

**THE CORRELATION BETWEEN STUDENTS' SELF CONFIDENCE,
STUDENTS' PRONUNCIATION AND THEIR ENGLISH SPEAKING ACHIEVEMENT
OF THE 10TH GRADE STUDENTS OF MA MINHAJUL MUNA
NGRAYUN PONOROGO IN ACADEMIC YEAR 2018/2019**

THESIS



By

RITA PURNAMAWATI

NIM. 210915072

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
(IAIN) PONOROGO**

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ABSTRACT

Purnamawati, Rita. 2019. The Correlation Between Students' Self Confidence, Students Pronunciation and English Speaking Achievement of the 10th Grade Students of MA Minhajul Muna Ngrayun Ponorogo in Academic Year 2018/2019. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Wiwin Widyawati, M.Hum.

Key Words: Self Confidence, Pronunciation, English Speaking Achievement.

Language is communication tool which is spoken by all people in the world. With language, everybody can explore their opinion, feelings and ideas. The existence of language is very important for us. Speaking is an interactive process of constructing meaning that involves producing, receiving information. It means that speaking English is not easy as the people described, it can be defined that speaking learning process needs drill or practice on some exercises.

The purpose of this research was to identify whether there is correlation or not between students' self-confidence, student's pronunciation and English speaking achievement at the tenth grade students of MA Minhajul Muna Ngrayun Ponorogo in academic year 2018/2019.

This research applied quantitative approach and used the correlation research design. The population was taken from the tenth grade students of MA Minhajul Muna Ngrayun Ponorogo in academic year 2018/2019. The number of the sample in this research was 36 of all the tenth grade students. The procedure of data collection were questionnaire, test and documentation. To analysis it, used statistic formula to know whether there was correlation or not between students' self-confidence, students pronunciation and English speaking achievement.

The result of this research showed that the value of r_{xy} is = 0,718. The value r_{xy} table with degree of freedom (df/db) = $N-2 = 36-2 = 34$. And the significant $1\% = 0,418$. R_{xy} was higher than r_{table} , so that H_a was accepted and H_0 was rejected.

So, from the computation above it can be concluded that there is a correlation between students' self-confidence, students' pronunciation and English speaking achievement at the tenth grade students of MA Minhajul Muna Ngrayun Ponorogo. In other words, the students that have sufficient self-confidence and pronunciation, the sufficient score students got in English speaking achievement.

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This is certify that *Sarjana's* thesis of:

Name : Rita Purnamawati
Student Number : 210915072
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : The Correlation Between Students' Self Confidence,
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Advisor



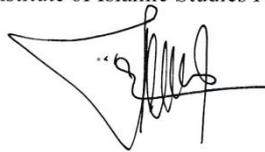
Mei 07, 2019

Wiwin Widyawati, M.Hum

NIP. 197505212009122002

Acknowledge by

Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo



Prvla Rochmahwati, M.Pd.

NIP. 198103162011012003



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that Sarjana's thesis of:

Name : Rita Purnamawati
Student Number : 21091072
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : The Correlation between Students' Self Confidence,
Students' Pronunciation and Their English Speaking
Achievement of the 10th Grade Students of MA Minhajul
Muna Ngrayun Ponorogo in Academic Year 2018/2019

Has been approved by the board of examiner on

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Education on :

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Date : May 31th 2019

Ponorogo,

Certified by

Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo



Dr. Ahmad, M.Ag.

NIP: 196512171997031003

Board of Examiners

1. Chairman : Pryla Rochmahwati, M.Pd
2. Examiner I : Nurul Khasanah, M.Pd
3. Examiner II : Wiwin Widyawati, M.Hum

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Yang Bertanda tangan di bawah ini:

Nama : Rita Purnamawati

NIM : 210915072

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Judul Skripsi/Tesis : The Correlation Between Students' Self Confidence,
Students' Pronunciation and English Speaking
Achievement at the 10th Grade of MA Minhajul Muna
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Rita Purnamawati

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Saya yang bertanda tangan di bawah ini:

Nama : Rita Purnamawati

NIM : 210915072

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

Judul Skripsi : **The Correlation Between Students' Self Confidence, Students' Pronunciation and English Speaking Achievement at the 10th Grade of MA Minhajul Muna Ngrayun Ponorogo in Academic Year 2018/2019.**

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Rita Purnamawati

NIM. 21091072

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is communication tool which is spoken by all people in the world. With language, everybody can explore their opinion, feelings and ideas. The existence of language is very important for us. The fact, without language we do not get information from other people in the world. Language is system of sounds, words, etc. Which used by human to communicate thought and feeling.¹ The above statement is by the language people can communicate and give information to other people. Furthermore the function of language is to establish relationship and to convey the information from speaker.

In this globalization era, English plays important role in human life. Nowadays English is not only an important language for western countries, but also an outstanding language in this world. Consequently, English is practiced in many fields such as: business, sports, industry, and especially in education. It is strengthen by Jeremy Harmer who stated that there is no doubt that it is will remain a vital linguistic tool for many business people, academics, tourist, and citizens of the world who wish to communicate easily across nationalities for many years to come.²

English serves important roles for students as a bridge for education and science, which interest them. In education, most of the books and references are written in English. In line with this, students need to learn it in order to they can access the

¹ *Oxford Learner Dictionary New Edition* (New York: Oxford University Press, 1991), 23

² Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2002), 2.

information and improve knowledge. Besides, it is essential to master English in order to be able to communicate with other students around the world. A great deal of academic discourses around the world taken places in English.

Generally English involves some skills. Students must learn to achieve integrated English skills. In common, they are identified as receptive skills and productive skills. Receptive skills concern with the ability to encode others messages; reading and listening. Productive skills deal with the ability to decode messages to others; speaking and writing. All of the language skills support each other. In many fields, we always need to communicate with other people. The communication by using the language can be direct or indirect; speaking is one of the skills of language which is using direct communication.³ Scoot Thornbury stated that speaking is so much a part of daily life that we take it for granted.⁴ It is impossible that human being does not need speaking skill in the social life because it is not only a part but being the important part in social life.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means that speaking English is not easy as the people described, it can be defined that speaking learning process needs drill or practice on some exercises.⁵

However, there is a phenomenon that learning speaking is something difficult. As we know, most of students learn to speak English at school. They generally learn how to explore their ideas and spoken language. Yet, just some students can speak well on the target language. In speaking classes, students frequently feel afraid to express their

³ Ridho Tri Wijanarko, Grammar Mastery, Self Confidence, and Speaking Skill (Correlation study in STAIN PONOROGO), (Thesis, STAIN, Ponorogo, 2015),1

⁴ Scott Thornbury, *How to Teach Speaking*, (England: Pearson Education Limited, 1996), 1

⁵ Kathleen M. Bailey. *Practical English Language Teaching Speaking* (New York: McGraw Hill Companies, 2005), 2

ideas, suggestions or their feelings, because some reasons. They are afraid to be laughed if they make mistakes in their speaking.⁶

The pronunciation in daily communication using English must be in accordance with the meaning and intonation. Because if there is an error in pronunciation it will change the means and purpose of communication. To reduce errors in English pronunciation the researcher first had to find an error and then find a solution to the error in English pronunciation. Dulay said in his book (*Language Two*) “People cannot learn language without first committing errors.”⁷

Another important thing which is supporting in speaking achievement is non-linguistics factor: one of them is self-confidence. Sometimes, when learners speak English in front of the class, teacher, or other people, they will feel nervous. The nervousness can be caused by some factors: being afraid of making mistake in their grammar and pronunciation, using in appropriate vocabulary, not being able to understand or comprehend by other people etc. According Stephen Krashen’s affective filter hypothesis, in acquiring second language, learner is affected by some affective factors. One of those factors is self-confidence.⁸ Therefore, having high self-confidence is needed by learners to be able to have a good speaking skill or to improve their speaking skill.

Some researchers believe that self-confidence can influence speaking skill. Zoltan Dornei points out that learners need not only to be able to communicate but also be willing to communicate. Yashima, Zenk-Nishide, & Shimizu, in Al- Hebaish state that self-confidence is the most essential factor that determines learners’ willingness to

⁶ Interview with English teacher at MA Minhajul Muna Ngrayun Ponorogo on January 22, 2019

⁷ Heidi Dulay, *Language Two* (New York: Oxford University Press, 1982), 138

⁸ Retno Rismi Untari, “The Correlation between Students’ Self Confidence And English Speaking Ability in SMPN 2 Ponorogo,” (Thesis, STAIN, Ponorogo, 2012), 4

participate in oral activities in language classroom.⁹ In other words, we can say that if speaker has self-confidence, so their communication will be good. Therefore based on those opinion can assumed that self-confidence is important of psychological factor which can influence in the successful of students' speaking skill.

Based on the observation conducted by the researcher at the tenth grade students of MA Minhajul Muna Ngrayun Ponorogo, when the students speak English, sometimes their ideas or messages cannot be delivered or accepted by other people smoothly, it caused of their error pronunciation. When some students speak English, they tends to confuse words, for example when they talk "police", their pronunciation is /polai:s/, while the correct pronunciation is /pə'li:s/. As consequence, another students and the teacher feel confused. So, the teacher must make a correction for their pronunciation. Beside it also when students are speak English in front of the class, their performance is less maximal. It caused by the face nervous and has less self-confidence. The nervousness and the lack of self-confidence can be caused: being afraid of making mistake in their grammar and pronunciation, using in appropriate vocabulary etc.

Based on description above, in order to have a good speaking achievement, the speaker should be able to speak accurately by mastering pronunciation. Meanwhile, to strengthen their speaking performance, self-confidence is also needed, they will be able speak without being afraid of making mistakes. So, students who are highly self-confidence will a good speaking achievement, while students who have low self-confidence will decrease their speaking achievement and will also decrease its comprehension. Therefore researcher wants to conduct research entitle:

⁹ Safaa Mohammad Al-Hebaish, "The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course," *Theory and Practice in Language Studies*, 1 (January, 2012), 61

“ The Correlation Between Students’ Self Confidence, Students’ Pronunciation and Their English Speaking Achievement of the Tenth Grade of MA Minhajul Muna Ngrayun Ponorogo ”.

B. Limitation of the Problem

Based on phenomenon above this study has a board scope. In order to easy to achieve this research, the researcher limits the problem on the correlation between students’ self-confidence, English pronunciation, English speaking achievement. To the materials of English pronunciation and English speaking which have been taught in the tenth grade of MA Minhajul Muna Ngrayun Ponorogo in academic Year 2019. The study is focused on three variables, that is: students’ self-confidence, students’ pronunciation and English speaking achievement. And also to analyse the problem in this research, the researcher uses correlation method.

C. Statements of The Problem

Based on the background above, the researcher formulates the research problem as follow:

1. Is there any correlation between students’ self-confidence and English speaking achievement?
2. Is there any correlation between students’ pronunciation and English speaking achievement?
3. Is there any correlation between students’ self-confidence, students’ pronunciation and English speaking achievement?

D. Objectives of The Study

Based on statement of the problem, this study has some objectives described as follows:

1. To identify whether there is correlation or not between students' self-confidence and English speaking achievement.
2. To identify whether there is a correlation or not between students' pronunciation and English speaking achievement.
3. To identify whether there is a correlation or not between students' self-confidence, students' pronunciation and English speaking achievement.

E. Significances of the Study

The significance of this study can be viewed from both theoretical and practical aspects, as describe below:

1. Theoretical significance

After conducting the research, this study is expected to be able to give contribution of knowledge to know that students' self-confidence, students' pronunciation and factors' influences on English speaking achievement.

2. Empirical significances

a. Students

Students will know the importance of self-confidence in English speaking achievement, so they will be known of those aspects. And the result they will improve self-confidence in order to increase their English speaking achievement.

b. Teachers

For the teacher, this study is expected to add some knowledge and some references for them and their duty to lead their students, and motivates their students to delve their interpersonal intelligence to reach a successful in their learning especially English. They also have to set a good example to speak and should promote the concept don't be afraid is make mistake. That show teacher also human being and something they can possibly make a mistake too, and this is natural.

c. Reader

For the readers this study is expected to give a contribution for further study to do scientific researches concerning with students' self-confidence and students' English speaking achievement.

F. Organization of The Thesis

The writer organizes this research report in order to make the reader easier to understand. The following show the content covered in this research.

Chapter I Consists of Background of the Study, Identification of the problem, Limitation of the Problem, Statement of the Problem, Objectives of the Study, Significance of the Study and Organization of Thesis.

Chapter II Consists of Theoretical Background, Previous Study, Theoretical Framework, and Hypothesis.

Chapter III Consists of Research Design, Population and Sample, Instrument of Data Collection, Technique of Data Collection, and Technique of Data Analysis.

Chapter IV Consists of Research Location, Data Description, Data Analysis and Discussion and Interpretation.

Chapter V Consists of Conclusion and Recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

To conduct the research, the researcher has found three previous research findings that give inspiration to write this thesis. Those studies are as follows:

Result of the research by Fenny Thresia from Universitas Muhammadiyah Metro, and the title is “Improving Speaking Ability and Self Confidence through Task-Based Language teaching at the first Semester of Accountancy University Muhammadiyah of Metro”. The researcher used the quasi experimental design. The design involves experimental and control groups. Experimental group will be given pre-test and post-test while the control group will be given pre-test and post-test without treatment. The sample of this research was taken from the population that is all the population become a sample 98 students. The technique for collecting data the researcher use two oral tests, pre-test and post-test to the sample. The technique for analysing data the researcher will use quantitative data analyses to analyse the data from questionnaires and tests by using SPSS 16 for windows.

The second previous research finding that give inspiration to the researcher is thesis by Siti Nurcholipah from English Education Department of IAIN Ponorogo, and the title is “The Correlation between Self Confidence and English Reading Skill to the Tenth Grade Students of SMAN 1 Badegan Ponorogo in Academic Year 2013/2014”. This research applied quantitative research, it founds out the strength of relationship between variables. The design of this research was correlational study. The study

found out the correlational between self-confidence and English reading skill to the tenth grade students of SMAN 1 Badegan Ponorogo. The population of this research they are X1, X2, X3, X4, X5, X6, X7 and X8. While the sample was part of the students of class X, it was X3. The researcher used accidental sampling as sampling technique. The data collection by questionnaire was used measured the students' self-confidence and test was used measured the students' English reading skill. To analysed data the researcher used the product moment formula at technique of data analysis.

The last, previous research finding that give inspiration to the researcher is thesis by Wahyu Ni'matul Ulya from English Education Department of IAIN Ponorogo, and the title is "The effect of Self Confidence and Vocabulary Mastery on Students Speaking Skill in the Second Semester of English Education Department at State Institute of Islamic Studies Ponorogo in Academic Year 2018. This research applied ex-post facto design. The population was taken from 100 students at the second semester of English Education Department in IAIN Ponorogo. Proportional random sampling was applied as sampling technique. The number of the sample in this research was 80 students. The technique of data collection of this present research was questionnaire for self-confidence and test for student's vocabulary and students' speaking skill. The data was analysed using multiple linear regressions for the level of significance 5%. After getting data, the researcher analysed the data by using SPSS 17.00 for windows.

The differences and similarities from the previous studies above, the researcher described as follows:

1. The Similarities

- a. The technique for analysing data the researcher will use quantitative data analyses to analyse the data from questionnaires.
- b. To analysed data the researcher used the product moment formula at technique of data analysis.

2. The differences

- a. This research focuses on three variables: students' self-confidence, student's pronunciation and English speaking achievement.
- b. The object of this thesis is at the tenth grade students of MA Minhajul Muna.

B. Theoretical Background

1. Self Confidence

a. Definition of self confidence

Self-confidence is a feeling or mental condition of a person where he believes that he is capable of doing something well, with positive, optimism, and able to achieve results as expected. Self-confidence is also an attitude that the individual is calm, not affected by the circumstances and others. According Kate Burton and Brinley Platts, Confidence is the ability to the ability to take appropriate and effective action in any situation.¹⁰

According to H Douglas Brown, Self-confidence is a person's belief in his or her ability to accomplish the task.¹¹ From the definition above it can be

Burton and Brinley Platts, *Building Confidence for Dummies*, (2006), 10.

¹¹ H Douglas Brown, *Teaching by Principle: An Interactive Approach in Language Peadagogy Second Edition*, (New York: Pearson education, 2000), 62.

concluded that self-confidence is the belief or attitude which allows students to do something well and appropriate.

b. Developing Self Confidence

Self-confidence is the belief on one's own ability for finishing task or assignment, it means that, the students who has good self-confidence can be success in learning process, but those who has less self-confidence tend to face their failure.¹²

Dale Carnegie stated, there are some steps to develop the self-confidence, they are:

- 1) Start with a strong and persistent desire. Enumerate the benefits this effort to train yourself will bring you. Arouse your enthusiasm for it. Think what it can mean to you financially, socially and in terms of increased influence and leadership. Remember that upon the depth of your desire will depend the swiftness of your progress.
- 2) Prepare. You can't feel confident unless you know what you are going to say.
- 3) Act confidence. "To feel brave," advises Professor William James, "act as if we were brave, use all of our will to that end, and a courage fit very likely replaces the fit of fear. "Teddy Roosevelt confessed that he conquered his fear of grizzly bears, mean horses, and gunfighters by that method. You can conquer your fear of audiences by taking advantage of this psychological fact.
- 4) Practice. This is the most important point of all. Fear is the result of a lack of confidence; and a lack of confidence is the result of not knowing what you can

¹² Psychology Program Tips Building Self-Confidence and Self- Belief ,
<http://positivepsychologyprogram.com/self-confidence-self-belief>, Accessed on 24 January 2019.

do; and that is caused by a lack of experience. So get a record of successful experience behind you, and your fears will vanish.¹³

c. **Characteristics of High Self Confidence**

There are six characteristics of high self confidence in ability to affect the journey of the life. These factors are universal and can be learned if someone not present in the life.¹⁴

- 1) They are ambitious. They want more from life than existence or survival. They can envision themselves in better circumstances and surroundings.
- 2) They are goal oriented. They seek a challenge of completing and setting new goals for themselves. They are not especially competitive, except against themselves. They enjoy breaking their own records.
- 3) They are visionary. Rather than being stuck for too long, they can see themselves in better circumstances and surroundings. They keep a picture of what success will be like.
- 4) They have learned to communicate. They know how to ask for what they want and to hear advice and counsel. It is less important for them to be right than to be effective. They listen more than they speak.
- 5) They are loving and kind. Those people who have a good inner self-image form nourishing relationships instead of toxic ones. They have learned to detach from relationships which do not allow them to be authentic.
- 6) They are attractive and open to others. Self-confident people are usually drawn to one another. They vibrate their confidence in a way that attracts

¹³ Dale Carnegie, *How to Develop Self-Confidence & Influence People by Public Speaking*(1990), 20-22.

¹⁴ Judy H.Wright, *Building Self Confidence with Encouraging Word*, (USA: Artichoke Press, 1976), 26.

good things and good people to them. Being attractive does not necessarily mean physically attractive in the usual sense of the word, but rather spiritually beautiful.

d. Characteristics of Low Self Confidence

There are universal characteristics of those who have lack the confidence to attract in all areas of life to them. These factors often influence and detract from the joy that a person may experience, namely:

- 1) They are fearful of change. Many people with low confidence in the future come from a basis of lack and live their life in fear of “what if.....” low confidence people tend to be re-active rather than pro-active.
- 2) They are pessimistic and tend to see the glass as half empty. By blaming circumstances on other people they delay assuming personal responsibility for their own choices.
- 3) They have difficulty communicating what they really want from life. They have no clear idea of what they truly value. When asked what would make them happy, they give generalities (rich, thin, beautiful) rather than specific.
- 4) They want to please others more than be true to themselves. The desire to have peace at any price is more important than discovering their potential. Much like chameleons (lizards that change colours to fit their environment) those who lack self-confidence would rather blend in than stand out.

- 5) They are insecure and are drawn to others who also see themselves as victims. They often form destructive and toxic relationships that reflect and increase their lack of self-worth.¹⁵

e. Indicators of Confidence

There are ten core indicators of confidence, they are:

- 1) Direction and value: you know what you want, where you want to go, and what's really important to you.
- 2) Motivation: you are motivated by and enjoy what you do. In fact, you're likely to get so engrossed in what you're doing that nothing distracts you.
- 3) Emotional stability: You have calm and focused approach to how you are yourself and how you are with other people as you tackle challenges. You notice difficult emotions such as anger and anxiety, but you work with them rather than overcome you.
- 4) A positive mind-set: You have the ability to stay optimistic and see the bright side even when you encounter setbacks. You hold positive regard for yourself as other people.
- 5) Self-awareness: You know what you are good at, how capable you feel, and how you look and sound to others. You also acknowledge that you are a human being, and you don't expect to be perfect.
- 6) Flexibility in behaviour: you adapt your behaviour according circumstance. You can see the bigger picture as well as paying attention to details. You take other people's views on board in making decisions.

¹⁵ *Ibid*, 24.

- 7) Eagerness to develop: You enjoy stretching yourself, treating each day as a learning experience, rather than acting as if you are already an expert with nothing new to find out. You take your discoveries to new experiences.
- 8) Health and energy: You're in touch with your body, respect it, and have a sense that your energy is flowing freely. You manage stressful situations without becoming ill.
- 9) A willingness to take risks: You have the ability to act in the face of uncertainty- and put yourself on the line even when you don't have the answers or all the skills to get things right.
- 10) A sense of purpose: You have an increasing sense of the coherence of the different parts of your life. You have chosen a theme or purpose for your life.¹⁶

f. Self Confidence in Speaking

It is important for us have high self-confidence. By having self confidence in speaking, we will be able to have positive and realistic perception of ourselves and our abilities. We will not be shy and afraid in showing our abilities, asking something to teachers, and et cetera. We will not surrender if we meet failure in doing tasks. It is different when we have low self-confidence, we will difficult to communicate.

According Huitt & Khodadad cited in Hayti: Brown 1994 in Safaa Mohammad Al-Hebaish, "self-confidence is a personal factor that pays a supportive role in the achievement of foreign language learning. Some studies

¹⁶ Kate Burton and Brinley Platts, *Building Confidence for Dummies* (,John Wiley & Sons, Ltd, Chichester, West Sussex, England 2016), 21-22.

claim that no language learning activities will be carried out successfully without it. It may facilitate or debility academic achievement.” Rubio in Safaa Mohammad Al-Hebaish said that foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners. When there is low self-confidence, on the contrary, learners suffer from uncertainty insecurity, fear and social distance.¹⁷

Douglas Brown in Safaa Mohammad Al-Hebaish stated that among the four language skills, the achievement of oral performance is thought to be highly correlated with self-confidence. FL learners can’t speak the language or express themselves freely and fluently without some degree of it. Thus the main objective of this paper was to examine the correlation between general self-confidence and learners’ academic achievement on an oral presentation test.¹⁸

2. Speaking

a. Definition of Speaking

Speaking is the most important skill in learning a foreign language. The focus in learning a foreign language is on communicative activities and expressive abilities. And its goal is become a fluent speaker.

¹⁷ Ibid., 61.

¹⁸ Ibid., 61.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹⁹ David Nunan said that speaking includes the oral production of many different genres, reciting poetry, participating in debates, engaging in class discussion, and leaving messages on answering machines are all different types of speaking. Perhaps the most common type of speaking is covering.²⁰

From the definitions above, it can be concluded that speaking is an ability of interaction or interactive process of constructing and sharing meaning between the speaker and the listener by performing and delivering the messages or ideas.

b. Aspects of Speaking

1) Fluency

Fluency means using simple words to express meaning, even though longer words might be more descriptive. Fluency means speaking slowly and clearly, not speaking fast and unclearly. Fluency depends on knowing more vocabulary and on confidence and on not worrying about losing face by making mistakes. It also involves using hesitation expressions like uh, um, well, or you know to gain thinking time, and students may need to learn to use them.²¹ Fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community.²²

¹⁹ Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York: The McGraw-Hill Companies, 2005), 2.

²⁰ David Nunan, *Practical English Language Teaching* "First Edition", 62.

²¹ Leo Jones, *The Students-Centered Classroom*, (USA: Cambridge University Press, 2007), 18.

²² *Ibid.*, 5.

From definition above, the researcher conclude that fluency is known as aspect that must be improved in speaking, because the successful in speaking, one of them is people can speak fluently and confident on their saying as native speaker.

2) Accuracy

According Kathleen M. Bailey accuracy refer to the ability to speak properly that is selecting the correct words and expression to convey the intended meaning, as well as using grammatical patterns of English.²³ According Roger Gower in Adam Basori Yasini, “accuracy involves the current use of vocabulary, grammar, and pronunciation.”²⁴

Accuracy in speaking consists of the correct using vocabulary, grammar, and pronunciation. They will explain as follow:

a) Vocabulary

A vocabulary item, sometimes called a lexical item, can be defined:

- A single word, for example: cat and table
- Two or three words that go together to make one meaning, for example, a noun like washing machine or a phrasal verb like as: pass out or come up with.

b) A multi-word phrase or chunk of language like as: a matter of fact, never mind, by the way.

²³ *Ibid.*, 5.

²⁴ Adam Basori Yasini, “*Comparative Study of Speaking Achievement Between Students in Bilingual Class and Non Bilingual Class of the Eight Grade Students of SMPN 2 Ponorogo*,” (Thesis, STAIN, Ponorogo, 2014), 8.

c) Vocabulary is an important element in four English language skills. If students want to have acquisition on English language skill, they have to mastered vocabulary first.

d) Grammar

Grammar is sometimes defined as “the way words are put together to make correct sentences”.²⁵ Grammar is a set of language and rules that must be following when learn about language rightly. This component is the step of language that fulfils in order to receive language.

e) Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of language (segments), aspect of speech beyond the level of individual sound, such as intonation, phrasing, stress, timing, rhythm.²⁶ Good pronunciation can help the students understand the spoken English they hear, and to help them make their own speech more comprehensible and meaningful to others.

From explanation above, accuracy is one of aspect in speaking that related with the correct use of vocabulary, grammar, and pronunciation pattern.

c. Components of Speaking Effectiveness

There are four components of speaking effectiveness, they are:

1) Grammatical competence

²⁵ Penny Ur, *A Course in Language Teaching*, (Cambridge University Press 1991), 75.

²⁶ Adult Migrant English Program Research Centre, *What Is Pronunciation*, 1.
<http://www.nceltr.mq.edu.au/pdamep>. Accessed on 24 January 2019.

Grammatical competence is an umbrella concept that includes increasing expertise in grammar, vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letter and syllable, pronunciation of word, intonation and stress. It enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency.

2) Discourse competence

In communication, both the production and comprehension of a language require one's ability to perceive and process stretch of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. Effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationship of time, and indicate cause, contrast, and emphasis.

3) Sociolinguistic competence

Knowledge of language alone does not adequately prepare learners for affective and appropriate use of the target language. The students must have competence which involves knowing what is expected socially and culturally by users of the target language. Understanding the sociolinguistic side of language helps learners know that comments are appropriate, how to ask question during interaction, how they respond nonverbally according to the purpose of the talk.

4) Strategic competence

Strategic competence is the way learners' manipulate language in order to meet communicative goals. With referents to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, and how to clear up communication breakdown as well as comprehension problems.²⁷

d. Functions of speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. According Brown and Yule's there are three-part version, namely:

1) Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either causal or more formal, depending on the circumstances, and their nature.

2) Talk as transaction

²⁷ Jack C. Richards, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), 206.

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format, and is closer to written language than conversational language.²⁸

e. **Characteristics of Successful Speaking Activity**

There are characteristic of successful speaking activity, they are:

- 1) Learners talk a lot. As much a possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

²⁸ Jack C. Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), 21.

- 2) Participation is even. Classroom discussion is not dominated by a minority of talk active participants; all get a chance to speak, and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.²⁹

f. Problems in Speaking Activity

There are some problems in speaking activity, namely:

- 1) Inhibition. Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- 2) Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- 3) Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the

²⁹ Penny Ur, *A Course in Language Teaching*, 120.

tendency of some learners to dominate, while others speak very little or not at all.

Mother-tongue use. In classes where all, or a number of, there learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.³⁰

Based on the explanation above it could be concluded that speaking is the process of producing utterances by using words or sounds loudly in order to make a communication, communicating the ideas and conveys the information between human being.

3. Pronunciation

a. Definition of Pronunciation

Pronunciation is an essential component not only of learning a language but also of using that language. Here is the definition of pronunciation by Oxford Advanced Learner's dictionary in Thesis's Dyah Mustikareni, pronunciation is 'the way in which the language or a particular word or sound is pronounced'. The second meaning is 'the way in which a particular person pronounces the words of a language'. Pronunciation is one of the most important aspects in learning the language, especially in speaking skill. Slight

³⁰ *Ibid* 121.

different in pronunciation may have different meaning. That is why, pronunciation is very important in order to do spoken communication.³¹

Furthermore, Pronunciation is the way in which a word is pronounced. Pronunciation is not an optimal extra for the learners any more than grammar, vocabulary or any aspect of language.³²

Pronunciation is good way of representing for practical teaching purposes is a system of dots (denoting approximately level pitches) and curves (denoting rising and falling intonations) placed above each syllable of a phonetic transcription³³

The features of pronunciation:

- a. Phonemes
- b. Two categories of phonemes (Vowel and Consonant)
- c. Sounds of English Pronunciation (Voiced and Voiceless)
- d. Diphthong
- e. Trip thong
- f. Supra segmental aspect (intonation and stress)

Pronunciation is one of important skill needed in speaking English. Besides the pragmatic meaning and nonverbal communication, pronunciation also affect to the communication interaction. It is the language feature that

³¹ Dyah Mustikareni, "Error Analysis on English Diphthongs Proniunced by the Students of SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara in English Debate on "Relax" TV Program of TVRI", (Thesis, UNNES, Semarang, 2013),10.

³² Corder S Pit, *Researcherof Second Language Errors*. (Oxford; Oxford University Press. 1980),1.

³³ Daniel Jones. *An Outline of English Phonetics*. (Cambridge; Cambridge University Press, 1975), 276.

most readily identifies speakers as non-active. It is also a filter through, which others see them and often discriminate against them.³⁴ Pronunciation is the spoken sounds of vowels, consonant, and combination.³⁵

b. Difficulties of Pronunciation

The students of spoken English or any other spoken language is faced at the out-set with difficulties of five kinds in the matter of pronunciation.³⁶

They are as follow:

- 1) Students must learn to recognize readily and with certainly the various speech-sound occurring in the language, when he hears them pronounced, he must moreover learn to remember the acoustic qualities.
- 2) Students must learn to make the foreign sounds which his own organs of speech.
- 3) Students must learn to use those sounds in their proper places in connected speech.
- 4) Students must learn the proper usage in the matter of ‘sounds attributes’ or ‘prosodies’ as they often called (especially length, stress, and voice-pitch).
- 5) Students must learn to contact sounds, I.e. to join each sound of sequence on to the next, and pronounce the complete sequence rapidly and without stumbling.

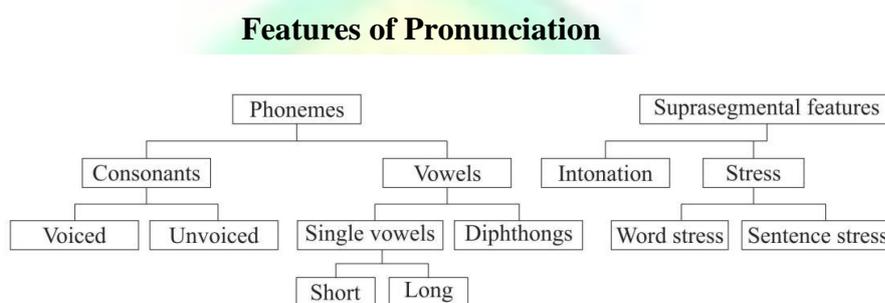
³⁴ Janet Goodwin. *Teaching English as Second or Foreign Language*. (USA: Thomson Learning Inc, 2001), 117.

³⁵ Ann, Cook. *American Accent Training “A Guide to Speaking and Pronouncing American English for Everyone Who Speaks English as a Second Language”*. (America: Barron’s), iv

³⁶ Daniel Jones. *An Outline of English Phonetics*. (Cambridge; Cambridge University Press1975), 2.

c. Features of Pronunciation

To have a good pronunciation, students have to know what the aspects which influence in pronunciation. The following diagram shows a breakdown of the main features of pronunciation.



**Figure 2.1 features of pronunciation
(Adapted from Gerald Kelly)³⁷**

From the figure above, there are some explanations about each part:

- 1) Phoneme is the different sound within a language
- 2) Consonant is a speech sound made when there is complete or partial obstruction of air in the mouth.
- 3) Vowel defined as a voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction.
- 4) Voiced is a sound made with the vocal chords vibrating.
- 5) Unvoiced or voiceless is a sound made without the vocal chords vibrating.

³⁷ Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education, 2000), 1.

Vowels		Diphthongs		Consonants			
i:	be <u>a</u> d	eɪ	ca <u>k</u> e	p	pin	s	sue
ɪ	h <u>i</u> t	ɔɪ	to <u>y</u>	b	bin	z	zoo
ʊ	bo <u>o</u> k	aɪ	h <u>i</u> gh	t	to	ʃ	she
u:	fo <u>o</u> d	ɪə	be <u>e</u> r	d	do	ʒ	measure
e	le <u>f</u> t	ʊə	few <u>e</u> r	k	cot	h	hello
ə	<u>a</u> bout	eə	wh <u>e</u> re	g	got	m	more
ɜ:	sh <u>i</u> rt	əʊ	g <u>o</u>	tʃ	church	n	no
ɔ:	ca <u>l</u> l	aʊ	hou <u>s</u> e	dʒ	judge	ŋ	sing
æ	h <u>a</u> t			f	fan	l	live
ʌ	r <u>u</u> n			v	van	r	red
ɑ:	f <u>a</u> r			θ	think	j	yes
ɒ	do <u>g</u>			ð	the	w	wood

(Pairs of consonants (voiced and unvoiced) are thickly outlined. The boxes containing unvoiced phonemes are shaded.)

Table 2.1 Example Vowel, Diphthong, and Consonants

(Adapted from Gerald Kelly)³⁸

- 6) Supra segmental feature is a set of sound elements that comes simultaneously with the sounds expressions.
- 7) Intonation defined as the variations which take place in the pitch of the voice in connected speech.
- 8) Stress described as the degree of force with which a sound or syllable is uttered.

d. Techniques for Teaching Pronunciation

Teaching pronunciation is not easy. As a teacher, it is useful to know how he/she should do in a class to teach pronunciation for his/her students.

There are some techniques for teaching pronunciation:

³⁸ *Ibid.*, 2.

- 1) Give the students model for the correct pronunciation, stress, or intonation and ask them to repeat/imitate.
- 2) Give examples of sound or stress at the initial, medial, and final position and ask students to read.
- 3) Contrast the sound of the first and the target language.
- 4) Remind students that syllable stress in Indonesian is non-significant, which means that wherever you put the syllable stress the meaning does not change; whereas in English stress is significant, which means that if you put the stress on the wrong syllable the word becomes meaningless or has different meaning.
- 5) Use a simple diagram of the organs of speech to show how to produce or the positions of certain sounds.³⁹

Teaching pronunciation is the most complicated but significant aspects of ESL/EFL teaching. In the process of communication, pronunciation has great importance because successful communication takes place only with correct pronunciation.⁴⁰

In teaching pronunciation it is useful to know why learners make pronunciation errors.

According to Penny, Learners' errors of pronunciation derive from various sources. First, a particular sound may not exist in the mother tongue; second, a sound does exist in the mother tongue, but not as a separate

³⁹ Fachrurrazy, *Teaching English as a Foreign Language for Teacher in Indonesia*, (Malang: State University of Malang Press, 2011), 93-94.

⁴⁰ Nustrat Jahan. Teaching and Learning Pronunciation in ESL/EFL Classes of Bangladesh, (online), Vol. 2, No. 3, www.iiste.org. accessed on January 23, 2019.

phoneme. It means that the learner does not perceive the distinct sound that makes a difference of meaning. Third, the learners have the actual sounds right, but have not learnt the stress patterns of the word or group of words, or they are using an intonation from their mother tongue which is inappropriate to the target language.⁴¹

It means that the learners' first language or mother tongue has a role to affect in mastery of second language, or especially for foreign language. But, Penny also states that it needs to be said at the outset that the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speaker.⁴² So, intelligible pronunciation is the most important thing so that the communication with others will run well.

Based on the explanation above the researcher concludes that teaching pronunciation has some important thing that must be considered in the teaching process. Teaching foreign language is different from others. Teachers should know how to teach foreign language to their students by reading and understanding the techniques for teaching foreign language and applying it.

C. Theoretical Framework

Self-confidence is the belief or attitude which allows people to do something well and appropriate. Self-confidence becomes one of the psychological factors high

⁴¹ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), 52-53.

⁴² Penny Ur, *A Course in Language Teaching: Practice and Theory*, 52.

are strongly related to speaking. Students who have self-confidence will believe in their ability.

Speaking is tool of communication. It is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also process a transferring messages between speaker and listener.

Pronunciation is one of the important things in learning English in order to make a good communication. To make a good communication needs to pronounced the words correctly. The pronunciation is when we use all the same organs of speech to produce the sounds in particular a way.

There are many aspects which can influence speaking skill. Some of them which have important role are self-confidence and pronunciation mastery. Having high self-confidence will help students from being nervous and making mistakes and afraid. Besides that, being able to speak using appropriate pronunciation will make easier for students to convey the ideas to other people.

D. Hypothesis

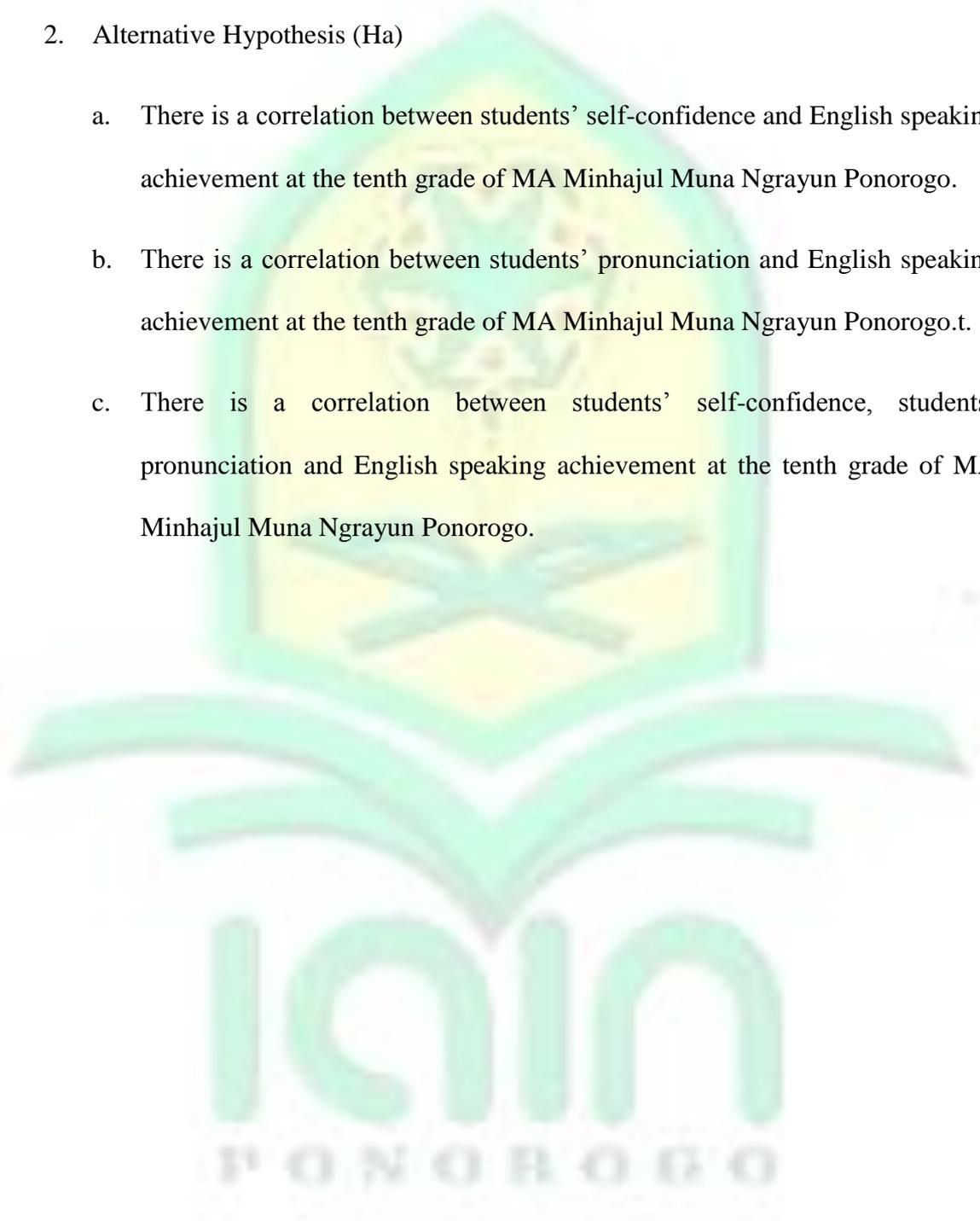
Based on theory above, the hypotheses of this research are formulated as follow:

1. Null Hypothesis (Ho)
 - a. There is no correlation between students' self-confidence and English speaking achievement at the tenth grade of MA Minhajul Muna Ngrayun Ponorogo.
 - b. There is no correlation between students' pronunciation and English speaking achievemen at the tenth grade of MA Minhajul Muna Ngrayun Ponorogo.t.

- c. There is no correlation between students' self-confidence, students' pronunciation and English speaking achievement at the tenth grade of MA Minhajul Muna Ngrayun Ponorogo.

2. Alternative Hypothesis (Ha)

- a. There is a correlation between students' self-confidence and English speaking achievement at the tenth grade of MA Minhajul Muna Ngrayun Ponorogo.
- b. There is a correlation between students' pronunciation and English speaking achievement at the tenth grade of MA Minhajul Muna Ngrayun Ponorogo.t.
- c. There is a correlation between students' self-confidence, students' pronunciation and English speaking achievement at the tenth grade of MA Minhajul Muna Ngrayun Ponorogo.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research is simply the process of arriving as dependable solution to a problem through the planned and systematic collection, analysis and interpretation of data. Research design is mapping strategy it is an essentially a statement of the object of the enquiry and the strategies for collecting the evidence and reporting the finding.⁴³

This research applied correlational research. Brog, W.R., Gall, N.D in Mohammad Adhan Latief define that correlation is the measurement of the correlation ship between two or more variables using co-relational statistics.⁴⁴

According Neil J. Salkind correlational research “describes the linier relationship between two or more variables without any hint of attributing the effect of one variable on another”.⁴⁵ In correlational research, the relationships among two or more variables are studied without any attempt to influence them. A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient. A major purpose of correlational research is to clarify our understanding of important phenomena by identifying relationships among variables.⁴⁶

⁴³ Yogesh Kumar Signh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), 77

⁴⁴ Mohammad Adhan Latief, *Research Methods On Language Learning An Introduction*, (Malang: UM Press, 2013), 112

⁴⁵ Neil J. Salkid, *Exploring Research “Eight Edition”*, (USA: Perason Education, 2012), 203

⁴⁶ Fraenkel and Wallen, *How to Design and Evaluate Research in Education*, 328-329

The purpose of this research was correlating three variables. They were students' self-confidence, students' pronunciation, and English speaking achievement. For supporting this purpose of the research, the researcher applied the correlation method to describe their correlation. There are three variables in this research, namely variable X_1 , X_2 and Y . Variable X_1 is students' self-confidence, variable X_2 is students' pronunciation, and variable Y is English speaking achievement.

B. Population and Sample

1. Population

A population is defined as all members of any well-defined class of people, events, or objects.⁴⁷ From the definition of population, the researcher can say that population is whole subject of the research. Population is a large group of individual who have general characteristic. The population of this research was all students at the tenth grade of MA Minhajul Muna Ngrayun Ponorogo Year 2018/2019. There were one class of the tenth grades in MA Minhajul Muna Ngrayun Ponorogo. The total of population was 36 students.

2. Sample

Sample is the small group that is observed. A sample is a portion of a population.⁴⁸ A sample in a research study is the group on which information is obtained. On the other hand, sample is unit that connected suitable with certain criteria that applied based on the significance of the research.

⁴⁷ Donald Ary et. Al., *Introduction to Research in Education, 8th ed.* (Canada: Wadsworth Cengage Learning, 2010), 148

⁴⁸ *Ibid.*, 148.

The researcher used simple jenuh sampling because the population is relatively small the amount is less than 100 students.

The number of the sample in this research were 36 there is one classes of the tenth grade students at MA Minhajul Muna Ngrayun Ponorogo in academy were 2018/2019. the researcher used population as the total number sample. They were 36 students.

C. The Instrument of Data Collection

Instrument is a measurement tool that used to obtain the quantitative information about the variation of the variables characteristic objectively. The instrument has a very important role in quantitative research, because the quality of the data obtained strongly influenced by instrument quality used.⁴⁹ There were some instruments that used in research:

Table 3.1

Instrument of Data Collection

Title of the Research	Variable	Indicators	No. item	Technique
The Correlation Between Students' Self Confidence, Students Pronunciation, and Their English Speaking Achievement of the tenth Grade Students at MA	Students Self Confidence	Students are ambitious and have high expectation or aspiration.	1, 2, 3, 4, 5, 6, 7, 8, 9	Questionnaire
		They are goal oriented and planning their future.	10, 11, 12, 13, 14, 15, 16, 17,	

⁴⁹ Ibnu Hadiar, *Dasar-Dasar Metodologi Penelitian kuantitative dalam Pendidikan*, (Raja Grafindo Persada) 142.

Minhajul Muna Ngrayun Ponorogo		They have learned to communicate, accept suggestion, and they can give suggestion.	18, 19, 20, 21, 22, 23	
		They are loving and kind: in all of situation they look overall from inner.	24, 25, 26, 27, 28, 29, 30, 31	
		They are attractive and open to others.	32, 33, 34, 35, 36, 37, 38	
	Students 'Pronunciation	<ol style="list-style-type: none"> 1. Students able to pronounce word for word clearly 2. Students able to speak English fluently 3. Students intonation are appropriate 	Performance	Conversation Test
	English Speaking Achievement	Score English Achievement	Students' evaluation estimation (Daily Tests)	Documentation

Each, the instrument of data collection must be valid and reliable. Reliability and validity are the two most important characteristics of a test. Reliability and validity are the two most important characteristics of a test. Reliability and validity is a statistical technique for determining these qualities in the test.⁵⁰ Suharsimi Arikunto said that the good test instrument as the measurer tool must fulfil the test requirement, such as validity and reliability.⁵¹

A test is valid is the test or instrument you are using actually measures what you need to have measured.⁵² Validity always refers to the degree to which that evidence supports the inferences that are made from the score. Validity must consider to the test's content and method, how test takers perform.

Not only validity is used to integrity of the instrument, but also reliability more important. The test is reliable or can be trusted if it can give the constant result if the test is tested in many times.⁵³ Neil J. Salkid said that a relationship between reliability and validity is straightforward and easy to understand: a test can be reliable but not valid, but a test cannot be valid without first being reliable.⁵⁴

In this research, the researcher measured the validity of questionnaire by trying out to alternative sample which has almost same characteristics with the sample. Data from try-out questionnaire is used to measure the validity and the reliability of it.

⁵⁰ Sharon A. Shrock and William C. Coscarelli, *Criterion Referenced Test Development: Technical and Legal Guidelines for Corporate Training* "3rd Edition", (US: Pfiffer, 2007), 18.

⁵¹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara, 2009), 57.

⁵² Salkid, *Exploring Research* "Eight Edition", 123.

⁵³ Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, 60.

⁵⁴ Salkid, *Exploring Research* "Eight Edition", 127.

a) Validity

Validity means the ability of the test to measure what we want to measure. Validity always refers to degree to which that evidence support the inferences that are made from the score.⁵⁵ Instrument measurement variable is valid in empiric if researcher spread instrument to respondent who not real respondent approximately 20-30 respondent.⁵⁶ So, the researcher checked the validity of instrument in MA Minhajul Muna Ngrayun Ponorogo and the total respondent were 36 students of tenth who selected randomly. To measure the validity of questionnaire, in this research, the researchers use the item validity by using the formula product moment correlation. The steps to calculate the validity are:

1. Make the table of item analysis of all questions.
2. Apply the data to the formula of product moment correlation.

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Notes:

$\sum xy$ = The total of score multiplication of x variable and y variable

$\sum x^2$ = The total number of square of x variable

$\sum y^2$ = The total number of square of y variable

r_{xy} = The correlation coefficient between x variable and y variable

$\sum x$ = The total number of scores of x variable

⁵⁵ Lyle F. Bachma, *Fundamental Consideration in Language Testing*, (United Kingdom: Oxford University Press, 1997), 236.

⁵⁶ Anditha Dessy Wulansari, *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS*. (STAIN PO PRESS, 2012), 82.

Σy = The total number of scores of y variable

N = The number of subject

3. Make an interpretation of the correlation result (r_{xy}) of each question. When the coefficient of magnitude $r_{xy} > 0,329$, so the question item is valid, and when the coefficient correlation was under $r_{xy} < 0,329$ so the question item is invalid.

Table 3.2
The Result of Validity Analysis

Number of Item	R_{xy}	Minimum Requirement	Mean
1	0,191486371	0,325	Invalid
2	0,05905698	0,325	Invalid
3	0,331196078	0,325	Valid
4	0,131346139	0,325	Invalid
5	0,461488119	0,325	Valid
6	0,310844938	0,325	Invalid
7	0,510421045	0,325	Valid
8	0,654928703	0,325	Valid
9	0,474003589	0,325	Valid
10	0,244036474	0,325	Invalid
11	0,4451184	0,325	Valid
12	0,229679209	0,325	Invalid
13	0,191868724	0,325	Invalid
14	0,299831163	0,325	Invalid
15	0,209100873	0,325	Invalid
16	0,526448661	0,325	Valid
17	0,170853519	0,325	Invalid
18	0,216099898	0,325	Invalid
19	-0,130512627	0,325	Invalid
20	0,187387616	0,325	Invalid
21	0,308159858	0,325	Invalid
22	0,653025864	0,325	Valid
23	0,544690075	0,325	Valid
24	0,523942962	0,325	Valid
25	0,355781771	0,325	Valid
26	0,553137947	0,325	Valid
27	0,44625394	0,325	Valid
28	0,511174457	0,325	Valid
29	0,349393179	0,325	Valid
30	0,044500297	0,325	Invalid
31	0,518309236	0,325	Valid
32	0,69491057	0,325	Valid
33	0,479395391	0,325	Valid
34	0,562802577	0,325	Valid

35	0,27869884	0,325	Invalid
36	0,433042738	0,325	Valid
37	0,287676592	0,325	Invalid
38	0,398342568	0,325	Valid

From the result of validity analysis, the researcher concluded that the valid instruments were 21 items and the invalid instruments were 17 items. Based on validity analysis above the researcher can reduce item based on the necessary of each instrument items.

b) Reliability

Reliability means dependability. It is means that the numerical result produced by an indicator do not vary because of characteristics of the measurement process or measurement instrument itself.⁵⁷ It means the consistently of the result if an indicator or question is repeated in similar condition.

To determine reliability of students' self confidence in this research is used Spearman Brown Formula. The formula is as follow.⁵⁸

$$r_i = \frac{2r_{xy}}{1+r_{xy}}$$

Notes: r_i = Reliability instruments.

r_{xy} = The correlation coefficient between x variable and y variable

Before calculating r_i with Spearman Brown, it needed to measure product moment correlation formula.

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

⁵⁷ W Lawrence Neuman, Basic of Social Research Quantitative and Qualitative Approaches Second Edition (Boston: Pearson Education, 2004), 116.

⁵⁸ Louis Cohen, et al, Research Method in Educational, (New York: Medison Avenue, 2007), 147.

Notes:

r_{xy} = The correlation coefficient between x variable and y variable

$\sum x$ = The total number of scores of x variable

$\sum y$ = The total number of scores of y variable

N = The number of subject

To know the questionnaire reliability, the research used split-half method. The test is divided into halves based on odd-even of question item. Then applying result by using spearman-brown formula. From the calculation, it has been found:

$$\begin{aligned}
 r_{xy} &= \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}} \\
 &= \frac{36(5788) - (2943)(2845)}{\sqrt{(36.8661249 - (2943)^2)(36.8094025 - (2845)^2)}} \\
 &= \frac{208368 - 8372835}{\sqrt{311804964 - 8661249)(291384900 - 8094025}} \\
 &= \frac{629467}{\sqrt{(303143715)(283290875)}} \\
 &= \frac{629467}{\sqrt{858778483}} = \frac{629467}{29304922504589} = 0.858778483
 \end{aligned}$$

The result of product moment correlation has been found r_{xy} was 0.858778483 and apply split odd and even formula:

$$\begin{aligned}
 r_i &= \frac{2x.r_{xy}}{1+r_{xy}} \\
 &= \frac{2 \times 0,858778483}{1+0,858778483}
 \end{aligned}$$

$$\frac{1,717556966}{1,858778483} = 0,9240245579$$

From the calculation of the instrument, the reliability score gets 0,9240245579.

So, that is reliable.

D. Technique of Data Collection

The technique of data collection used questionnaire, test and documentation.

1. Questionnaire

According Best J.W, Khan J.V questionnaire is a written instrument consisting of question to be answered or statement to be responded by respondent. It is used to gather information about fact or about opinion/attitude. Some researchers use a separate instrument to gather information on opinion or attitude using attitude scale, some others use questionnaire to gather both information about fact as well as about opinion or attitude.⁵⁹ In this research, to out questionnaire score, the researcher in this study used closed questionnaire, to know the correlation students' self-confidence, students' pronunciation and English speaking achievement in learning English at MA Minhajul Muna Ngrayun Ponorogo in academic year 2018/2019.

From the result of validity analysis, the researcher concluded that the valid instruments were 21 items; they were 3, 5, 7, 8, 9, 11, 16, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 36 and 38

⁵⁹ Adnan Latief, *Research Methods On Language Learning An Introduction*, 193

2. Test

In this research, the test is used to test students' pronunciation. A test, in simple terms is a method of measuring a person's ability, knowledge, or performance in a given dominance.⁶⁰

For students' pronunciation test, the researcher chooses the test with performance test. That is by reading conversations in front of the class. There are three indicators to be assessing in speaking skill test, students able to speak fluently and good pronunciation also comprehension.

In this research, test gives and applied to the tenth grade students of MA Minhajul Muna Ngrayun Poorogo.

3. Documentation

Documentation method is used to find out the data from written documentation, such as daily notes, transcript, book, newspaper magazines, agenda, etc.⁶¹ in this research, documentation was used to get some data about students' English speaking achievement of the tenth grade students of MA Minhajul Muna Ngrayun Ponorogo Academic Year 2019. The data got from documentation of students' evaluation estimation (Daily Tests). Beside that documentation used to know about research location, data description and other data.

⁶⁰ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2012), 134.

⁶¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Yogyakarta)23.

E. Technique of Data Analysis

The data analysis method used in the research was statistic. Before using statistical formula, researcher need to know the assumption used in the use of the formula. By knowing the basic assumption in using the formula, it would be more prudent in employing and calculation. Retno Widyaningrum said that the calculation is required to test the assumption/requirement, so in the use of the formula and the obtained result is do not deviate from the occur certainty. This requirement test is occurred to use of the parametric formula which the data are normal assumed.⁶² Therefore, the researcher applied Microsoft Excel for windows to find out the normality test.

In this study after conducting normality test, the researcher tested hypothesis using correlation analysis, namely Product Moment Correlation and Multiple Correlations as suggested by Andhita Dessy Wulansari. Anditha said that Product Moment Correlation is correlation technique that is used to find out correlation between two or more variable. Multiple Correlations is a value that indicates the strength of the relationship between the two or more variables together with other variable.⁶³ The formula of product Moment Correlation is purposed to:

1. test whether there is positive correlation between students' self-confidence (X_1) and English speaking achievement (Y)
2. test whether there is positive correlation between students' pronunciation (X_2) and English speaking achievement (Y)

Then the formula of Multiple Correlation is purposed to:

⁶² Retno Widyaningrum, *Statistika*, (Yogyakarta:Pustaka Felia, 2011), 205.

⁶³ Anditha, *Penelitian*, 96.

3. test whether there correlation between students' self-confidence (X_1), students' pronunciation (X_2), and English speaking achievement (Y)

Therefore, the researcher applied Microsoft Excel for windows to find out of there hypotheses above.

After getting the result from calculating hypotheses, the statistical hypotheses can be formulated as follow:

1) $H_0 = r_{x_1y} < r_t$

It means that there is no correlation between students' self confidence(X_1) and English speaking achievement (Y)

$H_a = r_{x_1y} > r_t$

It means that there is correlation between students' self confidence (X_1) and English speaking achievement (Y)

2) $H_0 = r_{x_2y} < r_t$

It means that there no correlation between students' pronunciation (X_2) and English speaking achievement (Y)

$H_a = r_{x_2y} > r_t$

It means that there is correlation between students' pronunciation (X_2) and English speaking achievement (Y)

3) $H_0 = F_0 < F_1$

It means that there is no correlation between students' self-confidence (X_1), students' pronunciation (X_2), and English speaking achievement(Y)

$$H_a = F_0 > F_1$$

It means that there is correlation between students' self-confidence (X_1), students' pronunciation (X_2), and English speaking achievement (Y).



CHAPTER IV

RESEARCH RESULTS

A. Research Location

1. History of MA Minhajul Muna Ngrayun Ponorogo

Minhajul Muna is an Islamic education institution in the form of Islamic boarding schools. This Islamic boarding school is located in Ngrayun Village, Ponorogo Regency, East Java Province in the south from Reog Ponorogo City, approximately 30 km from the city center.

In the early 1990, the establishment of Minhajul Muna Islamic boarding school was inspired by a group of children who were reciting at Darul Istiqomah Mosque Dopo Sambu Ngrayun Ponorogo which eventually developed into a more directed teaching, because the lessons or material not only recited even collaborated with fiqh, morality, Arabic, and others. So that it is more formalized into the Al-Qur'an Education Park (TPA).

This Minhajul Muna Islamic boarding school is far from formal schools and many people need schools in the same level as the middle school. On October 27, 1994 the Minhajul Muna Islamic boarding school foundation established an institution the same level as Madrasah Tsanawiyah (MTs) with its subject matter by combining the material available in Darussalam Gontor Modern boarding school and the Indonesian Ministry of Religion.

Along with the development of time, Minhajul Muna Islamic boarding school develop in educating students to get higher education, which is at the

same level as high school, in 2003 Minhajul Muna Islamic boarding school opened the MA level which still joined the Slahung Arrisalah Modern boarding school.

2. Geographical Position

Geographical Location of Minhajul Muna Islamic Boarding School:

Minhajul Muna Islamic Boarding School is one of the Islamic education institutions, located in Ngrayun Village, Ngrayun District, Ponorogo Regency, East Java Province, south of Reog Ponorogo city 30 km from the city center.

The weather conditions at the location of Minhajul Muna Islamic boarding school is very natural, because it is close to hills and plantations that are free from the flow of motorbike and car smoke pollution. Minhajul Muna Islamic boarding school is located in a hilly area but Minhajul Muna raises funds to government and private agencies as well as permanent and non-permanent donors. Even though the process is far from urban, the teaching and learning process can run in a quiet environment.

3. Vision, Mission of MA Minhajul Muna Ngrayun Ponorogo

a. Vision of MA Minhajul Muna Ngrayun Ponorogo

The realization of Islamic Boarding Schools that excel in Iman, Taqwa, Science and Technology, as well as morality.

b. Mission of MA Minhajul Muna Ngrayun Ponorogo

- 1) Reaching the formation of students of MA Minhajul Muna Ngrayun Ponorogo who are devoted, have good moral character, capable, skilled, confident, love the homeland and useful for the nation and the nation and always get blessings from Allah SWT.
- 2) Preparing a generation of Muslims who have the basis of science and technology and equip Arabic and English skills as a key to open and develop broad insights.
- 3) Growing attitudes and practices of the Islamic religion and improving the quality of education in accordance with the demands of society and the times.

4. Teachers and Students Condition

There are 126 students of MA Minhajul Muna in academic year 2018/2019. It is divided into three grades: tenth grade, eleventh grade and twelfth grade. The total number of tenth grade students is 36, the eleventh grade students are 49, and the twelfth grade students are 42.

The teachers of this school are 20. They are 3 teachers (Civil public servant), 7 staffs (Civil public Servant), and 10 staffs (Non Civil public Servant). That is the condition of students and teachers at MA Minhajul Muna Ngrayun Ponorogo academic year 2018/2019.

5. School Facilities

The facilities are important component that determine the successful of teaching and learning process. The adequate facilities will make teaching and learning process go smoothly so that the expected result can be reached.

No	Name of facilities	Total	Condition
1	Classroom	3	Good
2	Mosque	1	Good
3	Administrative Office	1	Good
4	Music Equipment	1	Good
5	Computer Laboratory	1	Good
6	Radio Studio	1	Good
7	Sports Field	1	Good
8	Library		Good
9	Administration room	1	Good

6. Organizational Structure

The organization structure of MA Minhajul Muna Ngrayun Ponorogo as follow:

- 1) Headmaster : Toimun, S.Pd
- 2) Administrator : Sukarno, S.Pd
- 3) Deputy of Curriculum : Kabul Effendi
- 4) Deputy of Students : Purwanto
- 5) Deputy of Public Relation : Miswanto, S.Pd
- 6) Deputy of Class of Guardian : Joni Setiawan

B. Data Description

Sample in this research were 36 students tenth grade students of MA Minhajul Muna Ngrayun Ponorogo. The variables of this research consisted of three variables namely students' self confidence (X_1), students'

pronunciation (X_2) and English speaking achievement (Y). The researcher used questionnaire technique toward the tenth grade students of MA Minhajul Muna Ngrayun Ponorogo.

1. The data description about self-confidence at the tenth grade students of MA Minhajul Muna in academic year 2018/2019

In this description, to get the data the researcher conducted by giving a questionnaire about students' self confidence on the tenth grade students of MA Minhajul Muna Ngrayun Ponorogo. The result from the students' self-confidence of each student can be seen as followed:

Table 4.1
Students score of Questionnaire

No	Name	Score
1	Andika	77
2	Andri Muharam	78
3	Ika Fitriani	72
4	Lailatul Badriyah	76
5	Nia Sintia	81
6	Ninis Kurniawan	68
7	Nursito Ardianto	72
8	Nurul Fitriah	67
9	Prastyo	65
10	Tata Ika Lestari	81
11	Windhi Yasara	73
12	Yeni Putri Anggraini	69
13	Yusup Efendi	69
14	Jovan Saputra	81
15	Haryanti	72
16	Haryuni	74
17	Muhammad Nuryasin	74
18	Slamet Widiarto	72
19	Sofyan	81
20	Susi Lea Sari	74
21	Triyani	69
22	Umi Rohmatin	75
23	Wiwit Nindiarti	72
24	Yuyun Rika Pratista Utama	77
25	Rondang Andika Pratama	73
26	Ilhamzah Prasetyo	74
27	Lina Setiya Ningsih	72
28	Dian Novita Rohmawati	73
29	Diaz Karin Nisaul Husna	70
30	Fita Armadani	81

31	Kasanah	70
32	Kikin Andreawan	73
33	Nurjanah	75
34	Pawitasari	71
35	Titin Maryati	55
36	Tri Susanti	74

From the table above, we can conclude that the highest score is 81; there are five students got the highest score. The lowest score is 55; there is only one student who got the lowest score.

- The data description about students' pronunciation at the tenth grade students of MA Minhajul Muna in academic year 2018/2019

The table below described the score of students' pronunciation from tenth grade students of MA Minhajul Muna Ngrayun Ponorogo.

Table 4.2
Students score of pronunciation test

No	Name	Score
1	Andika	70
2	Andri Muharam	70
3	Ika Fitriani	75
4	Lailatul Badriyah	70
5	Nia Sintia	80
6	Ninis Kurniawan	60
7	Nursito Ardianto	75
8	Nurul Fitriah	65
9	Prastyo	65
10	Tata Ika Lestari	80
11	Windhi Yasara	75
12	Yeni Putri Anggraini	60
13	Yusup Efendi	65
14	Jovan Saputra	85
15	Haryanti	75
16	Haryuni	75
17	Muhammad Nuryasin	75
18	Slamet Widiarto	60
19	Sofyan	85
20	Susi Lea Sari	70
21	Triyani	65
22	Umi Rohmatin	70
23	Wiwit Nindiarti	70
24	Yuyun Rika Pratista Utama	55
25	Rondang Andika	70

	Pratama	
26	Ilhamzah Prasetyo	75
27	Lina Setiya Ningsih	75
28	Dian Novita Rohmawati	70
29	Diaz Karin Nisaul Husna	50
30	Fita Armadani	85
31	Kasanah	70
32	Kikin Andreawan	75
33	Nurjanah	75
34	Pawitasari	70
35	Titin Maryati	50
36	Tri Susanti	70

From the table above, we can conclude that the highest score is 85; there is three students got the highest score. The lowest score 50; there is two students who got the lowest score.

3. The data description about students' English speaking achievement the tenth grade students of MA Minhajul Muna in academic year 2018/2019

The table below described the score of students' English speaking achievement from tenth grade students of MA Minhajul Muna Ngrayun Ponorogo.

Table 4.3
Students score of of English speaking achievement

No	Name	Score
1	Andika	80
2	Andri Muharam	90
3	Ika Fitriani	75
4	Lailatul Badriyah	75
5	Nia Sintia	90
6	Ninis Kurniawan	75
7	Nursito Ardianto	80
8	Nurul Fitriah	80
9	Prastyo	65
10	Tata Ika Lestari	80
11	Windhi Yasara	75
12	Yeni Putri Anggraini	75
13	Yusup Efendi	65
14	Jovan Saputra	70
15	Haryanti	85
16	Haryuni	85
17	Muhammad Nuryasin	75
18	Slamet Widiarto	80
19	Sofyan	60

20	Susi Lea Sari	60
21	Triyani	65
22	Umi Rohmatin	70
23	Wiwit Nindiarti	70
24	Yuyun Rika Pratista Utama	60
25	Rondang Andika Pratama	70
26	Ilhamzah Prasetyo	75
27	Lina Setiya Ningsih	75
28	Dian Novita Rohmawati	70
29	Diaz Karin Nisaul Husna	60
30	Fita Armadani	85
31	Kasanah	70
32	Kikin Andreawan	75
33	Nurjanah	75
34	Pawitasari	70
35	Titin Maryati	60
36	Tri Susanti	70

From the table above, we can conclude that the highest score is 90; there two students got the highest score. The lowest score is 50; there are four students who got the lowest score.

4. The data description about students' self-confidence, students' pronunciation and students' English speaking achievement the tenth grade students of MA Minhajul Muna in academic year 2018/2019

The table below described the score of students' self-confidence students' pronunciation and students' English speaking achievement from tenth grade students of MA Minhajul Muna Ngrayun Ponorogo.

Table 4.4

Students score of self-confidence, students' pronunciation and students' English speaking achievement

No	Name	Students' self confidence	Students' pronunciation	English speaking achievement
1	Andika	77	70	80
2	Andri Muharam	78	70	90
3	Ika Fitriani	72	75	75
4	Lailatul Badriyah	76	70	75
5	Nia Sintia	81	80	90
6	Ninis Kurniawan	68	60	75
7	Nursito Ardianto	72	75	80
8	Nurul Fitriah	67	65	80
9	Prastyo	65	65	65
10	Tata Ika Lestari	81	80	80
11	Windhi Yasara	73	75	75
12	YeniPutri Anggraini	69	60	75
13	Yusup Efendi	69	65	65
14	Jovan Saputra	81	85	70
15	Haryanti	72	75	85
16	Haryuni	74	75	85
17	Muhammad N	74	75	75
18	Slamet Widiarto	72	60	80
19	Sofyan	81	85	60
20	Susi Lea Sari	74	70	60
21	Triyani	69	65	65
22	Umi Rohmatin	75	70	70
23	Wiwit Nindiarti	72	70	70
24	Yuyun Rika P	77	55	60
25	Rondang A	73	70	70
26	Ilhamzah Prasetyo	74	75	75
27	Lina Setiya Ningsih	72	75	75
28	Dian Novita	73	70	70
29	Diaz Karin Nisaul	70	50	60
30	Fita Armadani	81	85	85
31	Kasanah	70	70	70
32	Kikin Andreawan	73	75	75
33	Nurjanah	75	75	75
34	Pawitasari	71	70	70
35	Titin Maryati	55	50	60
36	Tri Susanti	74	70	70

C. Data Analysis

1. Normality

Normality test was conducted to know whether the data distribution was normal distribution or not. The researcher used Kolmogorov-Smirnov formula⁶⁴

The first step is make hypothesis as follow:

Ha: the data was not normal distribution

Ho: the data was normal distribution.

Table 4.5

Normality and Calculation Data of Students' Self Confidence

X_1	F	FX	X^2	FX^2
81	5	405	6561	32805
78	1	78	6084	6084
77	2	154	5929	11858
76	1	76	5776	5776
75	2	150	5625	11250
74	5	370	5476	27380
73	4	292	5329	21316
72	6	432	5184	31104
71	1	71	5041	5041
70	2	140	4900	9800
69	3	207	4761	14283
68	1	68	4624	4624
67	1	67	4489	4489
65	1	65	4225	4225
55	1	55	3025	3025
N	36	2630		193060

⁶⁴ Retno Widyaningrum, *Statistika* (Ponorogo STAIN Ponorogo Press, 2009), 204-207

Calculate the average:

$$M_x = \frac{\sum fX}{N}$$

$$= \frac{2630}{36}$$

$$= 73,0556$$

Calculate the deviation standard:

$$SD_x = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N}\right)^2}$$

$$= \sqrt{\frac{193060}{36} - \left(\frac{2630}{36}\right)^2}$$

$$= \sqrt{5362,78 - (73,0556)^2}$$

$$= \sqrt{5362,78 - 5337,126}$$

$$= \sqrt{25.654}$$

$$= 5.06497$$

From the analysis above, it can be known that $M_x = 73,0556$ and $SD_x = 5.06497$.

To determine categorizes of good, moderate, and less for students' self confidence.

The formula as follow:

$$M_x + 1.SD_x = \text{Good Category}$$

$$M_x - 1.SD_x = \text{Less Category}$$

The moderate category of students' self-confidence between good and less category. The formula of students' self-confidence could be explained clearly as the formula bellow:

Good Category:

$$M_x + 1.SD_x = 73,0556 + 1. (5.06497)$$

$$= 78,12057$$

$$= 78$$

$$M_x - 1.SD_x = 73,0556 - 1. (5.06497)$$

$$= 67,99063$$

$$= 67$$

From the explanation above, it be known that 78 to up inside good category for students' self confidence at the tenth grade of MA Minhajul Muna. Then score 67 to bottom inside less category at the tenth grade of MA Minhajul Muna and score between good and less (67-78) including moderate category.

Table 4.6

The Category of Students' Self Confidence

No	Score	Frequency	Percentage (%)	Category
1	More of 78	6	0,1666666667	Good
2	67-78	28	0,777777778	Moderate
3	Less of 67	2	0,055555556	Less
	Total	36	100	

From category based on table 4.6, researcher concludes that:

1. The percentage of Students' Self Confidence for good level is 0,1666666667%. it means that there are 6 students categorized good category.

2. The percentage of Students' Self Confidence for moderate level is 0,77777777%. It means that there are 28 students categorized moderate category.
3. The percentage of Students' Self Confidence for less level is 0,05555555%. it means that there are 2 students categorized less category.

Table 4.7

Tests Normality for Students' Self Confidence

X_i	F	F _{kb}	F/n	F _{kb} /n	Z	P≤Z	a_2	a_1
81	5	36	0,138	1	1,57	0,9418	0,058	0,08
78	1	31	0,027	0,861	0,98	0,8365	0,024	0,003
77	2	30	0,055	0,83	0,78	0,7823	0,047	0,008
76	1	28	0,027	0,7	0,59	0,7224	0,022	0,005
75	2	27	0,055	0,75	0,39	0,6517	0,098	-0,043
74	5	25	0,138	0,694	0,19	0,5753	0,118	0,02
73	4	20	0,111	0,5	0	0,5	0	0,111
72	6	16	0,166	0,4	-0,19	0,4247	-0,024	0,142
71	1	10	0,027	0,27	-0,39	0,3583	-0,088	-0,061
70	2	9	0,055	0,25	-0,59	0,2776	-0,027	0,028
69	3	7	0,083	0,194	-0,78	0,2177	-0,023	0,06
68	1	4	0,027	0,1	-0,98	0,1635	-0,063	-0,036
67	1	3	0,027	0,083	-1,18	0,119	-0,036	-0,009
65	1	2	0,027	0,05	-1,57	0,0582	-0,082	-0,055
55	1	1	0,027	0,027	-3,55	0,0002	0,026	0,001
N	36							

$$a_1 \max = 0,111$$

$$Dt \text{ on level } 1,36/\sqrt{n} = 1,36/\sqrt{36} = 1,36/6 = 0,226$$

$$a_1 \max < Dt \ 0,226, \text{ Ho is received}$$

$$a_1 \max > Dt \ 0,226, \text{ Ho is refused}$$

Because $a_1 \max \ 0,111 < Dt \ 0,226$ so, Ho is received that means the data was normal distribution.

Table 4.8

Normality and Calculation Data of Students' Pronunciation

X_2	F	FX_2	X_2^2	FX_2^2
85	3	255	7225	65025
80	2	160	6400	25600
75	9	675	5625	455625
70	12	840	4900	705600
65	4	260	4225	67600
60	3	180	3600	32400
55	1	55	3025	3025
50	2	100	2500	10000
N	36	2525		1364875

Calculate the average:

$$M_x = \frac{\sum fX}{N}$$

$$= \frac{2525}{36}$$

$$= 70,1389$$

Calculate the deviation standard:

$$SD_x = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N}\right)^2}$$

$$= \sqrt{\frac{1364875}{36} - \left(\frac{2525}{36}\right)^2}$$

$$= \sqrt{37913,19 - (70,1389)^2}$$

$$= \sqrt{37913,19 - 4919,465}$$

$$= \sqrt{32,993}$$

$$= 5,743953$$

From the analysis above, it can be known that $M_x = 70,1389$ and $SD_x = 5,743953$. To determine categorizes of good, moderate, and less for students' pronunciation. The formula as follow:

$$M_{x_2} + 1.SD_{x_2} = \text{Good Category}$$

$$M_{x_2} - 1.SD_{x_2} = \text{Less Category}$$

The moderate category of students' pronunciation between good and less category. The formula of students' pronunciation could be explained clearly as the formula bellow:

Good Category:

$$M_{x_2} + 1.SD_{x_2} = 70,1389 + 1. (5,743953)$$

$$= 75,882853$$

$$= 75$$

$$M_{x_2} - 1.SD_{x_2} = 70,1389 - 1. (5,743953)$$

$$= 64.394947$$

$$= 65$$

From the explanation above, it be known that 75 to up inside good category for students' pronunciation at the tenth grade of MA Minhajul Muna. Then score 65 to bottom inside less category at the tenth grade of MA Minhajul Muna and score between good and less (75-65) including moderate category.

Table 4.9

The Category of Students' Pronunciation

No	Score	Frequency	Percentage (%)	Category
1	More of 75	5	0,138888889	Good
2	75-65	25	0,694444444	Moderate
3	Less of 65	6	0,166666667	Less
	Total	36	100	

From category based on table 4.9, researcher concludes that:

1. The percentage of Students 'pronunciation for good level is 0,138888889%. it means that there are 5 students categorized good category.
2. The percentage of Students' pronunciation for moderate level is 0,694444444%. It means that there are 25 students categorized moderate category.
3. The percentage of Students 'pronunciation for less level is 0,166666667%. it means that there are 6 students categorized less category.

Table 4.10

Tests Normality for Students' Pronunciation

X_2	F	F _{kb}	F/n	F _{kb/n}	Z	PSZ	a_2	a_1
85	3	36	0,083	1	2,59	0,9952	0,0048	0,0782
80	2	33	0,055	0,916	1,72	0,9573	-0,0413	0,0137
75	9	31	0,25	0,861	0,85	0,8023	0,0587	0,1913
70	12	22	0,333	0,61	-0,01	0,4960	0,114	0,219
65	4	10	0,111	0,27	-0,88	0,1894	0,0806	0,0304
60	3	6	0,083	0,016	-1,75	0,0401	-0,0241	0,0589
55	1	3	0,027	0,083	-2,62	0,0044	0,0786	-0,0516
50	2	2	0,055	0,05	-3,69	0,0001	0,0499	0,0051
N	36	143						

$$a_1 \max = 0,191$$

$$Dt \text{ on level } 1,36/\sqrt{n} = 1,36/\sqrt{36} = 1,36/6 = 0,226$$

$a_1 \max < Dt$ 0,226, H_0 is received

$a_1 \max > Dt$ 0,226, H_0 is refused

Because $a_1 \max$ 0,191 < Dt 0,226 so, H_0 is received that means the data was normal distribution.

Table 4.11

Normality and Calculation Data of Students' English Speaking Achievement

Y	F	FY	Y ²	FY ²
90	2	180	8100	16200
85	3	255	7225	21675
80	5	400	6400	32000
75	10	750	5625	56250
70	8	560	4900	39200
65	3	195	4225	12675
60	5	300	3600	18000
N	36	2610		196000

Calculate the average:

$$\begin{aligned} My &= \frac{\sum fX}{N} \\ &= \frac{2610}{36} \\ &= 72,5 \end{aligned}$$

Calculate the deviation standard:

$$SDy = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N}\right)^2}$$

$$\begin{aligned}
&= \sqrt{\frac{196000}{36} - \left(\frac{2610}{36}\right)^2} \\
&= \sqrt{5444,44 - (72,5)^2} \\
&= \sqrt{5444,44 - 5256,25} \\
&= \sqrt{188,19} \\
&= 13,7182361
\end{aligned}$$

From the analysis above, it can be known that $M_y = 72,5$ and $SD_y = 13,7182361$. To determine categories of good, moderate, and less for students' pronunciation. The formula as follow:

$$M_y + 1.SD_y = \text{Good Category}$$

$$M_y - 1.SD_y = \text{Less Category}$$

The moderate category of English speaking achievement between good and less category. The formula of English speaking achievement could be explained clearly as the formula bellow:

Good Category:

$$\begin{aligned}
M_{x_2} + 1.SD_{x_2} &= 72,5 + 1. (13,7182361) \\
&= 86, 2182361 \\
&= 85
\end{aligned}$$

$$\begin{aligned}
M_{x_2} - 1.SD_{x_2} &= 72,5 - 1. (13,7182361) \\
&= 58, 7817639
\end{aligned}$$

= 60

From the explanation above, it is known that 85 to up good category for English speaking achievement at the tenth grade of MA Minhajul Muna. Then score 60 to bottom less category at the tenth grade of MA Minhajul Muna and score between good and less (85-60) including moderate category.

Table 4.12

The Category for English Speaking Achievement

No	Score	Frequency	Percentage (%)	Category
1	More of 85	2	0,0555555556	Good
2	60-85	34	0,9444444444	Moderate
3	Less of 60	0	0	Less
	Total	36	100	

From category based on table 4.12, researcher concludes that:

1. The percentage of English Speaking Achievement for good level is 0,0555555556%. it means that there are 2 students categorized good category.
2. The percentage of English Speaking Achievement for moderate level is 0,9444444444%. It means that there are 24 students categorized moderate category.
3. The percentage of English Speaking Achievement for less level is 0%. it means that there is no students categorized less category.

Table 4.13

Tests Normality for Students' English Speaking Achievement

Y	F	Fkb	F/n	Fkb/n	Z	P≤Z	a ₂	a ₁
90	2	36	0,05	1	1,27	0,898	0,102	-0,052
85	3	34	0,083	0,94	0,91	0,8186	0,1214	-0,038
80	5	31	0,138	0,861	0,54	0,7054	0,1556	-0,017
75	10	26	0,27	0,72	0,18	0,5714	0,1486	0,121
70	8	16	0,2	0,4	-0,18	0,4286	-0,0286	0,171
65	3	8	0,083	0,2	-0,54	0,2946	-0,0946	-0,011
60	5	5	0,138	0,138	-0,91	0,1814	-0,0434	0,094
N	36	156						

$$a_1 \max = 0,171$$

$$Dt \text{ on level } 1,36/\sqrt{n} = 1,36/\sqrt{36} = 1,36/6 = 0,226$$

$$a_1 \max < Dt \ 0,226, \text{ Ho is received}$$

$$a_1 \max > Dt \ 0,226, \text{ Ho is refused}$$

Because $a_1 \max \ 0,171 < Dt \ 0,226$ so, Ho is received that means the data was normal distribution.

2. The Correlation between Students' Self Confidence Students' Pronunciation and English Speaking Achievement

To know whether there is correlation between students' self-confidence, students' pronunciation and their English speaking achievement or not, the

researcher applied product moment correlation formula. Product moment correlation formula analysis:

Formulated hypothesis:

1) Null Hypothesis H_0

There is no significant correlation between students' self-confidence, students' pronunciation and their English speaking achievement at the tenth grade of MA Minhajul Muna Ngrayun Ponorogo in academic year 2019.

2) Alternative H_a

There is a significant correlation between students' self-confidence, students' pronunciation and their English speaking achievement at the tenth grade of MA Minhajul Muna Ngrayun Ponorogo in academic year 2019.

Table 4.14

The Result of Analysis Correlation

No	X_1	X_2	Y	X_1Y	X_2Y	X_1X_2	X_1^2	X_2^2	Y^2
1	77	70	80	6160	5600	5390	5929	4900	6400
2	78	70	90	7020	6300	5460	6084	4900	8100
3	72	75	75	5400	5625	5400	5184	5625	5625
4	76	70	75	5700	5250	5320	5776	4900	5625
5	81	80	90	7290	7200	6480	6561	6400	8100
6	68	60	75	5100	4500	4080	4624	3600	5625
7	72	75	80	5760	6000	5400	5184	5625	6400
8	67	65	80	5360	5200	4355	4489	4225	6400
9	65	65	65	4225	4225	4225	4225	4225	4225
10	81	80	80	6480	6400	6480	6561	6400	6400
11	73	75	75	5475	5625	5475	5329	5625	5625
12	69	60	75	5175	4500	4140	4761	3600	5625
13	69	65	65	4485	4225	4485	4761	4225	4225
14	81	85	70	5670	5950	6885	6561	7225	4900
15	72	75	85	6120	6375	5400	5184	5625	7225
16	74	75	85	6068	6375	5550	5476	5625	7225

17	74	75	75	5550	5625	5550	5476	5625	7225
18	72	60	80	5760	4800	4320	5184	3600	6400
19	81	85	60	4860	5100	6885	6561	7225	3600
20	74	70	60	4440	4200	5180	5476	4900	3600
21	69	65	65	4485	4225	4485	4761	4225	4225
22	75	70	70	5250	4900	5250	5625	4900	4900
23	72	70	70	5040	4900	5040	5184	4900	4900
24	77	55	60	4620	3300	4235	5929	3025	3600
25	73	70	70	5110	4900	5110	5329	4900	4900
26	74	75	75	5550	5625	5550	5476	5625	5625
27	72	75	75	5400	5625	5400	5184	5625	5625
28	73	70	70	5110	4900	5110	5329	4900	4900
29	70	50	60	4200	3000	3500	4900	2500	3600
30	81	85	85	6885	7225	6885	6561	7225	7225
31	70	70	70	4900	4900	4900	4900	4900	4900
32	73	75	75	5475	5625	5475	5329	5625	5625
33	75	75	75	5625	5625	5625	5625	5625	5625
34	71	70	70	4970	4900	4970	5041	4900	4900
35	55	50	60	3300	3000	2750	3025	2500	3600
36	74	70	70	5180	4900	5180	5476	4900	4900
Σ	2630	2530	2640	193198	186625	185925	193060	180350	197600

$$\begin{aligned}
 r_{x_1y} &= \frac{N\Sigma X_1Y - \Sigma X_1 \Sigma Y}{\sqrt{(N\Sigma X_1^2 - (\Sigma X_1)^2)(N\Sigma Y^2 - (\Sigma Y)^2)}} \\
 &= \frac{36(193198) - (2630)(2640)}{\sqrt{(36(193060) - (2630)^2)(36(197600) - (2640)^2)}} \\
 &= \frac{6955128 - 6943200}{\sqrt{(6950160 - 6916900)(7113600 - 6969600)}} \\
 &= \frac{11928}{\sqrt{(33260)(144000)}} \\
 &= \frac{11928}{\sqrt{4789440000}} \\
 &= \frac{11928}{69205,781} \\
 &= 0,1723555
 \end{aligned}$$

$$\begin{aligned}
 r_{x_2y} &= \frac{N\sum X_2Y - \sum X_2 \sum Y}{\sqrt{(N\sum X_2^2 - (\sum X_2)^2)(N\sum Y^2 - (\sum Y)^2)}} \\
 &= \frac{36(186625) - (2530)(2640)}{\sqrt{(36(180350) - (2530)^2)(36(197600) - (2640)^2)}} \\
 &= \frac{6718500 - 6679200}{\sqrt{(6492600 - 6400900)(7113600 - 6969600)}} \\
 &= \frac{39300}{\sqrt{(91700)(144000)}} \\
 &= \frac{39300}{\sqrt{13204801}} \\
 &= \frac{39300}{363384,1081} \\
 &= 0,108150024
 \end{aligned}$$

$$\begin{aligned}
 r_{x_1x_2} &= \frac{N\sum X_1X_2 - \sum X_1 \sum X_2}{\sqrt{(N\sum X_1^2 - (\sum X_1)^2)(N\sum X_2^2 - (\sum X_2)^2)}} \\
 &= \frac{36(185925) - (2630)(2530)}{\sqrt{36(193060 - (2630)^2)(36(180350) - (2530)^2)}} \\
 &= \frac{6693300 - 6653900}{\sqrt{(6950160 - 6916900)(6492600 - 6400900)}} \\
 &= \frac{39400}{\sqrt{(33260)(91700)}} \frac{39400}{\sqrt{(33260)(91700)}} \\
 &= \frac{39400}{\sqrt{3049942000}} \\
 &= \frac{39400}{55226,279} \\
 &= 0,7134284749
 \end{aligned}$$

$$\begin{aligned}
r_{x_1x_2y} &= \sqrt{\frac{(r^2_{x_1y} + r^2_{x_2y}) - 2(r_{x_1y} \cdot r_{x_2y} \cdot r_{x_1x_2})}{(1 - r^2_{x_1x_2})}} \\
&= \sqrt{\frac{(0,1723555 + 0,108150024)^2 - 2(0,1723555 \cdot 0,108150024 \cdot 0,7134284749)}{1 - (0,7134284749)}} \\
&= \sqrt{\frac{(0,297064184 + 0,116964277)^2 - 2(0,1723555 \cdot 0,108150024 \cdot 0,7134284749)}{1 - (0,7134284749)}} \\
&= \sqrt{\frac{(0,414028461) - 2(0,132984862)}{0,2865715251}} \\
&= \sqrt{\frac{0,414028461 - 0,265969724}{0,2865715251}} \\
&= \sqrt{\frac{0,148058737}{0,2865715251}} \\
&= \sqrt{0,5166554386} \\
&= 0,718787478 \\
&= 0,718
\end{aligned}$$

The result of formula above is consulted to be r_{xy} . If the degrees of freedom (df/db) = $N - nr = 36 - 2 = 34$ for 5% significant is 0,232 and for 1% significant is 0,418. So, it shows that $r_{xy} = 0,718 > r_{xy \text{ table}} = 0,418$. In short, Alternative Hypothesis is received and Null Hypothesis is rejected. In summary, there are any correlation between Students' Self Confidence, Students Pronunciation and Their English Speaking Achievement of the Tenth Grade of MA Minhajul Muna Ngrayun Ponorogo.

D. Discussion and Interpretation

Based on data analysis of data above, it can be known that the Coefficient Correlation Product Moment between Students' Self Confidence, Students Pronunciation and Their English Speaking Achievement of the Tenth Grade of MA Minhajul Muna Ngrayun Ponorogo is 0,718 with 36 total number of cases it shows positive result correlation.

To make conclusion was also done by connecting with the table of correlation interpretation as follows:

Table 4.15
Index of Correlation⁶⁵

No	Scale	Interpretation
1	0,800-1,000	High correlation
2	0,600-0,800	Sufficient correlation
3	0,400-0,600	Fair correlation
4	0,200-0,400	Low correlation
5	0,000-0,200	Very low correlation

From the calculation in the data analysis, it value of r_{xy} is = 0,718. The value of r_{xy} table with degree of freedom (df/db) = N-2 = 36- 2 = and the significant 1% = 0,325. In short, $r_{xy} \geq r_{table} 1\%$ 0,718 \geq 0,418.

From the statement above, it means that Alternative Hypothesis was received and Null Hypothesis was rejected. The r_{xy} calculation shows that students' self-confidence, student's pronunciation and their English speaking

⁶⁵ Arikunto, *Prosedur Penelitian*, 245

achievement of the tenth grade students of MA Minhajul Muna Ngrayun Ponorogo has sufficient correlation. In summary, there is a significant correlation between Students' Self-confidence, students' pronunciation and their English speaking achievement of the tenth grade of MA Minhajul Muna Ngrayun Ponorogo.

The research was conducted to know whether there was significant correlation between students' self-confidence, students pronunciation and their English speaking achievement of the Tenth grade of MA Minhajul Muna Ngrayun Ponorogo or not. In this research questionnaire, conversation test, documentation were used to get data about students' self-confidence, students' pronunciation and English speaking achievement.

After collecting data, then the researcher made data description. It described the result of students' self-confidence, students' pronunciation and English speaking achievement. From the categorization can be seen that the states the score of students' self-confidence were vary. There were 0,167% or 6 students got high categorization, 0,778% or 28 students got moderate categorization, and 0,5% or 2 students got low categorization. Thus, in general it can be said that the students 'of the tenth grade of Minhajul Muna Ngrayun Ponorogo have enough ability of students' pronunciation.

Students' pronunciation instruction was vary. There were 0,139% or 5 students got high categorization, 0,695% or 25 students got moderate categorization, and 0,167% or 6 students got low categorization. Thus, in general it can be said that the students' of the tenth grade of Minhajul Muna Ngrayun Ponorogo have enough ability of pronunciation..

The last, students English speaking achievement were vary. There were 0,5% or 2 students got high categorization, 0,956% or 24 students got moderate categorization, and 0% or no students got low categorization. Thus, in general it can be said that the students 'of the tenth grade of Minhajul Muna Ngrayun Ponorogo have enough ability of English speaking achievement.



CHAPTER V

CLOSING

A. Conclusion.

Based on theory Safaa Mohammad Al-Hebaish, this study revealed that correlation between students' self-confidence, students' pronunciation and English speaking achievement at tenth grade students of MA Minhajul Muna Ngrayun Ponorogo in academic year 2018/2019 is proven by the hypothesis testing. In particular, it revealed as follow:

1. The data description from students self-confidence of 6 (35%) students (showed that the students whose score in good category, enough category were 28 students (0,778%) and 2 students (0,5%) got low categorization.
2. The data description from students' pronunciation of 5 (25%) students showed that the students whose score in good category, enough category were 25 students (0,695%) and 6 students (0,167%) got low categorization.
3. The data description from English speaking achievement of 2 (10%) students showed that the students whose score in good category, enough category were 24 (0,956%) and 0% or no students got low categorization.
4. The standard significance table for $(df/db) = N - nr = 36 - 2 = 34$, the standard significance 5%, $r: 0,232$. It means $r_{xy} > r_t$ or $0,718 > 0,418$ and the standard significance 1%, $r: 0,418$. It means $r_{xy} > r_t$ $0,718 > 0,418$. Based on the statement above, it means that there is significant correlation between

students' self-confidence, students pronunciation and English speaking achievement at the tenth grade students of MA Minhajul Muna Ngrayun Ponorogo in academic year 2019.

B. Suggestion

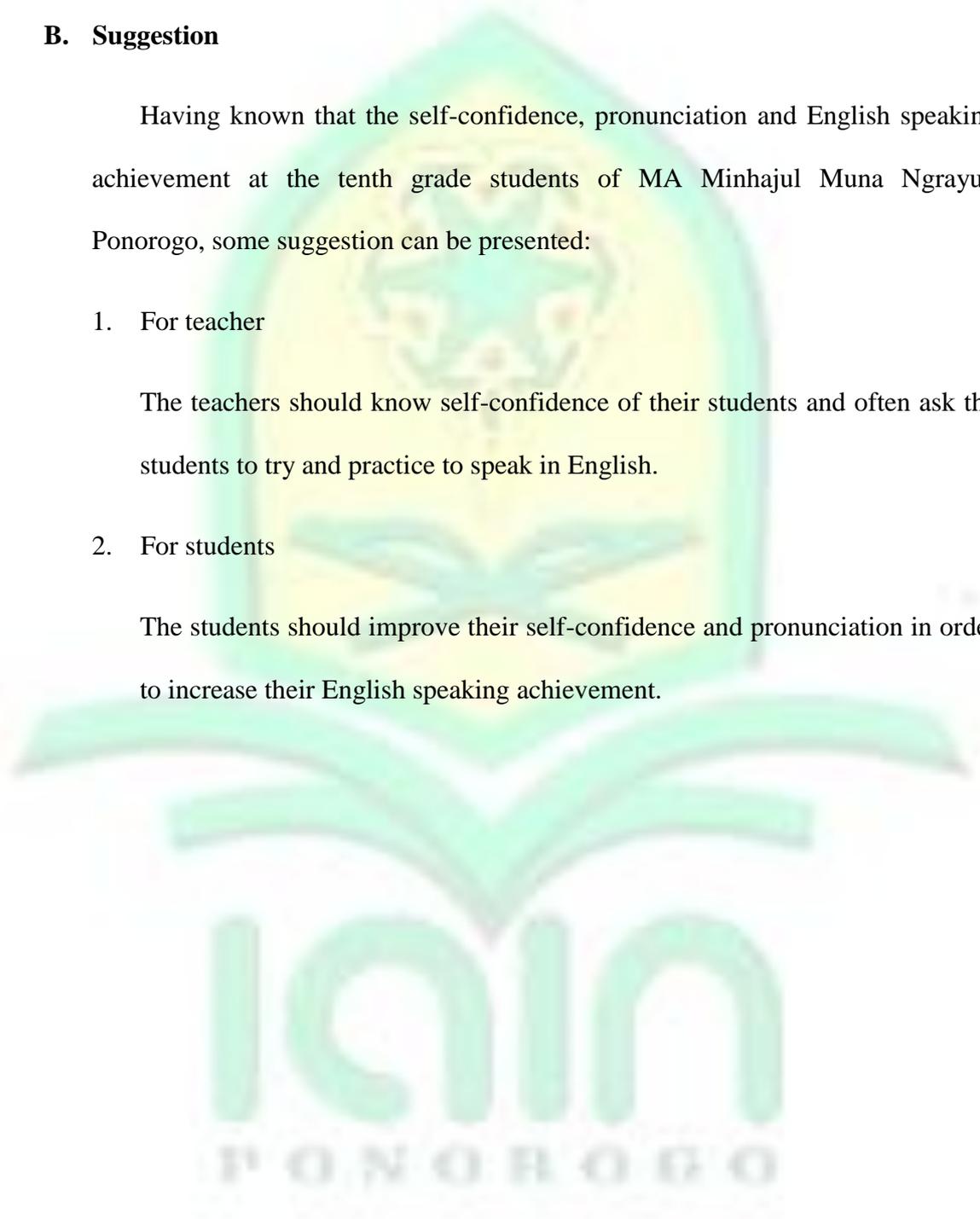
Having known that the self-confidence, pronunciation and English speaking achievement at the tenth grade students of MA Minhajul Muna Ngrayun Ponorogo, some suggestion can be presented:

1. For teacher

The teachers should know self-confidence of their students and often ask the students to try and practice to speak in English.

2. For students

The students should improve their self-confidence and pronunciation in order to increase their English speaking achievement.



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