THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND THEIR SPEAKING PERFORMANCE

BY:

RIZKY AL HIDAYATI

SRN 1601121104

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
1442 H / 2021 M

THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND THEIR SPEAKING PERFORMANCE

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of Sarjana in English Education

BY:

RIZKY AL HIDAYATI

SRN 1601121104

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
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1442 H / 2021 M**

ADVISOR APPROVAL

Title : **THE CORRELATION BETWEEN STUDENT SELF-CONFIDENCE AND THEIR SPEAKING PERFORMANCE**

Name : Rizky Al Hidayati

SRN : 1601121104

Faculty : Faculty of Teacher Training and Education

Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination / Munaqasyah by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, Mei 03, 2021

Approved by:

Advisor I

Aris Sugianto, M. Pd
ORN. 198308192015031001

Advisor II

Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003

Vice Dean in Academic Affairs,

Dr. Nurul Wahdah, M.Pd
ORN. 198003072006042004

Secretary of Language Education Department,

Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003

ii

Judul	: **THE CORRELATION BETWEEN STUDENT SELF-CONFIDENCE AND THEIR SPEAKING PERFORMANCE**
Nama	: Rizky Al Hidayati
NIM	: 1601121104
Fakultas	: Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa
Program Studi	: Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi telah disetujui oleh kedua pembimbing untuk menuju sidang skripsi / munaqasyah yang dilaksanakan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, 03 Mei 2020

Disetujui oleh:

Pembimbing I

Aris Sugianto, M. Pd
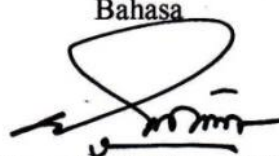NIP. 198308192015031001

Pembimbing II

Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

Wakil Dekan I Bidang Akademik

Dr. Nurul Wahdah, M.Pd
NIP. 198003072006042004

Sekretaris Jurusan Pendidikan Bahasa

Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

iii

OFFICIAL NOTE

Palangka Raya, Mei 3, 2020

Case: Examination of

Rizky Al Hidayati's thesis

To the chair of Faculty of Teacher Training and Education of IAIN Palangka Raya

in-

Palangka Raya

Assalamu'alaikum Wr. Wb.

By reading and analyzing of the thesis, we think in the name of:

Name : **Rizky Al Hidayati**

SRN : **1601121104**

Title of Thesis : **THE CORRELATION BETWEEN STUDENT SELF-CONFIDENCE AND THEIR SPEAKING PERFORMANCE**

Can be examined in partial fulfilment of the degree of Sarjana Pendidikan in English Education of the Deparment of Education IAIN Palangka Raya.

Thank You for your attention

Wassalamu'alaikum Wr. Wb.

Advisor I

Aris Sugianto, M. Pd
ORN. 198308192015031001

Advisor II

Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003

iv

NOTA DINAS

Palangka Raya, 3 Mei 2020

Perihal: Mohon Diuji Skripsi

Saudara Rizky Al Hidayati

Kepada:

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya

di-

Palangka Raya

Assalamu'alaikum Wr. Wb.

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NIM   : **1601121104**

Judul Skripsi : **THE CORRELATION BETWEEN STUDENT SELF-CONFIDENCE AND THEIR SPEAKING PERFORMANCE**

Sudah dapat diajukan untuk memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya.

Demikian atas perhatiannya, diucapkan terima kasih.

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Pembimbing I

Aris Sugianto, M. Pd
NIP. 198308192015031001

Pembimbing II

Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

THESIS APPROVAL

Thesis Title : **THE CORRELATION BETWEEN STUDENT SELF-CONFIDENCE AND THEIR SPEAKING PERFORMANCE**

Name : Rizky Al Hidayati

SRN : 1601121104

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination / *Munaqasyah* on:

Day : Friday

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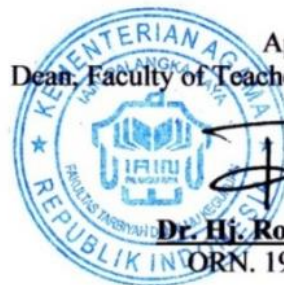
3. **Aris Sugianto, M.Pd**
(Examiner)

4. **Akhmad Ali Mirza, M.Pd**
(Secretary/ Examiner)

Approved by:
Dean, Faculty of Teacher Training and Education

Dr. Hj. Rodhatul Jennah, M. Pd
ORN. 196710031993032001

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MOTTO

Allah will raise those who have believed among you and those who were given knowledge by degrees.

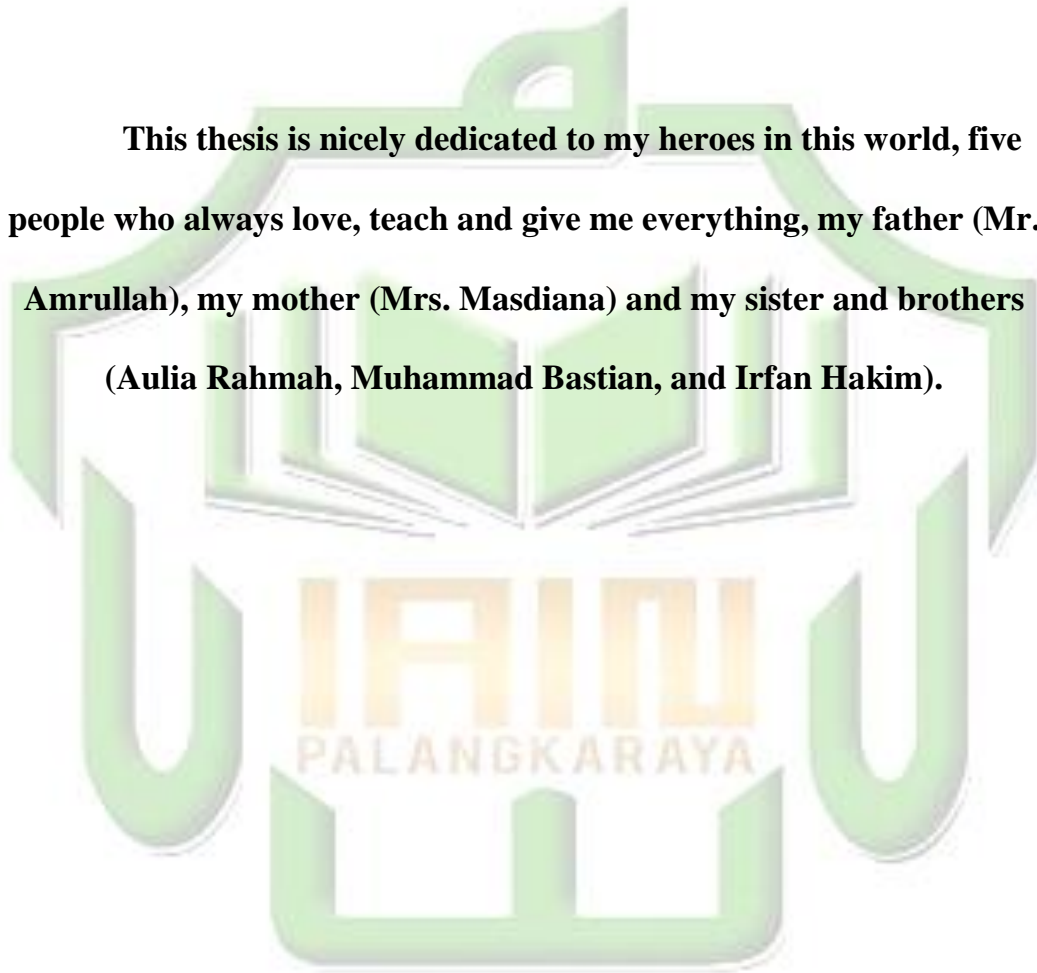**~Al-Mujadila 11~**

Well done is better than well said

~Benjamin Franklin~

DEDICATION

~ ~ ~

This thesis is nicely dedicated to my heroes in this world, five people who always love, teach and give me everything, my father (Mr. Amrullah), my mother (Mrs. Masdiana) and my sister and brothers (Aulia Rahmah, Muhammad Bastian, and Irfan Hakim).

DECLARATION OF AUTHENTICATION

بِسّمِ ٱللَّهِ ٱلرَّحْمٰنِ ٱلرَّحِيمِ

In the name of Allah

Herewith, I:

Name   : Rizky Al Hidayati

SRN   : 1601121104

Faculty   : Teacher Training and Education

Department   : Language Education

Study Program: English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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My own Declaration

Rizky Al Hidayati

SRN. 1601121104

ABSTRAK

Hidayati, R. A., 2021. *Hubungan Antara Kepercayaan Diri Murid dan Performa Berbicara Mereka.* Skripsi tidak di terbitkan, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Aris Sugianto, M. Pd (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: Korelasi, Kepercayaan Diri, Berbicara

Berbicara merupakan kemampuan berkomunikasi dalam kehidupan sehari-hari. Lancar berbicara bahasa tertentu menjadi tujuan dalam mempelajari bahasa tersebut. Meskipun Mahasiswa IAIN Palangka Raya telah mengikuti lima semester di kelas berbicara, banyak siswa yang memiliki kemampuan berbicara di bawah standar — dan beberapa penyebab kekurangan tersebut adalah seperti kurangnya latihan atau faktor dari psikologi.

Tujuan dari penelitian ini adalah untuk menyelidiki hubungan antara kepercayaan diri mahasiswa dan performa berbicara, kepercayaan diri mahasiswa adalah variabel X dan performa berbicara sebagai variabel Y. Penelitian ini difokuskan untuk mengetahui hubungan antara kepercayaan diri mahasiswa mahasiswa dan performa berbicara pada mahasiswa. Mahasiswa semester 5 Jurusan Bahasa Inggris IAIN Palangka Raya.

Metode penelitian ini adalah kuantitatif dan korelasi adalah desain pada penelitian ini. Sampel penelitian adalah mahasiswa semester 5 Jurusan Bahasa Inggris di IAIN Palangka Raya yang terdiri dari 30 siswa yang diambil dengan teknik cluster random sampling. Peneliti menggunakan dua jenis instrumen untuk mengumpulkan data dari dua variabel. Instrumen yang digunakan adalah angket dan tes berbicara. Instrumen pertama adalah lembar kuesioner Kepercayaan Diri yang dikembangkan oleh Djebbari Zakia (2014) yang berisi 33 item dengan 5 skala penilaian. Kuesioner ini digunakan untuk mengukur tingkat Kepercayaan diri mahasiswa. Instrumen kedua adalah tes berbicara. Kategori penilaian kemahiran berbicara dari Haris (1969) digunakan sebagai pedoman untuk mengukur kemampuan berbicara mahasiswa dengan menjadikan '*Online learning during pandemic*' sebagai topik. Dalam menganalisis data, peneliti menghubungkan (mengkorelasikan) hasil kuesioner dan hasil tes berbicara dengan menggunakan Korelasi *Pearson Product Moment*.

Hasil r hitung setelah data dihitung adalah 0,669. Nilai tersebut menunjukkan bahwa kepercayaan diri dan kemampuan berbicara memiliki hubungan yang positif. Hasil r hitung (0,669) antara 0,40 dan 0,70 sesuai dengan tabel interpretasi untuk nilai r. Artinya hubungan kedua variabel tersebut memoderasi bahwa siswa semester 5 jurusan bahasa IAIN Palangka Raya yang memiliki kepercayaan diri tinggi akan memiliki skor kinerja berbicara yang tinggi.

ABSTRACT

Hidayati, R.A. 2020. *Correlation Between Students' Self-Confidence and Speaking Performance At English Department IAIN Palangka Raya.* Unpublished Thesis. Department of Language Education, Faculty of Teacher Ttraining and Education, State Islamic Institute of Palangka Raya. Advisors: (1) Aris Sugianto, M.Pd, (II) Akhmad Ali Mirza, M.Pd.

Keywords: Correlation, Self-Confidence, Speaking

Speaking is the ability to communicate in everyday life. Fluent in speaking a specific language becomes a goal in learning the language. Even though IAIN Palangka Raya Students' have taken five semesters in speaking classes, many students have below standard speaking skills — many causes of these deficiencies, such as lack of practice or psychology.

The purpose of this study was to investigate the correlation between student confidence and speaking performance. Student confidence was variable X, and speaking performance was variable Y. This study was focused on determining the correlation between student self-confidence and the speaking performance of students. 5th-semester student of English Department of IAIN Palangka Raya.

This research method is quantitative, and correlation is the design of this study. The research sample was the 5th-semester students of the English Department at IAIN Palangka Raya, which consisted of 30 students who the researcher drew using the cluster random sampling technique. Researchers used two types of instruments to collect data from two variables. The instruments used were questionnaires and speaking tests. The first instrument is the Confidence questionnaire sheet developed by Djebbari Zakia (2014), which contains 33 items with 5 rating scales. This questionnaire is used to measure the level of student confidence. The second instrument is the speaking test. The speaking proficiency assessment category from Haris (1969) was used as a guideline to measure students' speaking ability by making 'Online learning during pandemic' a topic. In analyzing the data, the researcher connected (correlated) the results of the questionnaire and the speaking test results using Pearson Product Moment Correlation.

The result of the r count after the data is calculated 0.669. This value shows that self-confidence and speaking ability have a positive correlation. The result of the r count (0.669) is between 0.40 and 0.70, according to the interpretation table for the value of r; This means that the correlation between the two variables moderates that the 5th-semester students majoring in IAIN Palangka Raya language with high self-confidence will have a high speaking performance score.

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The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Since the first coming to this college, learning and studying until finishing the study, it cannot apart from many people around that has given the supports. That is why the researcher would like to express genuine gratitude to:

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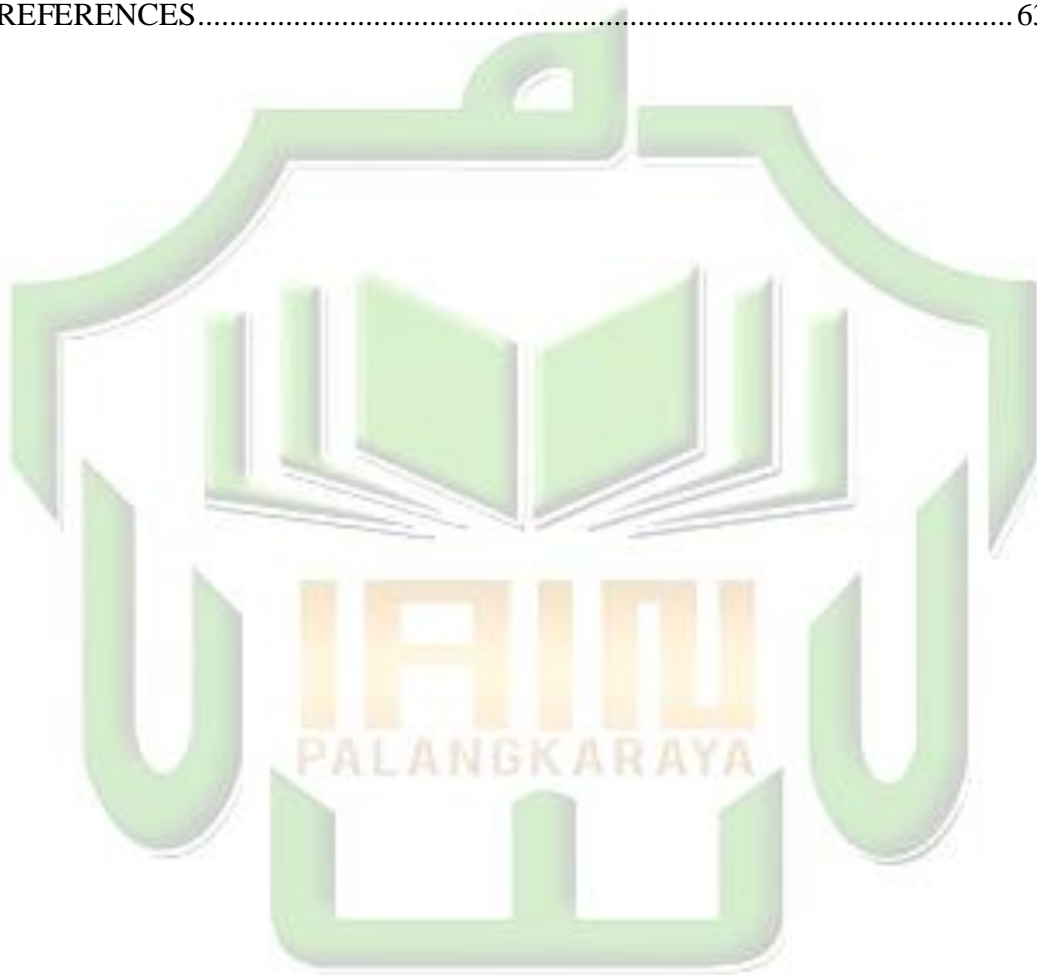Palangka Raya, 04 Mei 2020

Your Faithfully

Rizky Al Hidayati
SRN. 1601121104

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19. Curriculum Vitae

LIST OF ABBREVIATIONS

IAIN   : Institut Agama Islam Negeri

H_a : Alternative Hypothesis

H_o : Null Hypothesis

SPSS   : Statistical Package For The Social Sciences

CHAPTER I

INTRODUCTION

This chapter presents and introduces the background of the study, research problems, scope of the study, significance of the study, and definition of key terms. This part is made as an introduction to the study that conducted by the researcher.

A. Backround of the Study.

English is a second or foreign language learning by all people because English has been claimed as an international language that connects people. Business, medical, and art are some of the things we can develop using English. In Indonesian Education, English is one of the subjects required to be studied at school; an example of the importance of English in Indonesian Education is English being tested at UAN *(Ujian Akhir Nasional)*.

In a proverb, we cannot build a house without a strong foundation. Likewise, we will not become a complete speaker of a language without building the four language learning foundations. Ewert and Lidster (2001, p. 1) stated that the four skills that we need to learn are reading, writing, listening, speaking, and the components in it, such as grammar, pronunciation, vocabulary, and others.

Speaking, among the four skills in a language, is of primary importance in everyday activities and is a crucial complementary tool of communication. From a communicative point of view, speaking has many different aspects, including two

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main categories. 1) Accuracy involves the correct use of vocabulary, grammar, and pronunciation practiced through controlled and guided activities, 2) Fluency is considered the ability to continue speaking spontaneously.

By showing students' speaking ability, the teacher or other people can give feedback about it. But, speaking in a language that is not their mother tongue is not easy, especially if students do not have confidence. When students do not want to talk about the language they are talking about, it can be a problem for them or fail in their proficiency. Al Hosni (2014, p. 6) states that students think making mistakes in speaking in front of their classmates is very embarrassing, which results in preferring not to talk to avoid such situations.

There are so many obstacles in increasing the ability to speak as a practical result, such as psychological, physiological, physical, systematic, and attitude. Both are internal psychological, and attitude barriers, while some are physiological, physical, and systematic barriers. Lack of confidence is included in psychological obstacles and mindsets that make it difficult for students to speak in foreign languages and even in the mother tongue. McIntyre (2004, in Gurler: 2015, p 25) suggests that self-confidence significantly contributes to students' willingness to communicate in a foreign language. Speaking requires a high level of confidence, which means being sure to do something and not be shy and aggressive in social situations. To be a person who speaks like an English native speaker, self-confidence is one of the keys that unlock some significant communication barriers.

Speaking skills are the ability to speak fluently and are proficient in expressing thoughts or ideas. To develop this ability, the speaker, apart from mastering vocabulary and phrases, proper pronunciation, must have confidence in speaking (Confidence Speaking). Speaking with confidence (Confidence Speaking) is the ability to speak in the early stages of speaking in the form of expositions or ideas in detail, more deciphered and without fear of expressing them. The obstacle to reaching this stage is the environment that does not speak English and the absence of foreigners in students who like to pursue English.

English education is one of the study programs in Palangkaraya, which prepares students to become excellent instructors in the future. In this study program, four skills (reading, writing, listening, speaking) in English are the most crucial subjects. Four skills are the essential component in speaking English as a foreign language. Ability to speak one of them. As the explanation above, speaking is the ability to communicate in everyday life. Fluent in speaking a specific language becomes a goal in learning the language. So that at IAIN Palangka Raya, students must pass many courses and practices before graduating from this study program.

Even though they have taken five semesters in speaking classes, many students have below standard speaking skills — many causes of these deficiencies, such as lack of practice or psychology. To improve the communication skills that are used in a foreign language, a direct method is something that students must do. Still, the practice is not enough; there is one important thing but is often forgotten by the speaker, it's the courage to speak

directly in public. With that kind of attitude, a speaker will have difficulty developing ideas that will be discussed so that the speaker cannot progress the speaking skill to the maximum.

Therefore, if we want to learn English as a foreign language, then we should not underestimate confidence in speaking. This skill needs the ability also to encourage the fluidity of spell or grammar but self-confidence of the speaker. Students need confidence in speaking performance because self-confidence makes someone not worried about what will be done. Because of that, the researcher would like to identify how far **THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND THEIR SPEAKING PERFORMANCE** in the fifth-semester of English Education Study Program of IAIN Palangka Raya academic year 2020/2021.

B. Research Problem.

In this research, the researcher has a problem that becomes the main study. Is there any correlation between students' self-confidence and their speaking performance?

C. Objectives of the Research.

This research intends to know the correlation between students' self-confidence and their speaking performance.

D. Research Hypotheses.

The researcher has two hypotheses for addressing research problems:

a. Null Hypothesis (Ho): There is no correlation between students' self-confidence and their speaking performance.

b. Alternative Hypothesis (Ha): There is a correlation between students' self-confidence and their speaking performance.

E. Assumption of the Study.

The researcher assumed that students who have passed in all speaking courses have high confidence, so they have an excellent performance in speaking the language they have learned.

F. Scope and Limitation.

The scope of this research is to learn and study the correlation between students' self-confidence and their scores in speaking performance of 5th-semester students of the English Education Study Program at IAIN Palangka Raya. Student Self-Confidence may affect their ability to comprehend the language according to specific theories in second language acquisition. The researcher must check the outcome (score) for each point by way from this research (self-confidence questionnaire and speech test). The research results show how the students' self-confidence in speaking gives an effect or connection to their performance.

Limitation of this Research the researcher only focuses on an oral skill that is speaking. The researcher does not focus on another skill and component (reading, writing, or listening). The researcher used individual speaking performance to each student to find out how good the level of students' fluency in speaking English as a foreign language is. And in this research. The researchers

only raise psychology in self-confidence, not to submit other psychology types in this article not to submit different types of psychology in this article.

This research may have different results from previous and future studies because the subject use is also other. To know students speaking performance scores, the researcher did not conduct the speaking test by herself. The researcher asked for guidance from one of the lecturers in speaking to assist in scoring students' speaking performance scores, so, in this research, she barely explains more about their performance directly.

G. **Significance of the Study.**

his study has two significance. There is theoretical and practical significance:

1. Theoretically.

   This research intended to determine the correlation between students' self-confidence and speaking performance on Speaking Class students.

2. Practically.

   The study result made contributions to teachers, college, and all readers as a first step towards increasing speaking performance by boosting self-confidence. The researcher used the result for the following:

   a. To the Researcher.

      Understand the correlation between self-confidence and speaking performance in Speaking Class.

b. To Students.

To help EFL students solve their difficulties in speaking and give empirical data about the correlation between self-confidence and speaking performance.

c. To Speaking Lecturers.

As a contribution to the teacher of Speaking Class, this research makes it easier for them to choose the kind of approach suited to the student's situation at the class.

d. To Institute.

To give the Institute an overview of the significance of Self-Confidence to enhance the speaking proficiency of English Education Study Program students so that it makes directives about the students' psychological importance in mastering English.

H. Definition of Key Term.

Some essential terms that used in this study:

1. Self-Confidence.

Susanna McMahon, in her book The Portable Therapist (1992, p. 45), Noted that self-confidence is a path to be in the world where you can know yourself and take care of yourself. Welford (2013, p. 145) Says it is about being mindful of when we suffer and finding the courage to dedicate ourselves to doing something about it. Self-confidence means requires respect for ourselves and has the decency, to tell the truth about who we are, what we

like, and what we trust. It is a positive belief that what one wants to do can usually be achieved in the future.

2. Students' Self Confidence.

Confidence in students is essential for its success. The amount of confidence a student has will affect his educational goals. In this research, the confidence score that will be calculated is the 5th-semester student of the English language study program at IAIN Palangka Raya, who has graduated in speaking in the previous semester (speaking for communication, speaking for the group, and speaking for the formal setting).

3. Speaking performance.

American English Dictionary (1966, p.84) performances are (1) a doing or carrying out, (2) that which is done, deed, feat. (3) a public exhibition, especially on the stage. Speaking performance means the capacity to do something by some action to talk or speak in front of many people.

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses the following subtopics: 1) Correlational Research, 2) Speaking, 3) Self-Confidence.

A. Related Study.

There are some related studies to this present research.

1. Gürler (2015: 2) searched the correlation between confidence and speaking achievement and determined whether there were differences in the level of confidence and speaking achievement of the participants according to their department and gender. This research was conducted in Agri, Turkey. The research participants consisted of 77 voluntary students who attended preparatory classes from both the ELT Department (56) and the ELL Department (21). Of the participants, 23 were men, and 54 were women. The results show that there is a significant correlation between confidence and speaking skills. Besides, speaking achievement revealed substantial differences in the department but not gender. The level of confidence has a considerable difference regarding gender but not in the department.

This study's difference is that the sample category used for the current research is very different from the previous research. Gurler used two kinds of sample groups, namely from different sexes and departments. In contrast,

the present study only used one sample, namely the English Department of Education of Iain Palangka Raya.

2. Al-Hebais (2012: 2) investigated the correlation between general confidence and academic achievement. Participants were 53 undergraduate women majoring in English at Taibah University. Data was collected through the General Self-Confidence Questionnaire (GSCQ) and final evaluation scores in the Oral Presentation course. SPSS is used to analyze data. The outcomes reveal a positive and significant correlation between general confidence and academic achievement. Those who score high on the GSCQ also have a high score on the oral achievement test. According to Al-Hebaish, language instructors are recommended to increase their students' confidence building to develop their verbal performance achievement.

Even though the study's two variables correlate well, the instrument was only given to female English students. Simultaneously, Gurler's research states that men produce a negative correlation between confidence and speaking ability. So that in the current study, the researcher will distribute the instrument to a sample of both genders so that they can find out whether the two variables can correlate equally among all the students.

3. Wamuna & Normawati (2015) Researchers make this study aimed to determine the relationship between student confidence and their speaking performance. The method used in this study is a correlation, the instrument used is the basic questionnaire on both indicators. The questionnaire was used to determine students 'confidence and students' speaking performance. The

population of students in the second, fourth and sixth-semester was 130 and the sample consisted of 30 Amik Global Kendari students in the 2014-2015 academic year. Data were collected by analyzing using SPSS version 22, in consultation with the critical value standard (r) 5% of significance and the number of samples (N) = 30. Participants 'average score of confidence 68,1333, and students' speaking performance 67.2667 and standard deviations Participants of student self-confidence 6.9063 and student performance speak 6.61208, sig. (2 tailed) 0,000 0.05, meaning that there is a significant positive correlation between students 'self-confidence and students' speaking performance of about 91.8%, at sig. 95%.

4. Lasiyah (2017) The purpose of the study was to determine whether there was a correlation and a significant influence between confidence and speaking achievement. The research was conducted at the English Education Study Program Faculty of Tarbiyah UIN Raden Fatah Palembang. The study population was all fifth-semester students. The sample of this study was 75 students. Data was collected by self-confidence questionnaires and speaking tests. The data collected was analyzed with SPSS 20. Furthermore, it was found that there was a significant correlation between confidence and speaking achievement. the correlation coefficient or r-obtained is (0.681), it is higher than r-table (227), at (p) 0,000 <0.05. However, further analysis using regression analysis revealed that confidence affected 46.4% of speaking achievement.

5. Riska Ananda (2017) This study discusses the "Correlation between Student Self Esteem and Speaking Skills in Second Grade Students of SMA Negeri 2 Banteng". The purpose of this study was to determine whether there is a correlation between student self-confidence and second-year students' speaking skills at SMA Negeri 2 Banteng. The subjects of this study were second-grade students at SMA Negeri 2 Bantaeng. Sample T is XI IPS 3, which consists of 26 students with 16 boys and ten girls. The research result was that there was no correlation between students 'self-confidence and the second-grade students' speaking skills at SMA Negeri 2 Banteng.

What makes current research different from previous research is the psychological type used as a variable, namely self-confidence. The ability level of the sample used; in the previous study, the sample used was students of SMAN 2 Banteng, while the current research is colleges from IAIN Palangka Raya.

B. **Correlational Research.**

Correlation research is one type of non-experimental design, in which researchers must obtain correlations from two variables and find out the statistical relationship between the two (Paul, 2017, p. 107). There are many reasons why researchers interested in statistical connections between variables would choose to perform a correlational analysis instead of an experiment. The first is that they do not accept that the statistical relationship is causal or do not know for causal connections. Note that two scientific aims are to explain and forecast, and the correlation approach helps researchers to accomplish both of these goals.

Mundir (2014, p. 109) Stated that correlation means relationship and mutual relations or reciprocal relations. Correlation in statistical science is the relationship between two variables (bivariate correlation) and the relationship between more than two variables (multivariate correlation). These correlations or relationships can take proportional relationships, causal relationships (causal), or interactive relationships (mutual influence).

The correlation test is called a correlation technique. The correlation technique is one type of inferential statistic that is commonly used to test a relationship between one symptom (variable with one symptom) or between several variables. This testing effort arises at the beginning with the appearance or change of a variable followed by the appearance or modification of other variables, either regularly (positive or negative) or irregularly unclear (patternless).

Reinard (2007, p. 472) noted that correlation could be defined as a measure of variables' coincidence. It means whether coincidentally or jointly, several variables meet. A correlation implies the number of variables that coincide with each other using a formula that reveals similarity in the number of factors.

C. Self-Confidence.

1.   Definition.

Self-Confidence is doing something with complete willingness. Whatever challenges we face in any condition, we will reach our goals. Confidence is the power that drives a person to progress and develops and

continuously improve themselves. Elfiky (2009, p. 54) states that without self-confidence, a person will live in the shadow of another person. He will always be afraid of failure and something unknown. Therefore, he did not dare to make the slightest chance to get out of habit. In Education, a person like this can be terrified to grow, so he always complains about those around him who have more knowledge and do not make significant progress.

Self-Confidence is particular about the person's ability (Manser & Turton, 1998, p.83). Random Webster's College Dictionary (1997, p.499) describes self-confidence as the state of feeling sure when people can think correctly. Self-confidence is the way we think about what we are going to do and how well we communicate with others.

According to Lauter Peter (2002, p. 4), self-confidence is an attitude or belief in one's abilities. In his actions, he is not too anxious, feels free to do things according to his wishes and responsibilities, for his actions are polite in interacting with people. Another has a performance drive and can recognize one's strengths and weaknesses. It means that a person can see self-confidence from his characteristics, namely not selfishness (tolerance), encouragement from others, and optimism.

2. **Characteristic of Self-Confidence.**

Self-confidence is formed because of learning how to respond to various stimuli from outside itself through interaction with the

environment. Self-confidence is influenced not only by both parents but also by the surrounding environment such as society, teachers, media, and others.

a. High Self-Confidence.

Rahayu (2013, p. 68) suggests the characteristics of behavior that reflects high self-confidence, namely trust ourselves, independent of others, does not hesitate, feels self-worth, does not boast and does not dare to act.

b. Low Self-Confidence.

Low self-confidence is a feeling of underestimating yourself. People who consider themselves too low are said to be inferior. People who have low self-confidence think themselves to be insignificant. Alder (Setiawan, 2014, p. 20) stated that low self-confidence means feelings of inadequacy that arise due to psychological or social inability or poor physical conditions. A person's weakness, both from outside and from within himself, can cause feelings of inferiority. People who feel inferior can be seen from their behavior.

The behavior of people who have low self-confidence is as follows:

1) Alone

2) Doubters

3) Weak in Competition

4) Being Rude

5) Blame the World

6) Reproach

7) Not Sportif

8) Very sensitive.

9) Fishing Praise

10) Fear of Making Mistakes

Miskell (Rahayu, 2013: 64) defines that self-confidence as a relative assessment of oneself regarding talents, leadership, and initiative, as well as other traits and conditions that characterize human feelings. Efforts to Build Self-Confidence To foster good self-confidence, as stated by Setiawan (2014: 61) that a person must be able to build self-motivation as much as possible in terms of working, struggling, learning, and so on. High motivation is the capital to succeed regardless of the obstacles faced because failure often starts from a doubt. So, from that, start everything with confidence.

Teachers as educators also play a role in shaping and fostering student self-confidence by giving them a warm and friendly nature. Teachers also act as models for them. Lindenfield (Rahayu, 2013: 76) suggests several factors that build children's self-confidence, namely love, security, models, roles, relationships, health, resources, wages, and gifts. From the above opinion, we can conclude that parents, teachers, and the environment play an essential role in fostering and forming self-

confidence. And don't stop practicing the ability to build self-motivation continuously. In this way, a person's self-confidence will be well embedded and grow and develop well.

D. Speaking.

1. Nature of Speaking.

Pocket Dictionary of Current English (2009, p. 248) Noted that speaking is the act of conveying information or expressing one's thoughts and feelings in spoken language. Speaking is considered one of the most challenging lessons in language learning, besides writing, reading, and listening. According to Tarone (2005, p. 485), directly speaking is the most complicated and difficult skill to master.

And Celce-Murcia (2001, p. 67). Thus, the basic idea in every verbal interaction is that the speaker intends to transmit his thoughts, feelings, attitudes, and information to the listener through speech. However, in oral communication, any wrong productions can cause mismatches and misunderstandings, stemming from the lack of target languages, differences in background knowledge, and socio-cultural diversity.

To ensure proper interpretation by the hearer, Harmer (2001, p. 269) listed some elements necessary for spoken production. According to him, "the ability to speak fluently supposes not only knowledge of language features but also the aptitude to process information and

language" on the spot. Likewise, many prerequisites for speaking in another language were suggested by Celce-Murcia et al (2000, p. 23), namely knowledge of vocabulary, understanding of syntax, and the ability to use discourse connectors.

To master speaking as a skill, students must develop, in addition to linguistic competence, compensation strategies. Speaking will consist of paraphrasing, illustrated with examples and explanations to clarify one's ideas. These strategies can be developed with extensive exposure to authentic language in the classroom and by implementing intensive practice activities. In short, it is clear that spoken language is complicated to obtain; therefore, contrasting spoken and written languages, which will be developed in the next section, are a necessity for improving the conversation competency of EFL learners.

Based on the description above, it can be assumed that speaking is oral communication, and it is the second language skill. Learning to speak means that the learner must be able to use the target language by knowing the grammatical and sounds. Speaking is a productive skill. It could not be separated from listening. When we speak, we produce the text, and it should be meaningful. Like communication, we can find the speaker, the listener, the message and the feedback

2.   **Speaking Performance.**

American English Dictionary (1966, p.84) performance is; (1) a doing or carrying out, (2) that which is done, deed, feat. (3) a public exhibition, especially on the stage. Moreover, Webster's Dictionary (1966, p.96) performance is the ability to perform, the capacity to achieve the desired result efficiency and react to various stimuli. According to G.Terry et al. (1977, p. 98), performance is the action of a person or group when given a learning task. When performance is related to expressive activity, it means; (1) The making or doing of something as a means of learning conforming knowledge, (2) The use of language (possibility of another medium of communication in an endeavor to express the concept of feeling. Speaking performance is productive and makes use of the aural medium. However, if we think of speaking in terms of use, the situation is slightly different.

Widdow son (1985, p.58) states that an act of communication through speaking is commonly performed is face to face interaction and occurs as part of a dialogue or rather a form of verbal exchange. In this further discussion, Widdowson (1985, p.57) describes "usage" as one feature of the performance, which makes visible the extent to which the language user validates his knowledge of linguistics rules for effective communication. The degree of student participation in speaking English through the classroom material is categorized into active "talking part of the conversation" without naming the person. The students participate

actively in speaking when they are; 1) — giving ideas in English. 2). Asking a question in English and responding/answering in English. Presently, according to Mc. Loughlin and James A (1981) describe what is meant by 'an effective' speaking activity to assess the students' performance based on past experiments' accumulation. It can use some of the assessment techniques, namely rating scales, interviews, or questionnaires.

3.   **Kind of Speaking.**

Speaking can be applied in many different ways. The difference is caused by the aim achieved. Here were six appropriate oral performances (Douglas, p. 271):

a.   Imitative.

A minimal portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech. For example, learners practice an intonation contour or try to pinpoint a particular vowel sound. Imitation of this kind is carried out not for meaningful interaction but for focusing on some language form elements.

b.   Intensive.

Intensive speaking goes one step beyond imitative to include any speaking performance designed for practicing some phonological or grammatical aspect of language. Intensive speaking can be self-

initiated, or it can even form part of some pair work activity, where learners are "going over" a particular form of language.

c. Responsive.

A good deal of student speech in the classroom is responsive: short replies to the teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

d. Transactional.

Transactional language, carried out to convey or exchange specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative nature to them than does responsive speech.

e. Interpersonal.

The other form of conversation mentioned was interpersonal dialogue, carried out more to maintain social relationships than transmitting facts and information.

f. Extensive.

Finally, students at intermediate to advanced levels are called on to give extended monologues in oral reports, summaries, or perhaps short speeches. The monologues can be planned or impromptu.

4.   Assessing Speaking.

Assessing speaking is not an easy thing to do because there are several factors that can influence the teacher's impression of scoring. In giving a score, there are several things that we must consider first, namely:

a. Fluency: This means speaking easily, quickly enough, and without having to stop and stop a lot.

b. Pronunciation: The act or result of producing speech sounds, including articulation, stress, and intonation.

c. Accuracy: This refers to ways of correcting the use of student language systems, including the use of their grammar, pronunciation, and vocabulary.

d. Interaction: This refers to the ability to interact with others during communicative tasks.

e. Communication: This refers to the ability of students to submit their ideas.
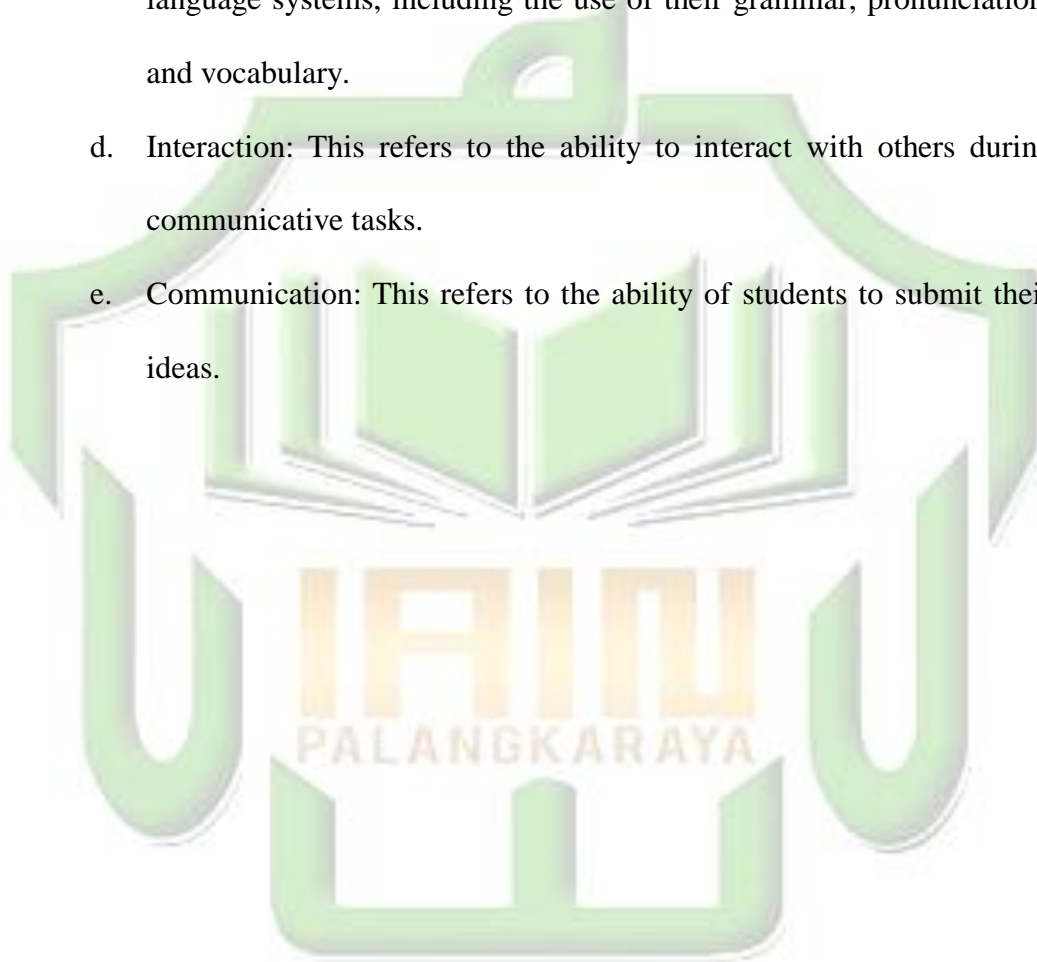
CHAPTER III

RESEARCH METHOD

This research method chapter covers the research design, population and sample, research instrument, data collecting procedure, and data analysis procedure.

A. Research Design.

This research design is the way to complete the data and search for the result of this research. It is about the activity that did to know the aim of this research.

In this research, the researcher wants to know the correlation between students' self-confidence and speaking performance. So, to identify the relationship between the two, researchers used quantitative research. Creswell (2014, p. 34) stated that Quantitative research is an approach to test the objective theory by examining the relationships between variables. These variables can be measured generally on instruments, so numbered data can be analyzed using statistical procedures. Furthermore, the design that the researcher used in this research is correlational. According to Creswell (2012, p.), the correlational design uses correlation statistics by researchers to describe and measure the level of relationship between two or more variables or sets of scores.

Researchers chose to use the design because the data that was used is in number or ordinal. In this research, the researcher was concerned about two

variables: students' self-confidence to speak English and their acquisition and proficiency in implementing English. That is about students' psychology in learning a foreign language and studying English as a foreign language.

B. Population and Sample.

1. Population.

A population is a group of interest to researchers, a group that wants the results can be generalized (Gay 1992, p. 125). An essential characteristic of inferential statistics is the process from part to whole. The small group observed by the researcher is called the sample, and the larger group about generalization is called the population. A population is defined as all members of a class of people, events, or objects that are well defined. (Ary, 2010, p. 148) Indeed, all populations are subject to the research to be observed.

In this research, the population was the fifth-semester students from the English Education Study Program of IAIN Palangka Raya, which consisted of 80 students, divided into three classes A B and C.

Table 3. 1
Population of Students.

Class	Number of Students
A	30
B	25
C	25
Total	**80**

2.   **Sample.**

Martono (2011, p. 75) noted that the Sampling technique is a method or way to determine the sample and sample size. The technique in determining samples is a limitation that often arises in research. The sampling technique is done after the size of the respondents used as samples is obtained. Based on Sukardi (2013, p. 57-58), selecting samples through probability is highly recommended in quantitative research. There are four types of collection techniques, namely: 1) Random Sampling, 2) Stratification Techniques, 3) Cluster Techniques, 4) Systematic Sampling).

In this research, the sampling technique used by researchers was the cluster technique; this technique is done by selecting samples based on the cluster rather than the individual.

Shortly, a sample is a part of the population that is observed. This research took the fifth-semester students in TBI class A that consist of thirty students of the English Department of IAIN Palangka Raya in the academic year 2020/2021 as the sample.

C. **Research Instrument.**

1.   **Research Instrument Development.**

According to D. Ary (2010, p. 98), the instrument is the generic term that researchers use for a measurement device (survey, test,

questionnaire, and many more.). Ponder that the instrument is the device and instrumentation is the course of action (the process of development, testing, and use of the device) to help identify the instrument and instrumentation. In this research, the researcher needs to use an instrument to assist in collecting the data of the research. According to Arikunto (1985, p.), this research is used to manage the data. The instrument used in this research is defined into two kinds. Instrument and data needed are explained in the table:

Table. 3.2
Instrument and Data Needed

Objective	Data Needed	Instrument
1. To understand students' level of self-confidence	Students' self-confidence score	Questionnaire
2. To measure students' speaking performance	Students' speaking performance score	Speaking Test

a. **Questionnaire.**

Fraenkal (2015, p. 123) stated that, in the questionnaire, subjects responded to questions by writing or marking answer sheets as instruments for collecting their self-report data, which were filled out by each participant as part of the research. To get the students' self-confidence score, the researcher used a close format questionneire which is Likert-scale questionnaire. Researchers adopted a self-

confidence questionnaire made by Zakia Djebbari, which raises confidence in speaking. This questionnaire is divided into three parts, namely test confidence, classroom performance, and speaking confidence.

Table 3.3
Description of the Self-confidence Questionnaire Items

Item of the Test	Description of the test item
12	General confidence
13	Classroom Performance
9	Speaking Confidence

To assess the scale of a self-confidence questionnaire, responses must be weighted. For positive items, strongly agree given a score of 5, neither agree to be given a score, 4 nor disagree to be given a score of 3, disagree given a value of 2, strongly disagree given a score of 1. And for items that are not liked or stated negatively, the weight changes because when they choose strongly disagree, their statement is psychologically equivalent to agreeing with a favorable statement. Thus, for a statement that strongly agrees, it receive weight or score of 1, and strongly disagree given a weight of 5. This questionnaire is used to find out information about how students perceive speaking skills with their confidence. Therefore, the higher the score, the higher the student's self-confidence. Conversely, the lower the score, the lower the

student's self-confidence. Below are the qualifications for the questionnaire by Djebbari (2013):

Table 3.4
Qualification for Questionnaire

Criteria	Number
High Self-Confidence	100-165
Low Self-Confidence	33-99

In the procedure for collecting data from students, due to the ongoing COVID-19 pandemic that made it impossible to distribute questionnaires directly to students, the questionnaire contents were entered into a Google application called Google Forms and distributed through the WhatsApp group that had been prepared by the researcher. After all, samples have filled out the questionnaire provided. The data results collected through Google Forms are then entered into the data results and calculated by the researcher.

b. **Speaking Performance.**

In this research, the researcher gave speaking tests to measure students' speaking ability. Arikunto (1997) stated that "Test is a sequence of questions or exercise used to measure skill, knowledge, intelligence, and ability of an individual or group."

An extensive speaking test (monologue) was used to get students speaking performance scores because now we are in the COVID-19 pandemic. Because the researcher cannot make face-to-face meetings for the test, students were tested using a video conference application called ZOOM. The researcher was held an online meeting using the app. Where the test is carried out for two days to adjust to the students' free time. This speaking test was given to get the score of students' speaking ability. Two topics were provided and chosen randomly, which directly displayed by the samples. And for performance scores, the researcher was accompanied by an expert in speaking performance. And topics that given to the sample are:

1. How do you protect yourself from Covid-19?

2. Do you think online learning is effective in this pandemic situation?

The researcher chose the two questions above because they were suitable for the 5th semester of English education students' speaking level. The topics are following the current situation in the COVID-19 pandemic, making it easier for students to explore the answers.

To assess speaking performance, the researcher used the oral English rating scale made by Harris (1969), this scoring rubric is chosen because it matches the level of English they learn in class.

According to Daryanto (2005, p. 211), the final score of the assessment

classification is used to provide the value obtained by students.

Table 3.5
Speaking Scoring Rubric

No	Criteria	Rating Scores	Comments
1.	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and word orders errors that to do not, however obscure meaning
		3	Make frequent errors of grammar and word

			order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speech as fluent and efforts less as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem

		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	He has great difficulty following what is said can comprehend only. Spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple speech of English

Table 3.6
Qualification score for English Subject

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

D. Instrument Validity and Reliability.

The researcher tried out the instruments before they be applied to the participants. The researcher analyzed the test instruments to gain information about the instruments' quality that consists of instrument validity and instrument reliability.

1. Instrument Validity.

Validity is characterized as the extent to which an instrument has been measuring what it claims to be measuring. In this research, the researcher tested validity to make sure the items of the test are valid and reliable since the present research is to measure the correlation between self-confidence and speaking performance of fifth-semester students of English education study program of IAIN Palangka Raya. There are some kinds of validity applied:

a. Speaking Test.

1) Face Validity

Face validity is a test which looks right to other testers, teachers, indicators, and tests. The type of test which is used in this research can be suitable to the others at the same level. The face validity of the test is as follow:

- The test used was a monologue performance.

- The samples join zoom meeting and recorded by the researcher.

- The evaluation based on the scoring system.

- The language of the test is English.

- The test is suitable for the 5th-semester students' Speaking skill of English education study program at IAIN Palangka Raya.

2) Content Validity

This sort of validity relies on careful analysis of language being evaluated and of the goal of the particular course. The present test is designed to contain a representative sample course; the relation between the test and the purpose of the course is always evident.

b. Questionnaire Validity

Construct validity is a form of validity that assumes the existence of particular theories of learning or frameworks that underlie the development of skills and abilities.

Ary Donald (2010, p. 368) stated that construct validity (measurement) is the extent to which a test or other instrument is claimed

by the researcher, the extent to which the evidence and theory support the interpretation of the test scores required by the use of the proposed test.

To measure the validity of the questionnaire that used in this study, researchers used the product-moment formulation by Pearson. The researcher correlated each item's score with the total score. The total score is the sum of all items. Question items that have a significant correlation with the total score indicate that these items are able to reveal what the researcher wants to reveal.

2. Instrument Reliability.

Based on some language testing experts, Latief (2014) assumed that "reliability as referring to consistency of the scores resulted from the assessment." Consistency is an important indicator for reliability, meaning that if an assessment result is (or the test scores are) consistent from one assessment to another, then the assessment result has (or the test scores have) high reliability.

a. Speaking Test Reliability.

The researcher conducted a try-out to know the reliability of the test. Reliability is a necessary characteristic of any good test for it to be valid at all; a test must first be reliable as a measuring instrument. In this case, two raters employed to score the students' speaking performance. The two raters ware the researcher and the English expert who have a lot of experience in teaching English.

The reliability Analysis with Formula of Intra-class Correlation Coefficient using SPSS 20.0 Program used to know the reliability.

In this case, the researcher applied the coefficient correlation and the interpretation of inter-rater reliability proposed by Winkle et al. (1989) as shown in the table below:

Table 3.7
Inter-Rater Coefficient Correlation and Interpretation

Correlation Coefficient	Interpretation
.90 to 1.00 or -.90 to -1.00	Very high positive or negative correlation
.70 to .89 or -.70- to -.89	High positive or negative correlation
.50 to .69 or -.50 to -.69	Moderate positive or negative correlation
.30 to .49 or -.30 to -.49	Low positive or negative correlation
.00 to .29 or -.00 to -.29	Little if any correlation

b. Questionnaire Reliability.

In this study, the reliability test for the questionnaire measured using Cronbach's alpha. There are two reasons researchers used the Cronbach's alpha test. First, because this technique is the most frequently used questionnaire reliability testing technique (Bryman et al, 2007, P. 176). Second, by conducting the Cronbach's alpha test, inconsistent indicators will be detected (Malhotra, 2012, p. 289) , formula follows,

$$r_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\Sigma\sigma_b^2}{\sigma_t^2}\right]$$

If the *cronbach alpha* coefficient is $(r_{11}) \geq 0,7$, it means that the research instrument used is reliable.

E. Data Collecting Procedure.

In collecting the data, the research conducted as the following procedures:

1. The researcher chooses the place of research.

2. The researcher asked permission to conduct research.

3. The researcher gave the questionnaire to students to be answered via google forms.

4. The researcher checked the students' score of questionnaires by using Likert scale.

5. The researcher also tested the students' speaking performance by using speaking tests via zoom meeting.

6. Assessted students' speaking performance together with the second assessor.

7. The researcher analyzing, Interpreting, and Concluding the Data,

F. Data Analysis Procedure.

after the data were collected, the researcher analyzed them to get the results, by:

1. Analysing the data.

   Before conducting a hypothesis test, there a number of tests that performed, namely normality and linearity test.

   a. Normality Test.

      Normality tests are the statistical process used to determine if a sample or any data group fits a standard normal distributor. It is used to know the normality of the data that analyzed whether both groups have a normal distribution or not. The application that researchers used to test normality is SPSS 20.0 using Kolmogorov Smirnov. If the significance value (Sig.) is more significant than 0.05, the research data are normally distributed. Conversely, if the significance value (Sig.) is less than 0.05, the research data does not contribute normally

   b. Linearity test

      The linearity test aims to determine whether two variables have a linear relationship or not significantly. To find out linearity in both variables, the SPSS 20.0 program (test for linearity) used. Two variables are stated to have a linear relationship if the significance (Linearity) is less than 0.05.

2. Testing Hypotheses.

   In the correlation technique, the variables compared to know whether the correlation is very significant, or it only happens by chance. Correlation "r" product moment used to test the hypotheses of the study. To find out the results of the correlation between self-confidence and speaking performance,

researchers used the product-moment correlation formula developed by Karl Pearson.

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

Notes:

r_{xy} : validity coefficient

N : number of subjects

X : comparative value

Y : the value of the instrument to find validity

3. Interpretation.

4. Make a result and conclude the data analysis.
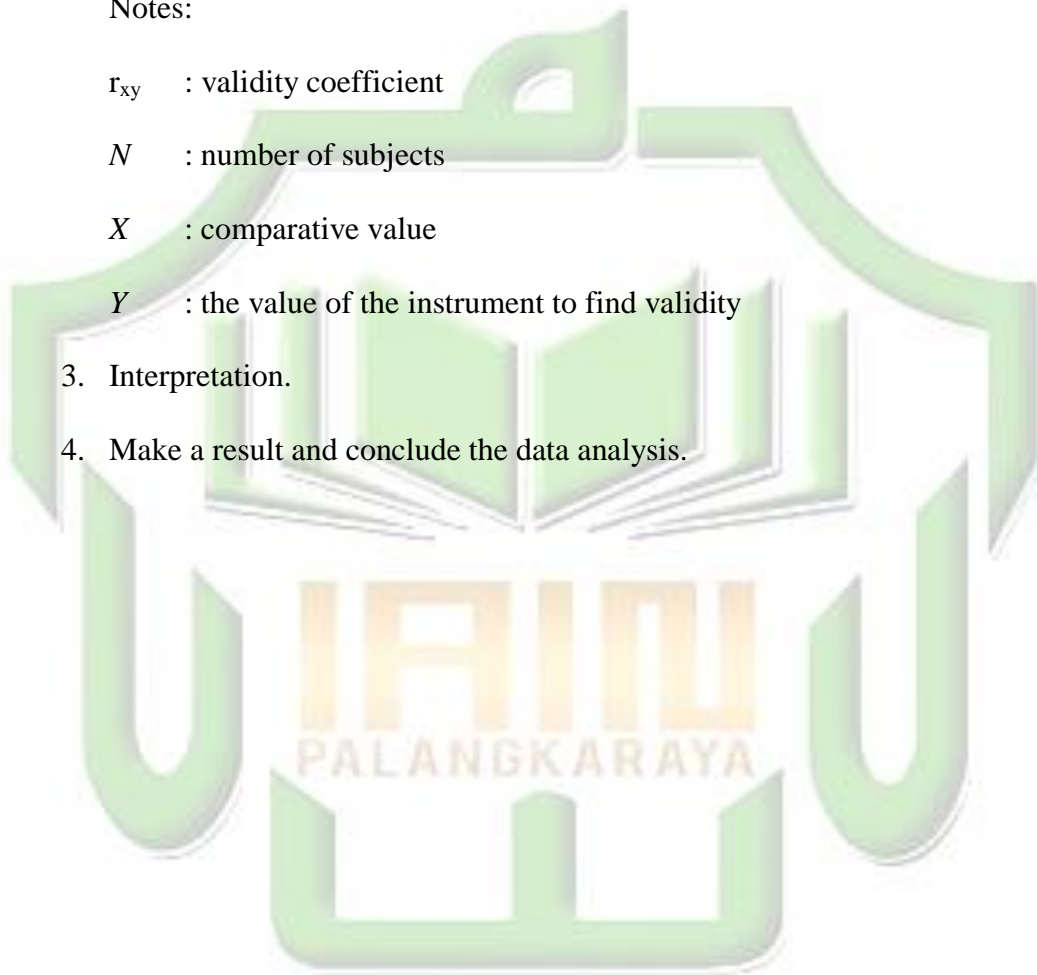
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS.

In this research, the researcher presented the data which had been collected from the research in the field of study, which consists of data presentation, research findings, and discussion.

A. Data Presentation.

1. The Result of Students' Self-Confidence Questionnaire.

To find out how much the student's self-confidence score, the researcher conducted a self-confidence test through a distributed questionnaire. The research was conducted on December 7th, 2020, at fifth-semester students of the English education study program of the Language Education Department of IAIN Palangka Raya. The researcher asked students to fill out a Google form containing a self-confidence questionnaire. After students complete the questionnaire, the author collects the results of the student's answers via the Google Form application, where the results are shown below:

Table 4.1.
Students Self-Confidence Score

No.	Participant	Students Self-Confidence Score (X)	X^2	Criteria
1.	P1	94	8836	Low
2.	P2	141	19881	High
3.	P3	88	7744	Low
4.	P4	135	18225	High
5.	P5	94	8836	Low
6.	P6	102	10404	High
7.	P7	109	11881	High
8.	P8	111	12321	High
9.	P9	120	14400	High
10.	P10	98	9604	Low
11.	P11	120	14400	High
12.	P12	132	17424	High
13.	P13	71	5041	Low
14.	P14	73	5329	Low
15.	P15	102	10404	High
16.	P16	80	6400	Low
17.	P17	110	12100	High
18.	P18	130	16900	High
19.	P19	104	10816	High
20.	P20	95	9025	Low
21.	P21	93	8649	Low
22.	P22	143	20449	High
23.	P23	93	8649	Low
24.	P24	155	24025	High
25.	P25	95	9025	Low
26.	P26	107	11449	High

27.	P27	75	5625	Low
28.	P28	103	10609	High
29.	P29	138	19044	High
30.	P30	67	4489	Low
TOTAL		3178		351984
LOWEST SCORE		67		
HIGHEST SCORE		155		
MEAN		105.93		
STANDARD DEVIATION		22.990		

Graphic 4.1
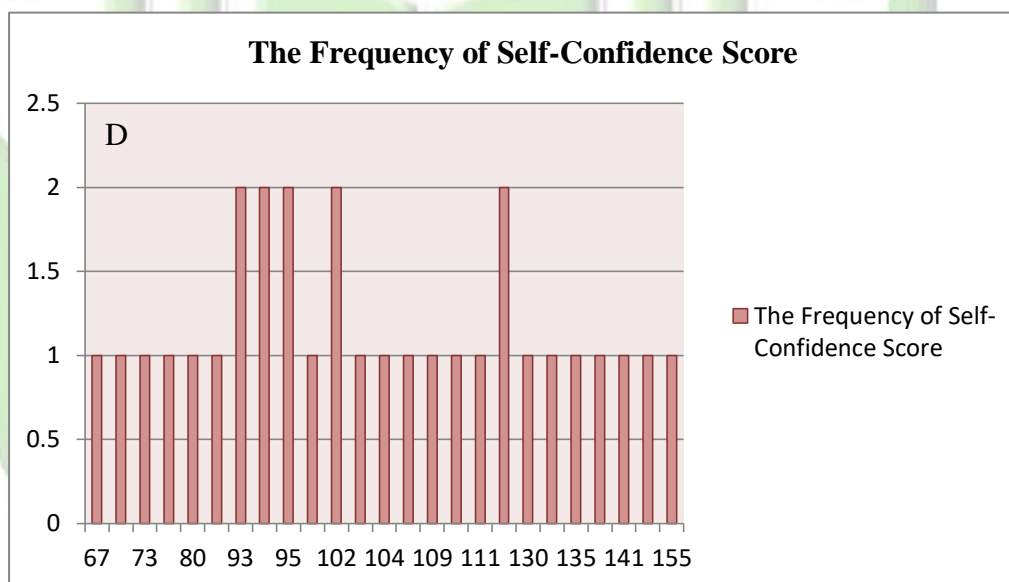
Descriptive analysis of the Self-Confidence Questionnaire is shown above in tables and graphs. We can see that the highest score is 155, and the lowest score is 67. The mean score of the students' Self-Confidence is 105.93, and the standard deviation is 22.990.

2.   **The Result of Students' Speaking Performance.**

Due to the Covid 19 pandemic, speaking performance tests were carried out online through a two-day zoom meeting by dividing them into two groups to suit students' available time. The test was carried out on 9-10 December 2020 at fifth-semester students of the English language education study program of IAIN Palangka Raya. The test was carried out on students who have been previously selected as the sample. In this test, students are required to perform a speaking performance with the theme "learning at home and how to prevent Covid 19". They must appear at the zoom meeting with the camera on and recorded. The researcher gave 5 minutes to prepare their performance. The test takes about 2 to 5 minutes. The test results can be seen as follows:

Table 4.2
Students Speaking Performance Score

No.	Participant	Students Speaking Performance Score (Y)	Y^2	Criteria
1.	P1	68	4624	Fair
2.	P2	78	6084	Good
3.	P3	60	3600	Poor
4.	P4	78	6084	Good
5.	P5	66	4356	Fair
6.	P6	86	7396	Very Good
7.	P7	84	7056	Very Good
8.	P8	62	3844	Fair
9.	P9	78	6084	Good

10.	P10	56	3136	Poor
11.	P11	72	5776	Good
12.	P12	52	5184	Good
13.	P13	76	2704	Poor
14.	P14	52	4096	Fair
15.	P15	64	5776	Good
16.	P16	64	2704	Poor
17.	P17	82	4096	Fair
18.	P18	60	4096	Fair
19.	P19	68	6724	Very Good
20.	P20	76	3600	Poor
21.	P21	84	4624	Fair
22.	P22	68	5776	Good
23.	P23	64	3364	Poor
24.	P24	58	7056	Very Good
25.	P25	82	4624	Fair
26.	P26	76	4096	Fair
27.	P27	80	3364	Poor
28.	P28	54	6724	Very Good
29.	P29	58	6400	Good
30.	P30	64	2916	Poor
TOTAL		2002	141340	
LOWEST SCORE		52		
HIGHEST SCORE		86		
MEAN		69		
STANDARD DEVIATION		10.3956		

Graphic 4.2

The Frequency of Speaking Performance Score
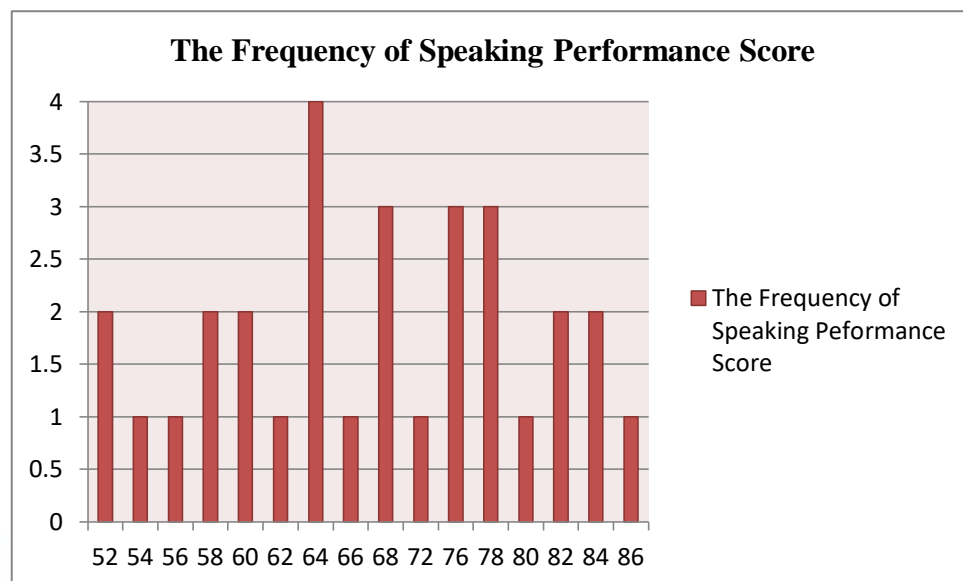
Descriptive analysis of the students' speaking performance ability scores shown above in the tables and graphs. It can be seen that the highest score is 86, and the lowest score is 52. The average value of the students' Speaking performance score is 69, and the standard deviation is 10.39562.

3.   **The Data of Two Variables.**

After perceiving the outcomes of the students 'self-confidence, the researcher compared these results with the scores of the students' speaking performance. To find out and analyze data, researcher used the SPSS program to make it more apparent. The assessment of the two tests of students anxiety and speaking performance showed whether the correlation for the two subjects were accepted or rejected.

Table 4.3
The Data of Two Variables

No.	Participant	Students Self-Confidence Score (X)	Criteria	Students Speaking Performance Score (Y)	Criteria
1.	P1	94	Low	68	Fair
2.	P2	141	High	78	Good
3.	P3	88	Low	60	Poor
4.	P4	135	High	78	Good
5.	P5	94	Low	66	Fair
6.	P6	102	High	86	Very Good
7.	P7	109	High	84	Very Good
8.	P8	111	High	62	Fair
9.	P9	120	High	78	Good
10.	P10	98	Low	56	Poor
11.	P11	120	High	76	Good
12.	P12	132	High	72	Good
13.	P13	71	Low	52	Poor
14.	P14	73	Low	64	Fair
15.	P15	102	High	76	Good
16.	P16	80	Low	52	Poor
17.	P17	110	High	64	Fair
18.	P18	130	High	64	Fair
19.	P19	104	High	82	Very Good
20.	P20	95	Low	60	Poor
21.	P21	93	Low	68	Fair
22.	P22	143	High	76	Good
23.	P23	93	Low	58	Poor
24.	P24	155	High	84	Very Good

25.	P25	95	Low	68	Fair
26.	P26	107	High	64	Fair
27.	P27	75	Low	58	Poor
28.	P28	103	High	82	Very Good
29.	P29	138	High	80	Good
30.	P30	67	Low	54	Poor

4. **Normality Test.**

From the data above, the researcher found out whether the data is normal or not by using the SPSS 20 program. The result can be looked below:

a. Normality Test of Students Self-Confidence.

Table 4.4
Normality Test by One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Self-Confidence
N		30
Normal Parameters[a,b]	Mean	105.93
	Std. Deviation	22.990
Most Extreme Differences	Absolute	.113
	Positive	.113
	Negative	-.087
Kolmogorov-Smirnov Z		.618
Asymp. Sig. (2-tailed)		.840

a. Test distribution is Normal.

b. Calculated from data.

Figure 4.1
The Normal Q-Q Plot of Students Self-Confidence

Normal Q-Q Plot of Self-Confidence
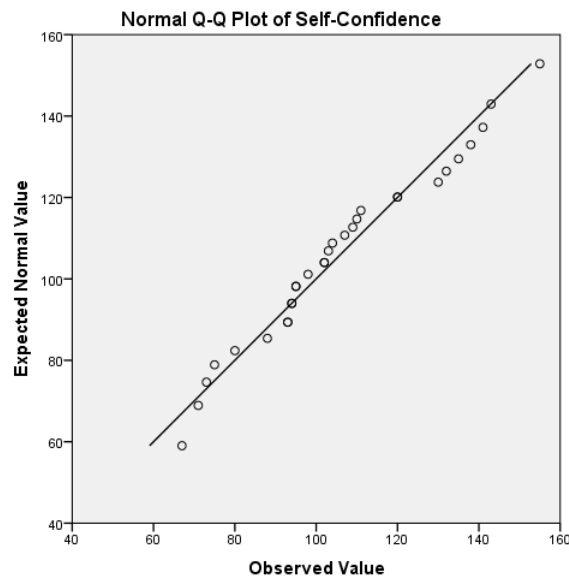
b. Normality Test of Students Speaking Performance.

Table 4.5
Normality Test by One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Speaking Performance
N		30
Normal Parameters[a,b]	Mean	69.00
	Std. Deviation	10.396
Most Extreme Differences	Absolute	.150
	Positive	.118
	Negative	-.150
Kolmogorov-Smirnov Z		.820
Asymp. Sig. (2-tailed)		.513

a. Test distribution is Normal.

b. Calculated from data.

Figure 4.1

The Normal Q-Q Plot of Students Speaking Performance
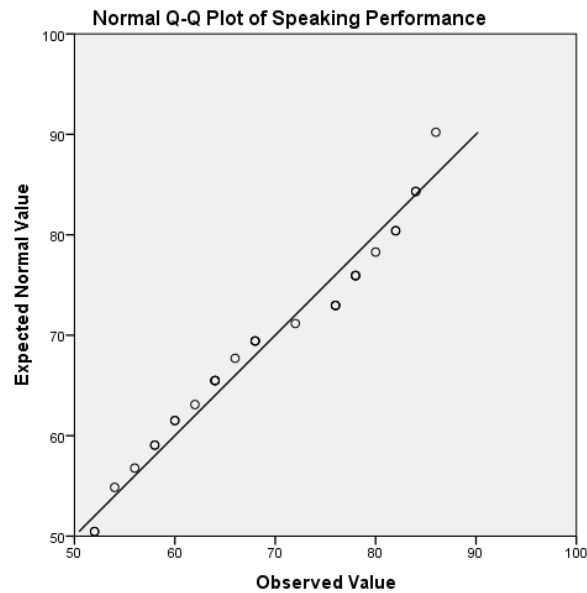
Hypothesis testing:

a. Ho accepted if N. Sig < 0.05

b. H1 rejected if N. Sig > 0.05

For the normality test, the researcher used the One-Sample Kolmogorov-Smirnov Test with spss 20. While the results of the normality test for students' self-confidence was 0.840 and for Speaking Performance was 0.513, in which the two data above were higher than 0.05, it could be we assume that these data are normally distributed. And from the Q-Q Plot, we can notice that all the data, which are points of self-confidence and speaking performance, are almost scattered around a straight line which indicates that the data was normally distributed.

5. **Linearity Test**

From the data above, the researcher found out whether the data is linear or not by using SPSS program. The result can be looked below:

Table 4.6
The Result of Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Performance * Self-Confidence	Between Groups	(Combined)	2998.000	24	124.917	4.593	.049
		Linearity	1402.184	1	1402.184	51.551	.001
		Deviation from Linearity	1595.816	23	69.383	2.551	.151
	Within Groups		136.000	5	27.200		
	Total		3134.000	29			

In the linearity test, if the Sig. Deviation> 0.05, there is a linear relationship between the independent variable and the dependent variable. Based on the data calculations results above, the significance value of the data points that the data value is 0.151, which is higher than 0.05, which we can conclude that variable X and variable Y have a linear relationship.

B. **Research Findings.**

1. **Students' Self-Confidence.**

In this study, the researcher studied the correlation between self-confidence and speaking performance in fifth-semester students of the English Department of IAIN Palangka Raya. To get the data, the researcher took 30 samples and distributing questionnaires. The

questionnaire consisted of 33 self-confidence items. From the questionnaire, the authors get the results as shown in table 4.1. After the score was processed, several groups of data are made at several levels in the predicate of the score, and then a percentage is made using the formula:

$$S= n/N \text{ x } 100$$

Where:

S   : Students Score

n   : the number of students who got a score in a level

N   : a total of students.

Table 4.7
Distribution Frequency and Presentation of the Students' Self – Confidence.

No.	Catagory	Criteria	Frequency	Percent
1.	100-165	High Self-Confidence	17	56.6%
2.	33-99	Low Self-Confidence	13	43.4%
		Total	30	100%

The result has shown students' anxiety score (X)= 105,93 (s=22,990). The data revealed that 43,4% of 30 students have low Self-Confidence. Whereas another 56,6% of 30 students detectable in high Self Confidence.

2.   **Students' Speaking Performance.**

In this study, the researcher studied the correlation between Students' Self-Confidence and Speaking Performance at the fifth-semester students of English Department IAIN Palangka Raya. In order to get the data, the researcher took students of IAIN Palangka Raya as the participant and conducted the speaking test. The result of students' speaking tests can be seen in table 4.2. After the score was processed, several groups of data are made at several levels in the predicate of the score, which shown below:

Table 4.8
Distribution Frequency and Presentation of the Students' Speaking Performance.

No.	Catagory	Criteria	Frequency	Percent
1.	91-100	Excelent	0	0%
2.	81-90	Very Good	5	16.6%
3.	71-80	Good	9	30%
4.	61-70	Fair	8	26.7%
5.	0-60	Poor	8	26.7%
	Total		30	100%

The result has shown students' anxiety score (Y)= 69 (s=10.3956). The data revealed that 16.6% of 30 students have Very Good criteria, 30% of 30 students in Good criteria, 26.7% of 30 students in Fair criteria, and 26.7% of 30 students in Poor criteria.

3.   **Hypothesis Testing.**

This aim to measure the correlation between Students' Self-Confidence and Speaking Performance scores. The researcher used the person product moment formula. The data are described in the following table:

Table 4.9
The Correlation between Students' Self-Confidence and Speaking Performance.

No.	Participant	Students Self-Confidence Score (X)	Students Speaking Performance Score (Y)	XY	X^2	Y^2
1.	P1	94	68	6392	8836	4624
2.	P2	141	78	10998	19881	6084
3.	P3	88	60	5280	7744	3600
4.	P4	135	78	10530	18225	6084
5.	P5	94	66	6204	8836	4356
6.	P6	102	86	8772	10404	7396
7.	P7	109	84	9156	11881	7056
8.	P8	111	62	6882	12321	3844
9.	P9	120	78	9360	14400	6084
10.	P10	98	56	5488	9604	3136
11.	P11	120	76	8640	14400	5184
12.	P12	132	72	6864	17424	2704
13.	P13	71	52	5396	5041	5776
14.	P14	73	64	3796	5329	2704
15.	P15	102	76	6528	10404	4096
16.	P16	80	52	5120	6400	4096
17.	P17	110	64	9020	12100	6724

18.	P18	130	64	7800	16900	3600
19.	P19	104	82	7072	10816	4624
20.	P20	95	60	7220	9025	5776
21.	P21	93	68	7812	8649	7056
22.	P22	143	76	9724	20449	4624
23.	P23	93	58	5952	8649	4096
24.	P24	155	84	8990	24025	3364
25.	P25	95	68	7790	9025	6724
26.	P26	107	64	8132	11449	5776
27.	P27	75	58	6000	5625	6400
28.	P28	103	82	5562	10609	2916
29.	P29	138	80	8004	19044	3364
30.	P30	67	54	4288	4489	4096
TOTAL Σ		**3178**	**2070**	**223918**	**351984**	**145964**

From the calculation of variable X and Y above, it was known that:

ΣX = 3178, ΣY = 2070, ΣXY = 218772, ΣX2 = 351984 and ΣY2 = 145964

Therefore, the researcher calculated the data with manual calculation and also the SPSS 20 program, and the measurement of rxy as follows:

a. **Manual Calculation Corelation.**

To find the coefficient correlation, the researcher applied Pearson product-moment correlation for getting the result. Pearson product-moment correlation as which formula follows:

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

R_{xy} = index number correlation "r" product moment

N = Number of Participants

X = Students' Self-Confidence scores

Y = Students' Speaking Performance scores

$\sum X$ = The Sum Scores of Self-Confidence Scale

$\sum Y$ = The Sum Scores of Speaking Performance

$\sum X^2$ = The Sum of the Squared Scores of Self-Confidence

$\sum Y^2$ = The Sum of the Squared Scores of Speaking Performance

$\sum XY$ = The Sum of Multiplied Score between XY

It is know that:

$$r_{xy} = \frac{30.223198 - (3178)(2070)}{\sqrt{\{30.351984 - (3178)^2\}\{30.145964 - (2070)^2}}}$$

$$r_{xy} = \frac{6717540 - 6578460}{\sqrt{\{10559520 - 10099684\}\{4378920 - 4284900}}}$$

$$r_{xy} = \frac{139080}{\sqrt{459836 \ X \ 94020}}$$

$$r_{xy} = \frac{139080}{\sqrt{43233780720}}$$

$$r_{xy} = \frac{139080}{207927,3448}$$

$$r_{xy} = 0.668887491$$

$$\boldsymbol{r_{xy} = 0.669}$$

b. **SPSS Calculation Correlation**

Table 4.10
The Correlation between Students' Self-Confidence and Speaking
Performance.

Correlations

		Self-confidence	Speaking Performance
Self-confidence	Pearson Correlation	1	.669[**]
	Sig. (2-tailed)		.000
	N	30	30
Speaking Performance	Pearson Correlation	.669[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Based on the calculations above, the correlation coefficient was 0.669, proving that the value of "r" based on degrees of freedom calculation showed that df = N-nr =, N = 30, nr = 2, df = 30 - 2 = 28, and r table 0.361. The results revealed that $r_{observed}$ 0.669 was 5 percent higher than r_{table} 0.669. Since there was a moderate positive correlation between self-confidence and speaking results, it can be inferred that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

c. **Wieght of Correlation.**

The researcher measured the contribution variable X to Variable

Y using the formula by Riduan (2004, p. 138).

$$KP = r2 \times 100\%$$

Where:

KP = determinant coefficient score

r2 = correlation coefficient score

It is know that:

KP   = r2 x 100%

          $= 0,669^2$ x 100%

          = 0,447561 x 100%

          = 44,7561 %

          = 44,76%

The interpretation of the coefficient of determination is 44,76%

variance Self-confidence can be explained by Speaking performance. It

meant that Self-confidence gives a 44,76% contribution to Students'

Speaking performance.

4.   **Interpretation Result.**

The result of the computation shows that the value of r observe 0.591 is higher than r table 0.244 at 5%. It is going to be categorized by using the coefficient correlation criteria by Mukaka (2012):

Table 4.11
The Correlation Interpretation

The Amount of 'r'	Product Moment Interpretation
0.00 – 0.20	There is no correlation
0.20 – 0.40	There is a low correlation
0.40 – 0.70	There is moderate correlation
0.70 – 0.90	There is high/strong correlation
0.90 – 1.00	There is very high/strong correlation

We can see there is a moderate positive correlation between the student's self-confidence variable (X) and the student's speaking performance variable (Y). Because the classified interval is at 0.40-0.70, the correlation coefficient index is a moderate correlation. Therefore, we can ensure that students 'self-confidence has a high effect on students' reading ability.

C. Discussions.

Based on this study's purpose, namely to find out the correlation between self-confidence and speaking performance of English Department Students for the 2015 Academic Year at IAIN Palangka Raya. The researcher began to collect data

by giving a self-confidence questionnaire and speaking test. In the self-confidence questionnaire, students must answer 33 question items. If the students get points in 100-165, then the student has high self-confidence, and vice versa if the points obtained are below 99, then the student has low self-confidence. Then the speaking performance test was carried out with the same sample. They have done a speaking test which is done online through zoom meeting. here, their performance is assessed by the raters based on the scoring rubric

In this study, the researcher intended to present derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. From the analysis, the researcher got the result as follow;

1. The number of participants used in this study was 30.
2. most students (56.6%) from 30 students have high self-confidence.
3. The highest number of students 30% in Good criteria of speaking performance
4. The result of calculating the correlation between students' anxiety and their speaking test was r = .669. Based on Riduan's interpretation, there is a high correlation between the variables.
5. From SPSS calculation, the researcher gets N.Sig =.000 where significance<0.05.
6. The hypothesis accepted the alternative hypothesis (Ha).

The results showed a positive correlation between students' self-confidence and speaking performance in the fifth-semester of the English

Education Study Program of IAIN Palangka Raya academic year 2010/2021 in moderate correlation. The hypothesis testing showed a correlation between the two variables because N.Sig<5%, Ha accepted, and Ho rejected.

According to Gürler (2015), this finding states a correlation between self-confidence and speaking ability, although there are differences in results in gender. Al-Hebais (2012) pointed to a high correlation between general confidence and academic achievement in female students, who score high on the GSCQ also have a high score on the oral achievement test. From the two previous studies above, the researchers concluded that learning to speak a foreign language requires high self-confidence because good confidence will help them practice speaking performance. In this case, a good learning environment and the encouragement that is stimulated by the teachers are needed. Finding a proper approach and a comfortable and pleasant learning atmosphere can be an option to increase students' self-confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, conclusion and suggestion. The conclusion clarify the correlation between students' self-confidence and speaking performance at the fifth-semester students of the English Department of IAIN Palangka Raya. The suggestion contain the researcher's view and suggestions for the future researcher to give positive feedback to the students.

A. Conclusion.

After calculating the data above, the result of the r count is 0,669. This value shows that there is a positive correlation between self-confidence and speaking performance. Based on the interpretation table for the value of r, the results of r count (0,669) are between 0.40 and 0.70. It means that the correlation between the two variables moderates that students will get high speaking performance scores if they have high self-confidence. Otherwise, students who have lower self-confidence will score lower in their speaking performance.

B. Suggestion.

Studying the result, the researcher wants to give some suggestion to the readers, especially for the future researcher:

1. Students

Students in foreign language classes must pay attention to their confidence in learning to speak English. because we already know that

increasing self-confidence able to facilitate language acquisition in theory and practice

2.   **Lecturer of Speaking Course**

The Language lecturers, especially those who teach speaking courses, are recommended to improve and strengthen students' self-confidence by creating a supportive classroom environment that encourages students to speak up and participate in oral activities without feeling anxious.

In the teaching and learning process, the speaking lecturer must maintain a relaxed and humorous class atmosphere; Design activities that are interesting and give students more time to practice, and continue to bear motivation for students to practice speaking a lot.

3.   **Institution**

For institutions, this study able to help develop students' skills and understand the characteristics of students so that they are motivated to learn English and make them think that English is a fun subject to study.

4.   **Future Researchers**

For the future researchers, they able to learn this study and get motivation to looking for the similarity topic and how to try get problem solving in any problem that comes in foreign language class.

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