroom Action Strategy in 8th Grade Mts PAB 1 Halveita”*. (Medan: UIN SU Medan, 2017), p. 3.

³⁸ Brown. *“Language Assessment : Principles and Classroom Practice”*. (America: University of San Francisco, 2004).

³⁹ Nunan. *“Practical English Language Teaching”*. (New York: McGraw-Hill, 2003)

4) Fluency

Fluency is the ability of a person to speak fluently, well, and correctly. Lambardo also said that fluency is where a person can speak fluently like a native speaker.⁴⁰ Therefore, fluency is an aspect that is a factor in the success of speaking achievement.

5) Comprehension

Comprehension is when someone can understand something that is being said. Manser argues that understanding is an ability to understand something.⁴¹ Without understanding, there will be no conversation with each other.

c. Assessment of Speaking Achievement

Speaking test is a test that is used to measure the level of students' speaking ability. In this study, the researcher used a speaking test in the form of a scoring rubric, the scoring rubric aims to determine and assess the score according to the predetermined rating level. In this case, there are five types of speaking based on (Brown: 2004) namely, imitative, intensive, responsive, interactive, and extensive. Imitative is the ability to speak imitating a sentence or word, intensive is speaking to train the phonology and grammatical grammar of the language, responsive is a sentence in the form of light greetings and simple requests and the like, interactive is speaking by exchanging sentences, and extensive is oral speaking which includes speech,

⁴⁰ Lambardo. "Oral testing: getting sample of real language. *English Teaching Form Manser, M. H. (1991). Oxford learner's Pocket Dictionary*". (New York: Oxford University Press).

⁴¹ Manser. "Oxford learner's pocket dictionary". (New York: Oxford University. Press, 1991).

telling stories, and so on. This study shows the type of intensive speaking, namely speaking to train the phonology and grammar of the language.

The speaking test in this research, Students would describe what the researcher had given with the theme "Students' Opinions About Online Learning English", students would be given one minute to express their opinions. Researchers assessed the level of students' speaking achievement with scoring rubric which the criteria of assessment there are: very good (85-100), good (70-84), okay (55-69), and poor (25-54) scores based on 5 aspects, there is: pronunciation, grammar, vocabulary, fluency and the comprehension.⁴²



⁴² Brown & Bailey. *“Language Assessment, Principles and Classroom Practice”*. (America: San Fransisco State University). p, 140.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about how the research conducted which consist on kind of research, research design, population and sample, data collection

A. Research Design

In this study, was used correlation design to determine the correlation between two or more variables. This study was designed to determine the relationship between two variables, namely the level of self-confidence and speaking achievement of students in English subjects at the 5th grade of KMI Al-Ishlah Bondowoso.

B. Population and Sample

1. Population

The population is the sum of the entire sample, such as school residents, workers and employees.⁴³ It can also be said that the population is the entire group of people and events that the researcher do. The population in the study included 5th grade students of KMI Al-Ishlah Bondowoso. It can be seen in table 3.1

Table 3.1
Number of Students' 5th Grade KMI Al-Ishlah Bondowoso

Class	The Number of Students'
5A	28
5B	27
Total	55 students'

⁴³ Danandjaja. "Social Research Method by SPSS for Windows". Yogyakarta: Grha Knowledge, 2012)

2. Sample

The sample is a part of the number and characteristics possessed by the population.⁴⁴ In this study, the researcher used simple random sampling technique. It is said that simple random sampling is because the taking of sample and population members is done randomly, that is, without regard to the strata contained in the population.⁴⁵ In this study, the sample used 5th grade/XI KMI Al-Ishlah Bondowoso and the technique to determine the sample size, the researcher uses the Slovin technique, namely the formula:

$$n: \frac{N}{1 + N e^2}$$

n : sample

N : population

e : Estimated error rate (1% 5% 10%) and in this study using 10% as the level of significance.

$$\begin{aligned} n &= \frac{59}{1 + 59(0,1)^2} \\ &= \frac{59}{1 + 0,59} \\ &= \frac{59}{1,59} \\ &= 37,07 \\ &= 37 \end{aligned}$$

⁴⁴ Sugiyono. "Quantitative, Qualitative, R&D Research Methods". (Bandung: Alfabeta Publishers, 2017) p. 8.

⁴⁵ Sugiyono. p. 82

From the calculation of the Slovin formula above, the number of the sample that used 35 of the second grade of students' at KMI Al-Ishlah Bondowoso as respondents

C. Data Collection Techniques and Instrument.

The researchers used tests and questionnaires to collect data. Questionnaires used to determine the level of self-confidence of students. While the test in this research is to determine the level of students' speaking achievement.

1. The Instrument of Collecting Data

a. Questionnaire

Questionnaire is a data collection technique that is carried out by providing a list or several questions to the respondent. In this study, the researchers used a questionnaire in the form of a questionnaire adapted from Gabrielle Tenerezza by used 52 questions and 7 aspects of self-confidence based on the theory of Gufron (2011) & Kumara (1998), namely: believe in self ability, optimistic, objective, responsible, rational and realistic, the ability to get along, and ability to accept criticism. The following of the blue print can be seen in table 3.2

Table. 3.2
The Blue Print of Students' Self-Confidence

No.	Aspect of Gufron (2011)	Indicator	Number of Item		Total
			positive	negative	
1	Students have confidence in their abilities	Students are confident in their abilities	1; 2	3; 4	4

		Students have a positive attitude about themselves	5; 6; 7	8; 9	5
		Students dare to ask questions and express their opinions	10; 11	12; 13	4
2	Students have an optimistic attitude	Students have an optimistic attitude	14; 15	16; 17	4
		Learners have a positive attitude about expectations	18; 19	20; 21	4
		Students have a positive attitude about their abilities.	22; 23	24; 25	4
3	Students have an objective attitude	Students have a problem or something according to the proper truth	26; 27	28	3
		Students are able to distinguish between facts and opinions	29; 30	31; 32	4
4	Students have a responsible attitude	Students are willing to bear everything that has been the consequence	33; 34	35; 36	4
		Act independently in making decisions	37; 38	39; 40	4
5	Students have a rational attitude	Students analyze an event using thoughts that can be accepted by the mind	41; 42	43; 44	4
		Students analyze an event using thoughts that can be accepted by the mind	45; 46	47; 48	4
Aspect of Kumara (1998)					

6	Students have the ability to socialize	Learners can interact with their social environment	49	50	2
7	Participants have the ability to accept criticism	Students are able to accept and process and respond to criticism from other parties gracefully	51	52	2
Total					52

Source: Gufron (2012) & Kumara (1998)

After knowing the blue print of the student self-confidence questionnaire, it assisted with a Likert scale rating to determine the size of the student's self-confidence ability. below is a table of the liker scale rating:

The Likert Scale Rating

Alternatif Answer	FavourableScore	UnfavourableScore
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

b. Test

In this study, the researcher used a speaking test to measure the students' speaking achievement, the researcher would give students about 15 minutes to prepare their opinion about learning English online, then the researcher asked the students to express their opinion in front of the class for approximately one minute, based on what the students said, the researcher will assessed the students' speaking based on 5 components which include: vocabulary, pronunciation, fluency, grammar, and comprehension, This table of speaking rubric can be seen in table 3.3

Table. 3.3
Speaking Rubric Adopted H. Douglas Brown (2001)

Score	Aspect				
	Grammar	Vocabulary	Comprehension	fluency	Pronunciation
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech repetition or phrase	(no specific fluency description, refer to other four language areas or implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversation of non-technical subject. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situation, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal	Able to speak language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocab is broad enough	Comprehension is quite complete at a normal rate of speech	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

	conversation on practical, social, and professional topics.	that he rarely has to grope for a word.			
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	Can understand any conversation within the range of his experience	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 high degree of fluency	Able to errors in pronunciation are quite rare.
5	Equivalent to that of an educated native speaker	Speech on all levels is equivalent to that of an educated native speaker in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural reference.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.	Equivalent to and fully accepted by educated native speaker.

To generate scores on the test, the researcher used two assessors, namely the researcher and the English teacher who contributed to this study in terms of assessing the students' speaking achievement. The researcher provided an overview in the form of an achievement score then to prove the achievement that has given to the experts. In this study, English teacher researchers assessed the scorers, in order to avoid

subjectivity the researchers used a scoring rubric to assessed students' speaking achievement. In this study, the score used between the researcher and the English teacher is 5 points, if the researcher gives a score of 75, then the English teacher should give a score of more than 80 or not less than 70.

2. Instrument Testing

Instruments needed that must meet validity, reliability, and practicality standards. Therefore, it must be considered and ensured that the instrument is valid, reliable, and practical. Therefore, it is necessary to test the validity, reliability, and practicality of the instrument.

a. Instrument Validity Test

In this validity, researchers use content validity to determine the validity of the variables. Research can be said to be valid if it can be proven by the results that have been measured.

1) Questionnaire

To find out the validity of the student self-confidence questionnaire, has been given to the validator who is one of the psychology lecturers who understands the student's self-confidence ability, namely Ms. Anisah, validity was measured based on content and language, as well as indicators and time allocation when students work on the questionnaire. An instrument can be said to be valid if it has been proven and fulfil all the requirements. The instrument which

consists 52 items of question based on 7 aspects of self-confidence accepted and signed by the validator.

2) Speaking Test

Meanwhile, to determined the validity of the speaking test, the instrument has been given to the validator, namely an English lecturer to measure the correlation between self-confidence in the form of a validity sheet speaking test, namely the content that included the theme, time allocation, instruction based on blue print of speaking achievement and the basic competence curriculum 13. The instrument was accepted and signed by the 3 validators namely Ms. Nina Hayunigtias, Ms. Ninuk Indrauani, and Mr. Aminullah which the speaking test based on the 5 components of speaking achievement. it can be seen in table 3.4

Table 3.4
Basic Competence and The Instruction

Basic Competence Curriculum 13	Instruction
4.2 Compose transactional interaction text, spoken and written, short and asking for information related to opinions and thoughts, taking into account social functions, text structure, and linguistics elements that are correct and in context	- Speaking test : Please prepare you self around 20 minutes and give your opinion about “Online Learning in English Session” in 5 minutes, based on 5 components of speaking achievement assessment: grammar, vocabulary, pronunciation, fluently, and comprehension.

3) Instrument Reliability Test

Reliability test is the consistency of scores achieved on different occasions. An instrument can be said to be reliable if the test is appropriate. This research was tried out on the rest of the sample population, based on the implementation time and also student responses while in class. helped by *Pearson Product Moment* which would be assisted by SPSS 28.0.

1) Questionnaire

Reliability related to consistency of score or responses which is achieved of different occasion. An instrument would be good parameter if the test is suitable of constant. Reliability refers to the consistency or stability of the test scores. In this research, the researcher applied the *Alpha Cronbach* help by program of SPSS 28.0 for the windows.

In this case, to find out the results of benchmarks in interpreting the degree of instrument reliability, it can be done based on several criteria. The Criteria of Instrument Reliability Coefficient Correlation score can be seen in table 3.5

Table. 3.5
Criteria Instrument Reliability Coefficient Correlation By
Guilford

No	Coefficient Correlation	Qualification
1	0,90 - 1,00	Very High
2	0,71 - 0,90	High
3	0,41 - 0,70	Enough
4	0,21 - 0,40	Poor
5	Negative - 0,20	Very Poor

The following are the results of the calculation of the reliability test of the questionnaire adapted from the thesis of Gabriella Tenerezza Paramitha (2016). It can be seen that the calculation result of SPSS 16.0 Cronbach Alpha is 0.813 which indicated that the questionnaire is high and reliable. The reliability test can be seen in table 3.6

Table. 3.6
Reability Statistics

Cronbach's Alpha	N of Items
.813	52

2) Speaking Test

In this research, the researcher used inter-rater reliability which provide an overview in the form a score about the extent of the level consensus agreement which given by the expert. In this research the researcher gave the speaking test to students' to collecting data to measure students' speaking achievement. to finding out the ability of speaking achievement. the researcher used scoring rubric and also helped by *Cohen Kappa* with SPSS 28.0 The use of the Cohen Kappa coefficient is appropriate when:

- a. Rater is not used much. One subject scored by two raters.
- b. The score is categorical

The categories between the level of reliability between raters are:

- Kappa <0.4 : Bad
- Kappa 0.4 – 0.60 : Enough
- Kappa 0.60 – 0.75 : Good

- Kappa >0.75 : Very Good

If the result shows Kappa < 0.4 then it needs to be re-tryout and if the result shows 0.60 – 0.75, then the result is said to be sufficient and there is no need to try again.

Researcher conducted a try out test for 5th grade students of KMI Al-Ishlah Bondowoso, researchers used teacher and the researcher as the Interrater 1 and Interrater 2 to assessed students' speaking achievement. it can be seen table 3.7

Table 3.7
Students Speaking Score by The Interraters

No.	Students' Name	Interrater 1	Interrater 2
1.	RSK	19 (76)	20(80)
2.	KHB	17 (68)	17 (68)
3.	LNA	19 (76)	19 (76)
4.	LARP	17 (68)	17 (68)
5.	M	18(72)	18(72)
6.	ASA	20 (80)	20 (80)
7.	DAH	17 (68)	17 (68)
8.	VS	19 (76)	19 (76)
9.	NK	18 (72)	18 (72)
10.	QUA	18 (72)	18 (72)
11.	IDP	19 (76)	19 (76)
12.	SH	21 (84)	21 (84)
13.	DK.	20 (80)	20 (80)
14.	AA	18 (72)	18 (72)
15.	RZNH	18 (72)	19(76)
16.	NKN	18 (72)	19 (76)
17.	MNS	19 (76)	19 (76)
18.	SBK	21 (84)	21 (84)
19.	JSNS	20 (80)	20 (80)
20.	NH	19 (76)	20 (80)
21.	APJ	18 (72)	18 (72)
22.	ANH	19 (76)	20 (80)
23.	NN	20 (80)	20 (80)
24.	GAK	21 (84)	21 (84)
25.	NRH	19 (76)	19 (76)
26.	NSY	19 (76)	20 (80)

27.	KIP	21 (84)	21 (84)
28.	FI	20 (80)	20 (80)
29.	NAR	18 (72)	18(72)
30.	DN	25 (100)	25 (100)
31.	SH	19 (76)	17 (68)
32.	SDA	17 (68)	20 (80)
33.	DKNF	17 (68)	20 (80)
34.	HR	16 (58)	19 (76)
35.	SNC	19 (76)	20 (80)

The data contained above is the data from the students' speaking test results by Interrater 1 and Interrater 2 which were assessed by teachers which lower result data is the total of students speaking test and higher result data is the calculation by Slovin technique. And the researcher continued the calculation used Kappa by SPSS 28.00, the result of the Kappa Reliability of Speaking test score can be seen in table 3.8

Table 3.8
Kappa Reliability Test

		Symmetric Measures			
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.679	.090	8.535	<,001
N of Valid Cases		35			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

Based on the data above, the results of calculations used SPSS 28.0 found that the reliability score for the speaking test was 0.679 or classified in Kappa 0.60 – 0.75 : Good, which means that the researcher does not need to try out again for the students.

b. Instrument Practically Test

1) Questionnaire

In this research, the test carried out by the researcher. The questionnaire instrument can be said to be practice if students can do try outs in a simple way, and do not make it difficult for students, students work on questionnaires based on the indicators listed in the appendix which include student responses, estimated time to work on the questionnaire, and the comfort of students in class when working on the questionnaire.

2) Speaking Test

The test in this research carried out by the researcher. The speaking test can be said to be practical, if students do the test easily without any difficulties, in this study, the researcher only requires students to speak in front of the class for approximately one minute to express their opinion about learning English online based on the indicators written in the appendix. which includes student responses, estimated time in the speaking test, and the comfort of students in the classroom when the speaking test takes place.

D. Data Analysis Technique

In the study used quantitative research. Quantitative research is data analysis which included data presentation and processing, by performing calculations as a form of data exposure and also conducting hypothesis testing

used statistical tests which used *Product Moment from Pearson* helped by *SPSS 28.00 from Window*, and the speaking test, the researcher would give time about 5 minutes to students to present their opinion about online learning while pandemic, then the researcher would give score based on 5 aspect of speaking achievement and also based on the rubric . The following are data analysis techniques used in the form of:

1. Descriptive Statistic

Descriptive statistics used in this study in the form of score interpretation. Score interpretation is used to test the students' self-confidence and speaking achievement data. The score contained on a scale that produced interval data that interpreted into data which is ordinal data. To make a scale or score for each variable, it is necessary to know in advance the maximum, minimum and mean values, to the range and standard deviation. Then the next goal is to determined the distribution trend of the data from each research variable; namely self-confidence (X) and speaking achievement (Y). in this research, the level or ability of students' self-confidence and speaking achievement, scale and score to determine each variable is as shown in the table below

In determining the score for the calculation of the questionnaire data, the researcher used interval data to categorized the level of achievement self-confidence, namely the number of questionnaire questions added with 32 as interval data.

As a form of illustration of the sample made by the researcher, from very high, high, low to the lowest position, here are the scoring criteria for each variable, namely:

a. Questionnaire

The questionnaire is based on the data collection the number of question items is 52 questions, for the maximum score obtained is multiplied by the highest score, which is $52 \times 4 = 208$. And the minimum score is $52 \times 1 = 52$. The Level of Achievement Score Self-Confidence variable it can be seen in table 3.9

Table. 3.9
Level of Achievement Score Self-Confidence Variable

Score Achievement Rate	Category
$52 \leq 84$	Very low
$84 \leq 116$	Low
$116 \leq 148$	Medium
$148 \leq 180$	High
$180 \leq 212$	Very High

b. Speaking Test

To find out the final score of students' speaking achievement, the researcher took scores from each point of view, namely: grammar (5), vocabulary (5), comprehension (5), fluency, (5), and pronunciation (5).

The highest imaginable scores are as follows:

$$\frac{25 \text{ (total score)}}{25 \text{ (total score)}} \times 100\% = 100 \text{ (very good)}$$

As for the minimum score that may occur is as follows 1×5 (number of indicators) then multiplied by the highest score of the assessment = 25

The Level of Achievement Score Speaking Achievement variable can be seen in table 3.10

Table. 3.10
Level of Achievement Score Speaking Achievement Variable

Score Achievement Rate	Category
85-100	Very good
70-84	Good
55-69	Okay
25-54	Poor

1) Hypotheses Testing

Ha: There is a positive correlation between self-confidence and their speaking achievement in 5th grade KMI Al-IshlahBondowoso

Ho: There is no positive correlation between self-confidence and their speaking achievement in 5th grade KMI Al-IshlahBondowoso

$r_{\text{count}} < r_{\text{table}}$, then H_0 is accepted and H_a is rejected. If

If $r_{\text{count}} \geq r_{\text{table}}$, then H_0 is rejected and H_a is accepted, then it can be continued by using the interpretation table below

The following is an interpretation index can be seen in table 3.11

Table. 3.11
Correlation Coefficient Interpretation Index

Coefficient Interval	Relationship level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0.80 – 1,000	Very strong

Source : (Sugiyono 2013:184)

CHAPTER IV

RESULT AND DISCUSSION

In this chapter the researcher give information about overview of research object, description of, finding and discussion based on the data collected during the research, which used statistics calculation help by SPSS 28.00

A. Overview of research Object

1. Description of research Object

This research was conducted at Al-Islah Islamic Boarding School which is located on Jl. Raya No.17-19 KM.07, Dadapan Village, Grujugan District, Bondowoso Regency. To be precise, this research was conducted on 5th grade students of KMI Al-Ishlah Bonodowoso/Kulliyatul Mubhaligaat Al-Islamiyah or equivalent to grade 11 Senior High school.

The sample in this study used 35 KMI students in 5th grade or equivalent to class XI High School for the 2021/2022 academic year which represented the population taken using the Cluster Random Sampling technique.

B. Description of Data

1. Description of the 1st meeting

The researcher conducted the research data on June 22,2022 at 8 a.m. to 10 a.m., the researcher conducted a student speaking achievement test on 15 students of KMI Al-Ishlah Bondowoso used two interrterrs, namely the teacher and the researcher, the researcher explained how the implementation instructions were test speaking achievement to students in

detail with communicative language, so the students did not miss communication during the speaking achievement test. The students were given approximately 5 minutes to do the test according to the instructions given by the researcher. The researcher assessed the students' speaking achievement based on 5 aspects, namely: grammar, pronunciation, fluency, vocabulary and comprehension.

2. Description of the 2nd meeting

The researcher continued to conducted the data on June 24, 2022 at 9 a.m. to 11 a.m. m, the researcher continued to collect data by conducting tests on 25 students of KMI Al-Ishlah Bondowoso, the researcher gave instructions to the students in a communicative and easy to understand language, so the students' were not mistakes and miss communication during the speaking achievement test. The students' speaking test will be assessed by teachers and researchers based on 5 aspects, namely: grammar, pronunciation, fluency, vocabulary and comprehension.

3. Description of the 3rd meeting

The third meeting was conducted on July, 16 2022 at 8 a.m. to 10 a.m. At this meeting the research collected data in the form of a self-confidence questionnaire for the 5th grade students of KMI AL-Ishlah Bondowoso, the researchers explained the implementation instructions to the students used communicative and easy-to-understand language, the students were given time to work on the questionnaire approximately 60 minutes based on the situations and conditions experienced by the student

C. Result

In this section presented about the results that have been obtained while conducted research on 5th grade students of KMI Al-Islah Bondowoso. The data are in started from the result of the students' speaking achievement score.

1. Students' Speaking Achievement Score

In the table 4.1, presented about the results of the 5th grade students of KMI Al-Islah Bondowoso's speaking achievement test, assessed by ratter 1 and the ratter 2. The Students' Speaking Achievement Score can be seen in table 4.1

Tabel 4.1
Students' Speaking Achievement Score

No.	Students' Name	Interrater 1	Interrater 2	Average Score
1.	RSK	19 (76)	20(80)	78
2.	KHB	17 (68)	17 (68)	68
3.	LNA	19 (76)	19 (76)	76
4.	LARP	17 (68)	17 (68)	68
5.	M	18(72)	18(72)	72
6.	ASA	20 (80)	20 (80)	80
7.	DAH	17 (68)	17 (68)	68
8.	VS	19 (76)	19 (76)	76
9.	NK	18 (72)	18 (72)	72
10.	QUA	18 (72)	18 (72)	72
11.	IDP	19 (76)	19 (76)	76
12.	SH	21 (84)	21 (84)	84
13.	DK.	20 (80)	20 (80)	80
14.	AA	18 (72)	18 (72)	72
15.	RZNH	18 (72)	19(76)	76
16.	NKN	18 (72)	19 (76)	76
17.	MNS	19 (76)	19 (76)	76
18.	SBK	21 (84)	21 (84)	84
19.	JSNS	20 (80)	20 (80)	80
20.	NH	19 (76)	20 (80)	78
21.	APJ	18 (72)	18 (72)	72

22.	ANH	19 (76)	20 (80)	78
23.	NN	20 (80)	20 (80)	80
24.	GAK	21 (84)	21 (84)	84
25.	NRH	19 (76)	19 (76)	76
26.	NSY	19 (76)	20 (80)	68
27.	KIP	21 (84)	21 (84)	84
28.	FI	20 (80)	20 (80)	80
29.	NAR	18 (72)	18(72)	72
30.	DN	25 (100)	25 (100)	100
31.	SH	19 (76)	17 (68)	72
32.	SDA	17 (68)	20 (80)	74
33.	DKNF	17 (68)	20 (80)	74
34.	HR	16 (58)	19 (76)	67
35.	SNC	19 (76)	20 (80)	78
Average total score				76,31

From the data above, it shows that students who have a minimum score in the speaking achievement test are 67 and the highest score is 100, and the average score obtained is 76.31. The result of Speaking Achievement Descriptive Statistics can be seen in table 4.2

a. Speaking Achievement Descriptive Statistics

Table 4.2
Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking	35	67.00	100.00	75.4571	6.36786
Self-confidence	35	104.00	148.00	133.2571	8.35373
ValidN (listwise)	35				

Based on the data above, the result of the speaking achievement is the valid data with 35, and the minimum is 67.00, the maximum is 100, mean of the speaking is 75.4 and the standard deviation is 6.36.

b. Interpretation of Speaking Achievement

According to table 4.2 the researcher calculated the data of the speaking achievement including mean, maximum, minimum, and range of the data. To find out the data needed, the researcher used SPSS 28.00. the result presented in table 4.3

Table 4.3
The Statistics Score of Speaking Achievement

Statistics		
Speaking Achievement		
N	Valid	35
	Missing	0
Mean		76.3143
Median		76.0000
Mode		72.00 ^a
Std. Deviation		6.37445
Variance		40.634
Range		33.00
Minimum		67.00
Maximum		100.00
Sum		2671.00

From the data above, the result for mean is 76.3, the median is 76.0, the mode is 72.0, the range is 33.0, the minimum score is 67, and the maximum score is 100. To know the result of interval class, the researcher used Sturgis Formula:

$$K = 1$$

$$1 + 3.3 \log n$$

Where is the total or participant (35). Thus, the amount of the interval class is $1 + 3.3 \log 35 = 6,9$ (rounded to 7).

And after knowing the R (range) and the amount of interval class (K), the interval class (i) can be calculated as:

$$i = 33 : 7 = 4.7 \text{ (rounded 5)}$$

Speaking achievement score frequency distribution table is showed in table 4.4:

Table 4.4
Frequency Distribution of Speaking Achievement

Interval Score	Frequency	Cumulative Person
67-96	5	14.2%
70-72	7	20%
73-75	2	6%
76-78	12	34.2%
79-81	5	14.2%
82-84	4	11.4%
	35	100%

To decide the class of the students' speaking achievement low or high level, the researcher used a formula which is explained below. It is needed to find out the (r_i) range ideal, (SD_i) standart deviation ideal, and (m_i) mean ideal for the calculation, the researcher used subsequent formula:

$$R_i = \text{max score} - \text{min score}$$

$$(100-67)$$

$$= 33$$

$$SD_i = R_i : 5$$

$$= 33 : 5 = 6.6 \text{ (rounded to 7)}$$

$$M_i = (\text{xmax} + \text{xmin}) : 2$$

$$= (100 + 67) : 2$$

$$= 167 : 2 = 83.5$$

From the calculations, the speaking achievement can be categorized in 4 levels. The Level of Category Distribution of Speaking Achievement can be seen in table 4.5

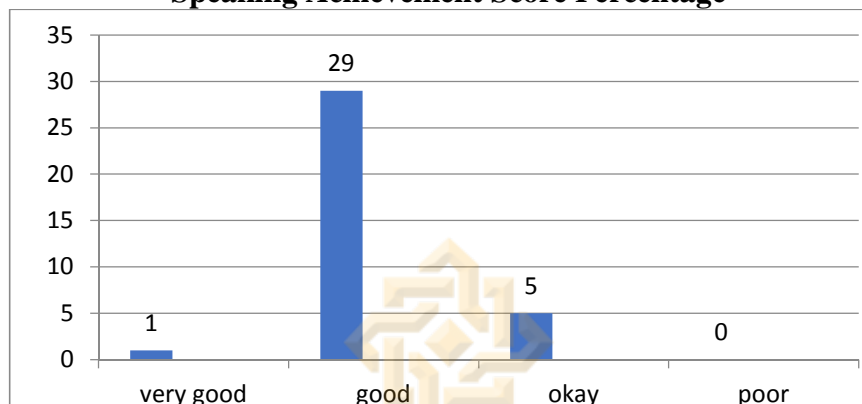
Table 4.5
Category Distribution of Speaking Achievement

Score Achievement Rate	F	F%	Category
85-100	1	2.8%	Very good
70-84	29	82.8%	Good
55-69	5	14.4%	Okay
25-54	0	0%	Poor
	35	100%	

Based on the table above 1 students' (2.8%) has very good speaking achievement, 29 students' (82.8%) has good level speaking achievement, 5 students' (14%) has okay level of speaking achievement and 0 students with poor speaking achievement.

And the last step of calculation the percentage of speaking achievement result based on the frequency that has been counted. The percentage of total of speaking achievement as follows. The Level Percentage of Speaking Achievement score can be seen in figure 4.1

Figure 4.1
Speaking Achievement Score Percentage



2. Student's Self-Confidence Score

In this section, the researcher describes the self-confidence level score of the 5th grade student of KMI Al-Ishlah Bondowoso, the researcher used a questionnaire that was adopted from Gabriella Tenerezza's thesis (2016), contains 7 aspects of trust and 52 questions, which have been validated used simple and communicative language. The following are the results of filling out the self-confidence questionnaire by 5th grade students of KMI Al-Ishlah Bondowoso. The result of Students' Self-Confidence Questionnaire Score can be seen in table 4.6

Table 4.6
Students' Self-Confidence Questionnaire Score

No.	Students' Name	Questionnaire Score
1.	RSK	139
2.	KHB	127
3.	LNA	132
4.	LARP	129
5.	M	127
6.	ASA	143
7.	DAH	143
8.	VS	128
9.	NK	140

10.	QUA	145
11.	IDP	132
12.	SH	140
13.	DK.	147
14.	AA	139
15.	RZNH	136
16.	NKN	145
17.	MNS	133
18.	SBK	145
19.	JSNS	148
20.	NH	142
21.	APJ	140
22.	ANH	134
23.	NN	145
24.	GAK	140
25.	NRH	140
26.	NSY	131
27.	KIP	148
28.	FI	136
29.	NAR	140
30.	DN	148
31.	SH	131
32.	SDA	140
33.	DKNF	142
34.	HR	138
35.	SNC	145
Average total score		138,8

From the questionnaire data above, the data the minimum score obtained by the 5th grade student of KMI Al-Ishlah Bondowoso is 127 and the maximum score obtained is 148, and the average score obtained is 138,8. The result of Self-Confidence Descriptive Statistics can be seen in table 4.7

a. Self-Confidence Descriptive Statistics

Table 4.7
Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking	35	67.00	100.00	75.4571	6.36786
Self-confidence	35	104.00	148.00	133.2571	8.35373
ValidN (listwise)	35				

Based on data above, the data of self-confidence result is 35 for valid, and 104.00 for minimum, 148.00 for maximum, 133.3 for mean and, 8,35 for standard deviation

b. Interpretation of Self-Confidence

According to table 4.7 the researcher calculated the data of the self-confidence including mean, maximum, minimum, and range of the data. To find out the data needed, the researcher used SPSS 28.00. the result presented in table 4.8

Table 4.8
The Statistics Score of Students' Self-Confidence

Statistics		
Self-Confidence		
N	Valid	35
	Missing	0
Mean		138.8000
Median		140.0000
Mode		140.00
Std. Deviation		6.31897
Variance		39.929
Range		21.00
Minimum		127.00
Maximum		148.00
Sum		4858s.00

From the data above, the result for mean is 138.8, the median is 140.0, the mode is 140.0, the range is 21.0, the minimum score is 127, and the maximum score is 148. To know the result of interval class, the researcher used Sturgis Formula:

$$K = 1$$

$$1 + 3.3 \log n$$

Where is the total or participant (35). Thus, the amount of the interval class is $1 + 3.3 \log 35 = 6,9$ (rounded to 7).

And after knowing the R (range) and the amount of interval class (K), the interval class (i) can be calculated as:

$$i = 33 : 7 = 21$$

Speaking achievement score frequency distribution table is showed in table 4.9

Table 4.9
Frequency Distribution of Self-Confidence

Interval Score	Frequency	Cumulative Person
127-129	4	11.4%
130-133	5	14.5%
134-136	3	8.5%
137-139	3	8.5%
140-142	9	25.7%
143-145	7	20%
146-148	4	11.4
	35	100%

To decided the class of the students' self-confidence low or high level, the researcher used a formula which is explained below. It is needed to find out the (ri) range ideal, (SDi) standart deviation ideal,

and (m_i) mean ideal for the calculation, the researcher used subsequent formula:

$$R_i = \text{max score} - \text{min score}$$

$$(148-127)$$

$$= 21$$

$$SD_i = R_i : 7$$

$$= 21 : 7 = 3 \text{ (rounded to 7)}$$

$$M_i = (x_{\text{max}} + x_{\text{min}}) : 2$$

$$= (127 + 148) : 2$$

$$= 275 : 2 = 137.5$$

From the calculations, the speaking achievement can be categorized in 5. The result of Level Category Distribution of Self-Confidence can be seen in table 4.10

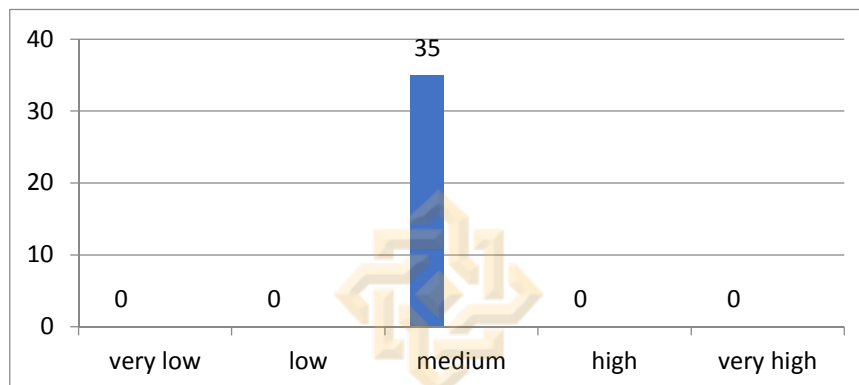
Table 4.10
Category Distribution of Self-Confidence

Score	F	F%	Category
$52 \leq 84$	0	0%	Very Low
$84 \leq 116$	0	0%	Low
$116 \leq 148$	35	100%	Medium
$148 \leq 180$	0	0%	High
$180 \leq 212$	0	0%	Very High

According to the table above, the result is 35 students' (100%) has medium category level in self-confidence.

And the last step of calculation the percentage of students' self-confidence result based on the frequency that has been counted. The percentage of total of speaking achievement as follows. The Level of Percentage Self-Confidence score can be seen in table 4.2

Figure 4.2
Self-Confidence Score Percentage



D. Data Analysis

In this section, the researcher presented the data analysis that has been calculated using SPSS 28.0. The following are the data that must be carried out before testing the research hypothesis, the data are:

1. Normality Test

Normality test, which aims to determine whether the independent variable and the dependent variable have a normal distribution or not. The normality test that will be carried out in this study is the One-Sample Kolmogorov-Smirnov Test with the help of the SPSS computer program. The rules used in the normality test are if $p > 0.05$ then the distribution is declared normal and vice versa if $p < 0.05$ then the distribution is declared abnormal. If the significance value is > 0.05 , it can be concluded that the data is normally distributed. The result of Normality data testing by SPSS 28.00 can be seen in table 4.11

Table 4.11
The Normality Data Helped By SPSS 28.0

One-Sample Kolmogrov-Smirnov Test			
		Unstandardized Residual	
N		35	
Normal Parameters ^{a,t}	Mean	.0000000	
	Std. Deviation	0.36595453	
Most Extreme Difference	Absolute	.116	
	Positive	.116	
	Negative	-.092	
*** Test Statistics		.116	
Asym Sig (2-tailed) ^c		200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.262	
	99% Confidence Interval	Lower Bound	.257
		Upper Bound	.274

- a. Test distribution is normal
- b. Calculated from data
- c. Lilliefors Significance Correlation
- d. This is a lower bound of the true significance
- e. Lilliefors' method based on 10000 monte Carlo Sample s with starling seed 334431365

Based on the normality data above, the data showed normal because the result of the data is greater than 0.05. Based on the table above, it can be seen that the significant value (p value) based on the mean shows $0.200 > 0.05$. It can be concluded that the data above was normal.

2. Product Moment Testing

The product moment test was conducted to measure the relationship between variable 1 and variable 2, and also to measure whether there was a relationship between speaking achievement and self-confidence in the 5th grade students of KMI Al-Ishlah Bondowoso. The

following are the results that have been found by researchers to determine the relationship between speaking achievement and self-confidence of students by using the *Pearson Product Moment formula*. The result of *Product Moment* by *Pearson* testing by *SPSS 28.00* of Self-Confidence and Speaking Achievement score can be seen in table 4.12

Table 4.12
Pearson Product Moment Helped by SPSS 28.0

		Speaking	Self-Confidence
Speaking	Pearson Correlation	1	.521**
	Sig. (2-tailed)		.001
	N	35	35
Self-Confidence	Pearson Correlation	.521**	1
	Sig. (2-tailed)	.001	
	N	35	35

Depends on the table above, the data equation between the two variables shows 0.01 which is a significant of 0.05, and the data result that $0.01 < 0.05$ it can be concluded that there is a relationship between speaking achievement and self-confidence in 5th grade students of KMI Al-Ishlah Bondowoso.

E. Hypotheses Testing

After going through three stages of data analysis, namely, normality, homogeneity and also Pearson's product moment testing, the researchers then proceeded to the hypothesis testing stage, namely:

1. If the result of calculation data r_{xy} is smaller than r_{table} , $r_{xy} < r_{table}$, so (H_0) null hypothesis is accepted and alternative hypothesis (H_a) rejected.

2. If the result of calculation data is more significance that the r_{table} , r_{xy} r_{table} , so the null hypothesis (H_0) is rejected if the significance values (H_a accepted)

The coefficient correlation (r_{count}) obtained by the SPSS 28.0, that the calculation data is $r = 0.521$. with level error (α) = 0.05, and the $N = 33$, it is obtained $r_{table} = 0.344$. From data calculation, it can be seen that the r_{count} is more than r_{table} ($0.521 > 0.344$). it means H_0 is rejected and the H_a is accepted which means there is correlation between self-confidence and students' speaking achievement.

To prove the significant of the correlation between self-confidence and students' speaking achievement, the researcher test the hypothesis testing:

If $r > 0.05$, it means H_0 accepted and H_a rejected

If $r < 0.05$, it means H_a accepted and H_0 rejected

From the data above it can be seen that the significant value = 0.01 < 0.05 , which prove that H_a is accepted and H_0 is rejected, it means there is correlation between self-confidence and students' speaking achievement in 5th grade KMI Al-Ishlah Bondowoso.

F. Discussion

This researcher conducted about find out the correlation between self-confidence and students' speaking achievement. The researcher collected the data used questionnaire and also speaking test to measured the ability of

students speaking. The sample of the research were used 35 students', the instruments were use questionnaire and speaking test.

The questionnaire that given to the students based on 7 components of self-confidence by kumara's and gufron theory those are: believe in self ability, optimist, objective, responsible, rational and realistic, ability to get along, and the questionnaire obtained 52 items of questions. and therefore the students' speaking test has taken based on the 5 components of speaking achievements those are: grammar, vocabulary, pronunciation, fluency and also comprehension.

The researcher gave 60 minutes for students' to fulfil the questionnaire and give about 5 minutes to students' to mention their opinion in speaking test. The students' were enthusiasm when the researcher asked the students to filled the questionnaire based in their feeling and their situation, students' were enjoyed the questionnaire after the researcher gave the instruction. The students' enjoyed the speaking test based on the theme which gave by the researcher.

Speaking test assessed by 2 interrater which are the teacher and the researcher. the range of the speaking achievement showed that the minimum score is 67.00 and the maximum score is 100. Meanwhile the minimum of self-confidence score is 127 and the maximum score is 148, the average score of speaking achievement is 76.3 and the average score of self-confidence is 138,8.

Then the researcher calculated the descriptive data based on the data result it showed the valid data with 35, and the minimum is 67.00, the maximum is 100, mean of the speaking is 75.4 and the standard deviation is 6.36. and also the researcher used frequency distribution of speaking achievement which helped by Sturgis formula to categorized the speaking achievement level, the researcher found the result is 1 students' (2.8%) has very good speaking achievement, 29 students' (82.8%) has good level speaking achievement, 5 students' (14%) has okay level of speaking achievement and 0 students with poor speaking achievement.

And for the students' self-confidence, the researcher calculated the descriptive data, the result is 35 for valid, and 104.00 for minimum, 148.00 for maximum, 133.3 for mean and, 8,35 for standard deviation. The researcher used frequency distribution of self-confidence helped by Sturgis formula to categorized the students' self-confidence level. The researcher found the result is 35 students' (100%) has medium category level in self-confidence.

After categorized the level of students' self-confidence and students' speaking achievement, the researcher used normality test to make sure that the data was normal, the data it can be said to be normal if If the significance value is > 0.05 . The researcher used SPSS 28.00 and the result is the significant value (p value) based on the mean shows $0.200 > 0.05$. It can be concluded that the data above was normal.

After the normality data showed normally, the researcher continued to *Product Moment Testing by Pearson* helped with SPSS 28.00 to find out the correlation between self-confidence and students' speaking achievement. The research found 0.01 which is a significant of 0.05, and the data result that $0.01 < 0.05$ it can be concluded that there is a relationship between self-confidence and students' speaking achievement.

And the last step was hypotheses testing. Based on the data statistics calculation, the researcher find out that the coefficient correlation (r_{count}) obtained by the SPSS 28.0, that the calculation data is $r = 0.521$. with level error (α) = 0.05, and the $N = 33$, it is obtained $r_{\text{table}} = 0.344$. From data calculation, it can be seen that the r_{count} is more than r_{table} ($0.521 > 0.344$). it means H_0 is rejected and the H_a is accepted, and also the equation between the two variables shows 0.01 which is a significance of 0.05. It means $0.01 < 0.05$. It can be concluded that H_a is accepted and H_0 rejected, it means there is correlation between self-confidence and students' speaking achievement in 5th grade KMI Al-Ishlah Bondowoso.

This research proved that the high self-confidence of the students is related to the level of students speaking achievement. Self-confidence also a very important thing that students' must have in learning foreign language, most in English. It proved that self-confidence is closely related to learning process in English. This research study also supported by the previous study from Rosyada (2014) in her thesis entitled "The Relationship, Between Confidence, Self-Esteem, and Speaking Performance in English Program"

Apart from proving the correlation between self-confidence and students' speaking achievement, the researcher also found some effect during research. The research found that 82,8% of students' has good speaking in English speaking achievement but have to improving by the teacher because of their lack of self-confidence. By improving the self-confidence, students' more brave interest in English.



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CHAPTER V

CONCLUSSION AND SUGGESTION

After finishing the data calculation, in this chapter the teacher give information about the conclusion and suggestion, which consist based on the chapter 1 until the chapter 5, which include all information about this research.

A. CONCLUSSION

Speaking achievement is the situation which students' can speak well not only good in public speaking but the students' have to good in 5 components in speaking those are grammar, vocabulary, fluency pronunciation and comprehension, the students also have to master their topic and content. Self-confidence is a someone manner to believe in self ability and can do anything and have their own responsibility. Based on data collected by the researcher used SPSS 28.0 *Pearson Product Moment* to find out the correlation between self-confidence and students' speaking achievement. Based on the data above that statistic calculation result that the average score of questionnaire is 138,8 and the average score of speaking test is 76,31.

The researcher finding out that there is correlation between self-confidence and students' speaking achievement in product moment testing which the result is H_a accepted and H_o rejected it means the significant value is 0.01 which < 0.05 . and the statistics calculation data showed that is $r = 0.521$. with level error $(\alpha) = 0.05$, and the $N = 33$, it is obtained $r_{table} = 0.344$. From data calculation, it can be seen that the r_{ount} is more than r_{table} ($0.521 >$

0.344). it means H_0 is rejected and the H_a is accepted which means there is correlation between self-confidence and students' speaking achievement.

It can be concluded that, Beside there is a correlation between self-confidence and speaking achievement of students at KMI Al-Ishlah Bondowoso, the researchers also found that the higher the self-confidence, the better the speaking achievement possessed by students. students' self as a form of student media in improving their talent in English.

B. SUGGESTION

1. For Teacher

After founding the result of the research, the researcher suggested to the teacher to increase students' speaking achievement, because that way students' recognize and understanding the talents and interests in English

2. For Further Researcher

The researcher expected that this research can be useful as reference in similar topic. The researcher hoped that the further researcher can developing the research with better technique and method.

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Appendix 1
Research Matrix

TITTLE	VARIABLE	INDICATOR	DATA RESOURCH	RESEARCH METHOD	PROBLEM	Hypotheses
The Correlation Between Students' Self-Confidence and Students Speaking Achievement of 5th Grade in KMI Al-Ishlah Bondowoso	- Self Confidence - Speaking Achievement	<ol style="list-style-type: none"> 1. Belief in ability 2. Objective 3. Optimist 4. Responsible 5. Objective 6. Responsible 7. Rational and Realistic 8. Ability to get along 9. Ability to accept criticism <ol style="list-style-type: none"> 1. Pronunciation 2. Grammar 3. Vocabulary 4. Fluency 5. Comprehension 	Students of 5th Grade of KMI Al-Ishlah Bondowoso	<ol style="list-style-type: none"> 1. Research Approach Quantitative Research 2. Research Design Correlation 3. Data Collection <ul style="list-style-type: none"> - Questionnaire - Speaking Test 4. Data Analysis <ul style="list-style-type: none"> - Using Pearson Product Moment - Speaking Test 	Is there any significant correlation between Students' Self-Confidence and Students' Speaking Achievement of 5 th Grade in KMI Al-Ishlah Bondowoso?	<p>Ha : There is a significant correlation between Students' Self-Confidence and Their Speaking Achievement</p> <p>Ho : There is no significant correlation between Students' Self-Confidence and Their Speaking Achievement</p>

Appendix 2
The Blue Print of Students' Self-Confidence

No.	Aspect of Gufron (2011)	Indicator	Number of Item		Total
			positive	negative	
1	Students have confidence in their abilities	Students are confident in their abilities	1; 2	3; 4	4
		Students have a positive attitude about themselves	5; 6; 7	8; 9	5
		Students dare to ask questions and express their opinions	10; 11	12; 13	4
2	Students have an optimistic attitude	Students have an optimistic attitude	14; 15	16; 17	4
		Learners have a positive attitude about expectations	18; 19	20; 21	4
		Students have a positive attitude about their abilities.	22; 23	24; 25	4
3	Students have an objective attitude	Students have a problem or something according to the proper truth	26; 27	28	3
		Students are able to distinguish between facts and opinions	29; 30	31; 32	4
4	Students have a responsible attitude	Students are willing to bear everything that has been the consequence	33; 34	35; 36	4
		Act independently in making decisions	37; 38	39; 40	4

5	Students have a rational attitude	Students analyze an event using thoughts that can be accepted by the mind	41; 42	43; 44	4
		Students analyze an event using thoughts that can be accepted by the mind	45; 46	47; 48	4
Aspect of Kumara (1998)					
6	Students have the ability to socialize	Learners can interact with their social environment	49	50	2
7	Participants have the ability to accept criticism	Students are able to accept and process and respond to criticism from other parties gracefully	51	52	2
Total					52

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Appendix 4 Validation Speaking Achievement Sheet

EXPERT VALIDATION SHEET SPEAKING TEST

Instruction:

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please in the column "catatan"

No.	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A.	Isi					
	1. Tema yang diberikan sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	2. Test yang diberikan sesuai dengan indikator materi			✓		
	3. Petunjuk pelaksanaan test speaking sesuai dengan yang telah dipaparkan			✓		
	4. Pedoman skor penilaian sesuai dengan rubrik yang telah diberikan			✓		
	5. Keesuaian alokasi waktu dengan test yang diberikan			✓		
B.	Konstruk					
	1. Test disusun menggunakan speaking test untuk mengetahui			✓		

	speaking achievement siswa					
	2. Test disusun sesuai dengan teori speaking achievement			✓		
	3. Test disusun sesuai teori speaking achievement dimana mengharuskan siswa untuk berbicara			✓		
C.	Bahasa					
	1. Petunjuk test menggunakan kaidah Bahasa Inggris yang benar dan sesuai grammatical			✓		
	2. Bahasa pada test yang digunakan dapat dimengerti dan dipahami			✓		
	3. Menggunakan bahasa yang tidak mempersulit siswa			✓		

Validator

 Nina Hayuningtyas, M.Pd.

EXPERT VALIDATION SHEET SPEAKING TEST

Instruction:

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please in the column "catatan"

No.	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A. Isi						
	1. Tema yang diberikan sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	2. Test yang diberikan sesuai dengan indicator materi			✓		
	3. Petunjuk pelaksanaan test speaking sesuai dengan yang telah dipaparkan			✓		Should be revised especially the part 5
	4. Pedoman skor penilaian sesuai dengan rubrik yang telah diberikan				✓	
	5. Kesesuaian alokasi waktu dengan test yang diberikan			✓		
B. Konstruksi						
	1. Test disusun menggunakan speaking test untuk mengetahui			✓		

	speaking achievement siswa					
	2. Test disusun sesuai dengan teori speaking achievement			✓		
	3. Test disusun sesuai teori speaking achievement dimana mengharuskan siswa untuk berbicara			✓		
C. Bahasa						
	1. Petunjuk test menggunakan kaidah Bahasa Inggris yang benar dan sesuai grammatikal				✓	
	2. Bahasa pada test yang digunakan dapat dimengerti dan ti pahami			✓		
	3. Menggunakan bahasa yang tidak mempersulit siswa					

Validator

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JEMBER

(Signature)
Amrullah, M.Pd.

EXPERT VALIDATION SHEET SPEAKING TEST

Instruction:

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please in the column "catatan"

No.	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A. Isi						
	1. Tema yang diberikan sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	2. Test yang diberikan sesuai dengan indicator materi				✓	
	3. Petunjuk pelaksanaan test speaking sesuai dengan yang telah dipaparkan				✓	
	4. Pedoman skor penilaian sesuai dengan rubrik yang telah diberikan			✓		
	5. Kesesuaian alokasi waktu dengan test yang diberikan				✓	
B. Konstruk						
	1. Test disusun menggunakan speaking test untuk mengetahui				✓	

	speaking achievement siswa				✓	
	2. Test disusun sesuai dengan teori speaking achievement				✓	
	3. Test disusun sesuai teori speaking achievement dimana mengharuskan siswa untuk berbicara				✓	
C. Bahasa						
	1. Petunjuk test menggunakan kaidah Bahasa Inggris yang benar dan sesuai grammatical				✓	
	2. Bahasa pada test yang digunakan dapat dimengerti dan di pahami				✓	
	3. Menggunakan bahasa yang tidak mempersulit siswa			✓		

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Validator



Ninuk Indrayani, M.Pd.

Appendix 4
Validation Self-Confidence Sheet

VALIDITY SHEET QUESTIONNAIRE

No.	Aspect	Skala Penilaian				Catatan
		1	2	3	4	
1.	Isi					
	1. Pertanyaan pada soal sesuai dengan indikator materi				✓	
	2. Petunjuk cara mengerjakan soal sesuai yang telah disediakan			✓		
	3. Pedoman penskoran sesuai dengan kisi-kisi yang telah disediakan			✓		
	4. Kesesuaian alokasi waktu dengan soal yang disediakan				✓	
2.	Konstruksi					
	1. Soal disusun berdasarkan kejelasan pertanyaan pada kuesioner				✓	
	2. Kejelasan pertanyaan pada kuesioner				✓	
3.	Bahasa					
	1. Pertanyaan pada kuesioner menggunakan pertanyaan yang baik dan benar				✓	
	2. Pertanyaan pada kuesioner menggunakan pertanyaan komunikatif				✓	

Skala Penilaian : Poor : 1, Enough : 2, Good : 3, Very Good : 4

Jember, 28 Juni 2022

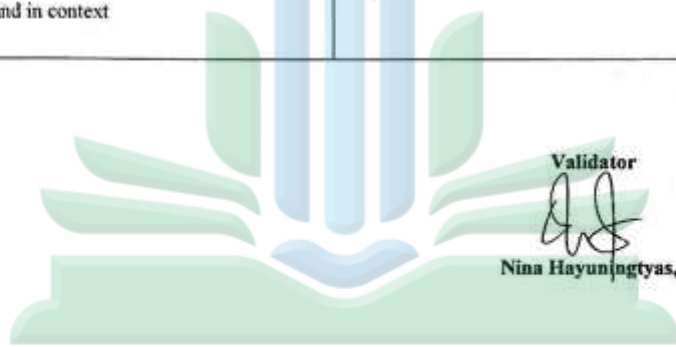
Amir Bayat
 Validator
 Anisah Prapitiraha, M.Pd.

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Appendix 5
Speaking Achievement Test Sheet

Blue Print Speaking Test

Basic Competence in Curriculum 13	Instruction
4.2 Compose transactional interaction texts, spoken and written, short and simple, which involves the act of giving and asking for information related to opinions and thoughts, taking into account social functions, text structure, and linguistic elements that are correct and in context	- Speaking test : Please give your opinion about "Online learning in English Session" based on 5 components of speaking achievement assessment: grammar, vocabulary, pronunciation, fluently, comprehension



Validator



Nina Hayuningtyas, M.Pd.

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Appendix 6
Questionnaire Test Sheet

Kuesioner Kepercayaan Diri Adaptasi dari Gabrielle Tenereza (2016)
Peserta Didik Kelas 5 KMI Al-Ishlah Bondowoso

Nama :

Kelas :

Note : SS = Sangat Setuju
 S = Setuju

KS = Kurang Setuju
 TS = Tidak Setuju

No.	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Saya yakin bahwa saya dapat mengerjakan PR Bahasa Inggris dengan baik				
2	Saya yakin bahwa dengan kerja keras, saya akan mendapatkan nilai yang baik dalam mengerjakan soal Bahasa Inggris				
3	Saya ragu dengan hasil pekerjaan Bahasa Inggris saya				
4	Kemampuan Bahasa Inggris yang saya miliki tidak sebaik teman-teman lainnya				
5	Saya meminta pendapat teman tentang diri saya, agar saya semakin dapat memahami diri saya sendiri				
6	Berani mengatakan bakat atau kemampuan Bahasa Inggris yang saya miliki kepada orang lain				
7	Saya bangga dan bersyukur atas apa yang ada pada diri saya				
8	Saya putus asa ketika gagal mendapatkan nilai Bahasa Inggris yang bagus				
9	Saya ragu dengan kegiatan kebahasaan yang saya pilih sendiri				
10	Ketika di kelas, saya berani bertanya tanpa harus ditunjuk guru apabila ada yang belum saya mengerti				
11	Saya lancar berbahasa Inggris di depan kelas saat menyampaikan pendapat saya				
12	Saya takut salah ketika akan menjawab pertanyaan dari guru, maka saya memilih untuk diam saja				
13	Saya takut apabila dianggap bodoh oleh teman-teman ketika ingin bertanya kepada bapak atau ibu guru				
14	Saya berinisiatif untuk mengatur jadwal kegiatan saya sehari-hari				
15	Saya percaya saya mampu memperbaiki hal negatif yang ada pada diri saya				
16	Saya mudah menyerah ketika menghadapi kesulitan dalam mempelajari pelajaran Bahasa Inggris				

17	Ketika ulangan, saya mencontek atau bertanya kepada teman lainnya				
18	Saya yakin bahwa saya bisa naik kelas dengan nilai yang memuaskan				
19	Saya sudah menetapkan cita-cita apa yang akan saya capai setelah lulus SMA nanti				
20	Saya ragu dengan nilai ulangan Bahasa Inggris yang akan saya peroleh				
21	Saya belum menentukan target yang akan saya capai				
22	Saya mau mengikuti kegiatan ekstrakurikuler kebahasaan agar bakat atau potensi yang saya miliki dapat berkembang				
23	Saya mampu menjelaskan materi pelajaran Bahasa Inggris kepada teman yang belum paham				
24	Saya memilih diam saja ketika ada guru mengajukan				

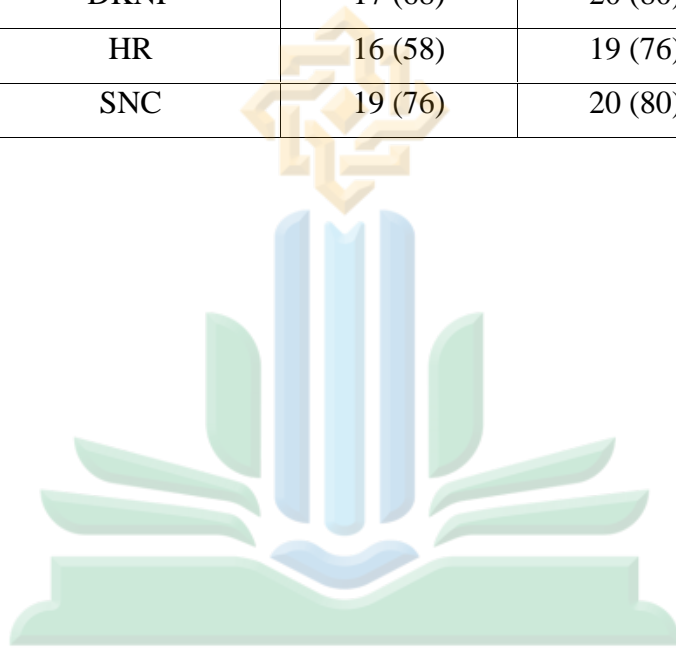
	pertanyaan di kelas walaupun saya tahu jawabannya				
25	Saya enggan mengembangkan kemampuan Bahasa Inggris yang saya miliki				
26	Saya percaya tugas sesulit apa pun yang diberikan oleh guru bukan untuk membebani saya melainkan untuk mengembangkan kemampuan yang saya miliki				
27	Mau mengakui kesalahan yang telah dilakukan				
28	Nilai Bahasa Inggris saya jelek karena bapak/ibu guru tidak menyukai saya				
29	Terlambat masuk kelas adalah sebuah kesalahan, maka saya meminta maaf ketika saya terlambat masuk kelas				
30	Nilai Bahasa Inggris saya jelek bukan karena bapak/ibu guru tidak menyukai saya melainkan karena saya kurang belajar dengan maksimal				
31	Saya cenderung mengikuti hal-hal yang dilakukan teman-teman saya				
32	Saya mudah percaya dengan gosip-gosip yang ada di kelas maupun sekolah				
33	Saya menolak ajakan teman untuk membolos walaupun beresiko tidak mempunyai teman atau ditolak untuk berteman dengan mereka				
34	Saya melaksanakan sanksi yang diberikan ketika saya terlambat datang ke sekolah				
35	Saya merasa tertekan dengan tata tertib yang ada di sekolah				
36	Saya malas mengikuti kegiatan ekstrakurikuler kebahasaan yang saya pilih				
37	Saya menentukan sendiri tujuan atau target apa yang akan saya capai				

38	Saya bisa mengambil keputusan tanpa meminta bantuan dan pertimbangan dari teman				
39	Saya selalu meminta pendapat teman ketika akan melakukan suatu hal				
40	Saya takut menyampaikan kepada guru atau teman atas keputusan yang saya pilih				
41	Saya berpikir bahwa guru yang memberi peringatan kepada siswa memiliki tujuan agar siswa menjadi lebih baik				
42	Ketika ada teman yang menjauhi saya, saya tidak menyalahkannya melainkan saya akan mengintropeksi diri sendiri terlebih dahulu				
43	Jika saya mendapat nilai Bahasa Inggris yang kurang baik, saya merasa apa yang saya pelajari semua sia-sia				
44	Saya kecewa ketika pendapat saya tidak disetujui oleh teman atau guru di kelas				
45	Saya mampu bersikap tenang saat menghadapi kesulitan dalam pelajaran				
46	Saya tidak memaksakan diri untuk sama seperti orang lain				
47	Saya bersikap masa bodoh ketika saya diberi teguran saat melakukan kesalahan				
48	Saya tidak disukai teman-teman karena saya tidak secantik /seganteng mereka				
49	Saya dapat bergaul dan dapat berinteraksi dengan orang-orang yang baru saya kenal				
50	Saya tidak suka jika seseorang yang baru kenal terlalu dekat dengan saya				
51	Saya dapat menerima dan menanggapi dengan baik jika seseorang menkritik tindakan saya				
52	Saya tidak peduli dengan komentar dan kritikan orang akan hal yang saya lakukan.				

Appendix 7
Students' Speaking Score by Ratter 1 and 2

No.	Students' Name	Interrater 1	Interrater 2
1.	RSK	19 (76)	20(80)
2.	KHB	17 (68)	17 (68)
3.	LNA	19 (76)	19 (76)
4.	LARP	17 (68)	17 (68)
5.	M	18(72)	18(72)
6.	ASA	20 (80)	20 (80)
7.	DAH	17 (68)	17 (68)
8.	VS	19 (76)	19 (76)
9.	NK	18 (72)	18 (72)
10.	QUA	18 (72)	18 (72)
11.	IDP	19 (76)	19 (76)
12.	SH	21 (84)	21 (84)
13.	DK.	20 (80)	20 (80)
14.	AA	18 (72)	18 (72)
15.	RZNH	18 (72)	19(76)
16.	NKN	18 (72)	19 (76)
17.	MNS	19 (76)	19 (76)
18.	SBK	21 (84)	21 (84)
19.	JSNS	20 (80)	20 (80)
20.	NH	19 (76)	20 (80)
21.	APJ	18 (72)	18 (72)
22.	ANH	19 (76)	20 (80)
23.	NN	20 (80)	20 (80)
24.	GAK	21 (84)	21 (84)
25.	NRH	19 (76)	19 (76)
26.	NSY	19 (76)	20 (80)
27.	KIP	21 (84)	21 (84)

28.	FI	20 (80)	20 (80)
29.	NAR	18 (72)	18(72)
30.	DN	25 (100)	25 (100)
31.	SH	19 (76)	17 (68)
32.	SDA	17 (68)	20 (80)
33.	DKNF	17 (68)	20 (80)
34.	HR	16 (58)	19 (76)
35.	SNC	19 (76)	20 (80)



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Appendix 8
Students Self-Confidence Score

No.	Students' Name	Questionnaire Score
1.	RSK	139
2.	KHB	127
3.	LNA	132
4.	LARP	129
5.	M	127
6.	ASA	143
7.	DAH	143
8.	VS	128
9.	NK	140
10.	QUA	145
11.	IDP	132
12.	SH	140
13.	DK.	147
14.	AA	139
15.	RZNH	136
16.	NKN	145
17.	MNS	133
18.	SBK	145
19.	JSNS	148
20.	NH	142
21.	APJ	140
22.	ANH	134
23.	NN	145
24.	GAK	140
25.	NRH	140
26.	NSY	131
27.	KIP	148
28.	FI	136
29.	NAR	140
30.	DN	148
31.	SH	131
32.	SDA	140
33.	DKNF	142
34.	HR	138
35.	SNC	145
Average total score		138,8

Appendix 9
Research Permitting Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 1 Mangli, Teip. (0331) 487550 Fax (0331) 427005, Kode Pos 68136
Website : <http://iain-jember.ac.id> e-mail : tarbiyah.iainjember@gmail.com

Nomor : B-1968/In.20/3.a/PP.009/01/2022
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Pimpinan Pondok Pesantren Al-Ishlah Bondowoso (KH. Thoha Yusuf Zakaria, Lc.)
Jl. Raya No.17-19 KM.07, Dadapan, Grujungan, Kabupaten Bondowoso, Jawa Timur 68261

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186007
Nama : FARIHATUL ISNAINIYAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Correlation Between Self-Confidence And Their Speaking Achievement Of 5th Grade in KMI Al-Ishlah Bondowoso" selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu KH. Thoha Yusuf Zakaria, Lc.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 10 Januari 2022
Dekan,
Wakil Dekan Bidang Akademik,


MASHUDI

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Appendix 10
Research Accomplishment Letter


معهد الاصلاح الاسلامي
كلية المبلغات الإسلامية
PONDOK PESANTREN AL-ISHLAH
KULLIYATUL MUBALLIGHAAT AL-ISLAMIYYAH (KMI)
Jl. Raya KM 7 No 17-19 Dadapan Grujugan Bondowoso, 66261. Telp. (0332) 424027, 427320, Fax. (0332) 424027

SURAT KETERANGAN SELESAI PENELITIAN
No. : 012/SK/KMI Pi/22-23/PP.Al-Ishlah/IX/2022

Yang bertandatangan dibawah ini :

Nama : Sumiyati, S.Pd.I
Jabatan : Mudieroh KMI Putri
Alamat : PP. Al-Ishlah, Jl.Raya Jember No. 17-19 Dadapan Grujugan Bondowoso, Jawa Timur

Dengan ini menerangkan bahwa mahasiswi yang beridentitas :

Nama : Farihatul Isnainiyah
NIM : T20186007
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Perguruan tinggi : UIN KH Achmad Siddiq Jember

Telah selesai melakukan penelitian di KMI Putri Al-Ishlah pada tanggal 22 Juni - 18 Juli 2022 dengan judul "The Correlation Between Self Confident and Student Speaking Achievement of 5th Grade in KMI Al-Ishlah Bondowoso"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Bondowoso, 17 September 2022
KMI Putri Al-Ishlah,


Sumiyati, S.Pd.I
Direktris KMI Putri Al-Ishlah

Tembusan:
1. Arsip

Appendix 11
Class Documentation



IS
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 12

Journal of Research

Name : Farihatul Isnainiyah
SRN : T20186007
Title : **The Correlation Between Self-Confidence and Students' Speaking Achievement of 5th Grade in KMI Al-Ishlah Bondowoso**
Setting : **Islamic Boarding School Al-Ishlah Bondowoso.**

No.	Date	Activity	Research Subject
1.	January 8 th 2022	Asking permission to conducting a research at KMI Al-Ishlah Bondowoso	The Foundation leader (KH. Thoha Yusuf Zakaria. Lc.)
2.	June 22 nd 2022	The researcher conducted students' speaking achievement test on 15 students' of 5 th KMI Al-Ishlah Bondowoso.	English Teacher (Miftahul Jannah, S.Pd.)
3.	June 24 th 2022	The researcher continued students' speaking achievement test to 25 students' of 5 th KMI Al-Ishlah Bondowoso	English Teacher (Miftahul Jannah, S.Pd.)
4.	July 16 th 2022	The researcher collected the data of students' self-confidence by questionnaire to 35 students' of 5 th grade KMI Al-Ishlah Bondowoso.	English Teacher (Miftahul Jannah, S.Pd.)

Appendix 13
Declaration of Authenticity

DECLARATION OF AUTHENTICITY

I the undersigned below:

Name : Farihatul Isnainiyah
Students' Number : T20186007
Study Program : English Education Program
Faculty : Tarbiyah and Teacher Training
Institution : UIN Kiai Haji Achmad Siddiq Jember

Declare that this undergraduate thesis entitled "The Correlation Between Self-Confidence and Students' Speaking Achievement of 5th Grade in KMI Al-Ishlah Bondowoso" is my original work, gathered and utilized especially to fulfil the purpose and objective of this research, and has not been previously submitted to any other university for higher degree. I also declare that the publication cited in this work have been personally consulted.

Jember, 15th September 2022

I declared



Farihatul Isnainiyah
T20186007

Appendix 14
Biodata of The Researcher



Personal Information

Name : Farihatul Isnainiyah
SRN : T20186007
Place, Date, Birth : Bondowoso, May 19th 2000
Address : Perumahan Pancoran Mas, Blok-A80, RT.36,
RW.13. Bondowoso, Jawa Timur.
Department/ : Faculty of Tarbiyah and Teatcher Training
Major Courses

Educational Background

TK AT-Taqwa Bondowoso
MI AT-Taqwa Bondowoso
Mts AT-Taqwa Bondowoso
MAN Bondowoso