

# THE CORRELATION BETWEEN SELF CONFIDENCE AND SPEAKING ABOUT DESCRIBING THING OF THE ELEVENTH GRADE STUDENT OF SMKN 1 ABUNG SELATAN ACADEMIC YEAR 2023/2024

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**Abstract:** This study intends to investigate the phenomenon of Self Confidence that can be related to Speaking About Describing Thing. The purpose of this study is to find out whether there is significant Correlation Between Self Confidence and Speaking about Describing Thing of The Eleventh Grade Student of SMK Negeri 1 Abung Selatan Academic Year 2023/2024. The kind of this research is quantitative research and used correlation research design. The population consisted of 228 students'. This research applied *slovin formula* to determine the research sample. The sample was taken 15% of the population from each class, so the total sample was 37 students'. The instrument used in this research were questionnaire and oral test. Then, to fullfit the hypothesis of the research, the researcher analyzed data by using the *pearson product moment* and resulted  $R_{observed} = 0,605$  then, resulted the value of  $T_{observed} > T_{table}$  was  $4,49 > 2,03$ . Based on the result data analysis, it is concluded that  $H_0$  was rejected and  $H_a$  was acceted, it means that there is a significant correlation between self confidence and speaking about describing thing.

**Keyword:** *Self Confidence, Speaking About Describing Thing, Student's*

**Abstrak:** Penelitian ini bermaksud untuk menyelidiki fenomena kepercayaan diri yang dapat dikaitkan dengan berbicara tentang mendeskripsikan sesuatu. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara percaya diri dengan berbicara mendeskripsikan sesuatu pada siswa kelas xi smk negeri 1 abung selatan tahun pelajaran 2023/2024. Jenis penelitian ini adalah penelitian kuantitatif dan menggunakan desain penelitian korelasional. Populasi terdiri dari 228 siswa. Penelitian ini menggunakan teknik *Slovin Formula* untuk menentukan sample penelitian. Sample diambil 15% dari populasi dari masing – masing kelas, sehingga diperoleh jumlah sample sebanyak 32 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes daftar pertanyaan dan tes ujian lisan. Kemudian untuk memenuhi hipotesis penelitian, peneliti menganalisis data dengan menggunakan rumus *pearson product moment* dan diperoleh  $R_{observed} = 0,605$  maka diperoleh nilai  $T_{observed} > T_{table}$  adalah  $4,49 > 2,03$ . Berdasarkan hasil analisis data dapat disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima, artinya terdapat hubungan yang signifikan antara kepercayaan diri dan mereka berbicara tentang mendeskripsikan sesuatu.

**Kata Kunci:** Kepercayaan Diri, Berbicara Tentang Mendeskripsikan Sesuatu, Siswa.

## **I. INTRODUCTION**

### **1.1. Background of the Problem**

Speaking is one of skill that is used by the students to do communication verbally. Speaking skill is very important to express ideas, feeling and thought for from the students. In speaking the students have to master about the topic that want to be delivered. Moreover, the students have to notice problem that support the succes of speaking. The problem can be the difficulties of arranging words, wrong selection of diction, or using of non effective sentence. another problem is about the students' self confidence. Speaking English still difficult to do by the students because the students still afraid to speak English because the students do not have enough self confidence to express ideas using English. Furthermore, the students afraid if the students will make mistakes and errors when speak English

The similar problem also found when the researcher conducted interview with one of the English teacher at SMKN 1 Abung Selatan Kotabumi on Monday Maret, 20<sup>th</sup> 2023. Based on the interview, the researcher concluded that when the teacher gave task to speaking English the students still feel afraid so that the students have difficulties to speak. The difficulties can not choose correct words, can not speak fluently, or not clearly when expressing ideas. The teacher also added that when the teacher did conversation verbally using English the students can not undestand what the teacher explain about. Moreover, the students also looks not confident while speaking. When replied the teacher using English, the students looks shy and not confidence that make the students not fluently and also there was still mistake and

error in arranging sentence when the students speaking English.

On Thursday, April 3<sup>th</sup> 2023 the researcher also conducted interview with three students from eleventh grade in SMKN Abung Selatan. The student said that speaking is the most difficult subject in learning English it because when speaking the students need to have many of vocabulary and need to have skill in pronunciation. The students added that vocabulary and pronunciation affect the students' skill in speaking. The student explained that sometimes when speaking they feel worry and afraid if they will make error and mistake in expressing the ideas. Moreover, the students prefer using Bahasa than English language because the student do not have enough self confidence. Furthermore, the student afraid if the listener can not receive the message clearly because the students have lack of vocabulary, low ability in arranging word gramatically and pronounce word correctly. Furthermore, the students do not have will to speak English because the students do not understand about gammar that must to use or how to arrange correct sentence. The students also added they afraid to try speaking English if their speak are not good or clear.

From the interview of three students, the researcher conclude that the students are not flent to speak English because the students do not speak English for daily activity at school. The students do not want to English because of worry on making mistake when speaking English. It make the students difficlt to process word in English and exprees it by speaking. The students claimed that English language is the most difficult language to studied at school.

## **II. LITERATURE REVIEW**

### **2.1 Theory Review**

#### **2.1.1. Concept of Speaking Ability**

Speaking ability is aspect in English that have to be developed in order to people can do communication fluently. Furthermore, in school activity the students are demanding to be good speaker, be able to express ideas, be able to answer questions, or ask question very well. That is why English speaking ability is important to have by the students. According to Tarigan in Putri (2018, p. 116), speaking is ability of pronouncing articulations sounds to express and deliver ideas. Besides, Arsjad and Mukti in Momon (2015, p. 73) state that speaking is skill to pronounce sounds of articulations and saying words to express and deliver thoughts, ideas, and feeling of the speaker. Referring to those statements, the researcher concluded that speaking is an ability in pronouncing sounds into words in purpose to express thoughts, ideas and feeling.

Speaking ability is important ability to communicate. With speaking ability, the students can control communication process. Furthermore, by speaking ability the students can express many kinds of information (fact, event, ideas, statement, etc.). speaking ability also can be as media to develop and expand the students' knowledge. By good speaking ability, the students can get information about many things in school environment or society environment.

From the explanation above, the researcher concluded that speaking in general definition is activity about produce sound from mouth in the form of words then arranged into meaningful sentences. In English language, speaking is important skill must be understood by the students

because speaking is tool to deliver message orally speaker and listener. The more the students master speaking skill the more the students easy to do communication with other people.

#### **2.1.1.1. Purpose of Speaking**

Speaking as one of communication tool can be use for many of purpose. Main purpose of speaking is to inform information speaker's ideas for the listener. However, purpose of speaking exactly not only for giving information to other people Tarigan in Permana (2015, p. 135) states that there are some purpose of speaking as follows,

- a) Speaking to stimulate  
Speaking to stimulate means the speaker try to convince the listener to have more spirit and to be better. Reaction that expeted from the listener is rise inspirations and create emotions. Purpose of speaking can be called as stimulating if the speaker try to influence opinion or attitude of the listener to do something.
- b) Speaking to move  
Speaking to move means the speaker want to mobilise the listener in order to do things that speaker want. Speaker have purpose to make the students do action or activity. Speaking to move usually done by individual toward group, though can be done toward individual too.
- c) Speaking to convince  
Speaking to convince means the speaker try to convince the listener in order that all of the information that delivered by the speaker have been accepted clearly by the listener. Besides, speaking to convince is speaking activity that have purpose to make the listener believe about things.
- d) Speaking to inform

Speaking to inform means the speaker want to inform, announce, or report about things to the listener. The speaker give information so that the listener can understand it.

e) Speaking to entertain

Speaking to entertain means that speaking acitivity that have purpose to make the listener happy. The speaker try to create fun situations by saying jokes or funny stories.

Beside, Keraf in Wiyanti (2014, p.95) explains about purpose of speaking, as follows:

- a) Encourage the speaker to give support, raise desire, and show respect.
- b) Convince and influence the listener about actions and attitudes.
- c) Raise the listener's emotions to get physical reaction of action.
- d) Inform the listener in order that listener understand about things.
- e) Entertain the listener in order that to make the listener happy.

From those statements, it can be concluded that main purpose of speaking is to do communication in verbal form. But in the other hand, there are another purpose of speaking. Speaking can be as spirit for people to do something activity or speaking can be as tools to entertain people. It means, speaking not only have purpose to give information but also have another purpose that give benefit to another people..

### **2.1.1.2. Kinds of Speaking**

There are several kinds of speaking. According to Brown in Alasiyani (2018, 192), kinds of speaking is divided into five such as imitative, intensive, responsive, interactive, and extensive.

#### **a. Imitative**

In imitative, the speaker are anticipated to have ability imitate pronunciation, new

vocabularies, or new sentences that expressed through some other speaker. Besides, imitative is form of talking ability meaning the speaker performance speaking talent as practice the intonation and focusing at some factors and specific language form.

#### **b. Intensive**

This second form of speaking is often used in the context of oral production evaluation. it is designed to observe a descriptive linguistic or grammatical aspect of language.

#### **c. Responsive**

Responsive is sort of speaking skill that practice short conversations, small monologue, or easy request and comments. At school responsive speaking can be form of greetings, small communicate among trainer and students, or giving construction and directios.

#### **d. Interactive**

Interactive speaking means speaking activity that consist multiple members with a view to make the various conversations. In technique of interactive speaking, the individuals produce pragmatic conversations.

#### **e. Extensive**

Extensive talking focusses on the students' ability in improving speaking capacity. Extensive speaking may be as fom brief monologue, story telling, or simple speech.

From those statements, it can be concluded that there are five types of speaking ability they are imitative, intensive, responsive, interactive, and extensive. Each types have different form in speaking activity.

### **2.1.1.3. Developing Factors of Speaking Ability**

There are many factors that can improve students' speaking skill. According to Dewi in Fakhro and Hidayatullah (2018, p. 42) factors that can develop speaking skill as follows:

1. Having strong courage and willpower  
Courage is basic thing that have to had by the students. Without courage, the conversation will not go fluently. Moreover, willpower will took away the doubt of the students.

2. Having many knowledge  
The students must have man knowledges in order to be able deliver ides clearly.

3. Having good mastery of language  
If the students master the language good and fluent, automatically the students will have many of vocabulary so that can express ideas very well.

4. Always practice  
Doing many practice of speaking will make the speaking activity more prepared and make the students speak English easily. From the explanation above, it can be concluded that speaking is activity about giving information in verbal form. Furthermore, the students must have good skill in speaking ability if want to do verbal communication. In process of speaking ability there are factors that affected the students to be able have good speaking such as have will and encouragment, have many knowledge about topic, master the language correctly, and always do speaking practice regularly.

For the students, there are many kinds of speaking activity that can do at class. The activity can be singing, making conversation, or describing. In general, describing mean activity that explain (subject, object, place, or etc) in detailed so that the listener can imagine it. Usually, activity of describing things can be done by

two ways such as describe directly and object or subject that the students see directly or describing things that can not be seen by the students directly. Both of describing thngs activity above are not easy to do by the students if the students do not have many knowledge, vocabulary mastery, and grammatically ability. It can be concluded that, describing things was easy done by the students if the students have good skill in mastering vocabulary, and enough knowledge. Because it will help the students to be able describing things clearly and easy to understand by the listener.

### **2.1.2 Assesing Speaking Ability**

Assessing in speaking ability is needed to know development and improvement of the students in speaking activity that appropriate with the aspects in speaking. Through making assessment of speaking ability so that the difficulties and problems can be solved. In this case, the students was more supported in speaking learning because the students get the guidance directly from the teacher to improve the quality of speaking ability.

According to Brown (2004, p. 172), there are five aspects that is assessed in speaking ability such as pronunciation, vocabulary, fluency, grammar, and comprehension. The following is explanation of each aspect also the criteria assessment of each aspect based on Brown (2004,p. 172):

#### **A. Pronunciation**

"The correct pronunciation is a crucial component of oral communication. Pronunciation refers to the manner in which a term is articulated." (Hornby, 2010: 1175). Pronunciation can also be defined as a way for the speaker to generate a clear oral utterance. Properly generated

pronunciation can make the meaning clearer. Hidayati (2015, p. 9) states that when speaking, the speaker should be able to express the word clearly and make a meaningful sound. In speaking activity, the students can pronounce that distinct the meaning. Therefore, mispronunciation can lead to misunderstandings.

### **B. Vocabulary**

“Vocabulary is the thousands of lexical building blocks that are available to the average user of a language” (Brown, 2007, p. 435). Besides, Hornby (2010, p. 1662) also states that vocabulary is every word a person knows or uses. In addition, Jannah and Fitriati (2016, p. 67) define a vocabulary as a single meaningful word or a group of words. Vocabulary is important for producing utterances. If the speaker can use the vocabulary well, the speaker was able to speak more effectively. A small vocabulary makes it difficult for the speaker to clearly convey the message.

### **C. Fluency**

Fluency is the important part in speaking. According to Brown (2007, p. 64) fluency refer to “efficient and rapid movement away from a capacity-limited control of a few bits and pieces to a relatively unlimited automatic mode of processing language forms.” Moreover, Hornby (2010, p. 575) defines fluency is “the quality of being able to speak or write a language, especially a foreign language, easily and well.” Fluency affects someone’s skill in speaking because someone can use the language perfectly without any distinctions which can make the speech unclear.

### **D. Grammar**

According to Hornby (2010, p. 651), grammar is “the rules in an exceedingly language for dynamical the shape of words and connection them into sentences.” Jannah and Fitriati (2016, p. 68)

additionally The investigation of how sentences are structured and formed is known as syntax. The structure of language is examined in grammar, which explains how words are combined to create meaningful expressions. A series of rules are utilized in grammar to create sentences or statements. The significance of grammar cannot be overstated in both oral and written communication since it can distinguish meanings. When speaking, using proper grammar may help listeners comprehend the topic being discussed.

### **E. Comprehension**

The last side accustomed assess speaking ability is comprehension. Having smart comprehension whereas doing communication is admittedly important. Rahmawati and Ertin (2014, p. 202) outline comprehension is making an attempt to know the context of the language and capable to reply by victimisation appropriate answer supported the question that is offer. Besides, Hornby (2010, p. 296) also states that “comprehension is that the ability to understand.” This implies that understanding pertains to how the conversants grasp the substance of the dialogue. They comprehend their own discourse and can provide relevant rejoinders regarding the subject matter at hand. In assessing comprehension, the students who are be able to comprehend the topic that talked will get good score. Low score was given if the students difficult to produce meaningful utterance.

### **2.1.3 Concept of Descriptive Text**

Descriptive text is one of the types of text that students should learn to university. It is a text that describes something. Description text explain what a person, thing, and object looks like objectively.

Target in descriptive text is essentially informative and makes people reading text see, feel and hear what the author has seen, felt and heard anything else. Dalman (2018, p. 94) defined that descriptive text uses precise language to describe a thing or a particular thing so that the reader can almost feel or experience it for themselves. It means, descriptive text can convey someone's feeling or a sense of experience, such as the feel, taste, sound, or smell, in addition to describing the appearance of things, places, and people.

According to Dalman (2018, p. 94), The characteristic of descriptive text as follows:

1. Descriptions provide additional information or data about an object.
2. Description affects the reader's perception and sensitivity.
3. Descriptions are written in an appealing style and use evocative language.
4. The term description refers to something that can be heard, seen, or felt. For instance, items, nature, animals, colors, places, and people.

Based on the previously explanation, descriptive text is defined as text that describes the characteristics of a person or thing. Descriptive writing is used to identify a specific person, location, or item. Furthermore, it contains distinct language characteristics that distinguish it from other types of text. Descriptive text is used to describe something in detail, such as a person, an animal, a product, or a location, utilizing a generic framework.

According to Knapp and Watkins (2005, p. 100) generic structure of descriptive text are divided into two step as follows

1. Classification: Language's power to assign names to objects allows it to

classify the concrete world of experience.

2. Description: Contains information in depth about the object being classified. There are six categories to consider: appearance, behavior, habitat, characteristics, location, and reproduction.

The descriptive text is divided into two sections or stages. First, the students must locate broad information. Second, the students must locate specific information, such as the qualities of the pupils' appearance. The students must be able to distinguish between general and specific information.

Descriptive text uses the present tense, for example: My cat hasfoursome, my father looks good. Focus on specific participants, for example: usFather, my purse and his car. Then use a related verb to convey information about Motif, for example: It's very small, it's in the corner. So use it differentlydescriptive adjectives, counters and classifiers, e.g. Handsomegirl, unique face. For example pictures - let the girls be chalk white.

In summary, descriptive text is text that describes, for example, a place, a person, an animal, and so on. The narrative uses simple present tense, focuses on specific participants, different adjectives, etc.

#### **2.1.4 Concept of Self Confidence**

Self confidence is related with ability, skill and courage to do actions physically or psychologically and one of them is speaking ability. Self confidence is needed in speaking activity, when the students have self confidence it means the students believe with their ability so that the students can speak English very well.

In relation of mastering speaking, self confidence becomes important factor.

To carry out excellent talking, the students no longer simplest need intellectuality or ability. In contrary, the students need electricity to show in using and managing their intellectuality and potential. According to Lauster in Amri (2018, p. 159), self confidence is a attitude or belief about self ability, so that in activities there is no worry, and feel free to do things. Furthermore, Angelis in Fitri et al (2018, p. 1) defines that self confidence is self ability to gain successful because of self effort they have, so that someone can do things with full of belief and be able to face all things quietly. From those statements, it can be concluded that self confidence is self ability of human that when doing activity there is no doubt and worry.

Self confident is one of psychology variable on learning process that make the students be able to follow learning process optimally as the students' ability. Self confident very affect students' learning successful, because high self confident will give spirit and self confidence for the students to learning speaking English. If the students have self confident, the student was able to expressing thoughts, giving question, explaining result of discussion etc. In other word, self confident is important aspect that must have by the students. Leder in Istiqlal and Hijrihani (2020, p. 95) mentions that self confident and positive emotion not always claimed as positive affect from learning, but become important element in learning process and problem solving. It means that self confident make the students easier to following learning activity especially in speaking.

Self confident is an attitude that had by the students toward the self ability and be able to accept the ability as it is whether it is positive or negative during learning

process. Sudardjo in Jaya and Yuniasih (2020, p. 215) states that believing on self ability will make the students' speaking fluency more better. In contrast, when the students do not believe with self ability and afraid with failure will give negative effect to speaking ability students. From the statement, can be concluded that the more self confidence that had by the students the more speaking ability student was good.

#### **2.1.4.1 Aspects of Self Confidence**

There are some aspect of self confidence. According to Lauster in Hidayati and Savira (2021, p. 2), there are some aspect of self confidence, such as

##### **1. Believe with self ability**

Positive attitude from someone about their self ability. This self attitude show if the someone convince and believe with the actions they do.

##### **2. Optimistic**

Attitude that had by someone who always think positive when facing everything about the ability of themselves.

##### **3. Objective**

Someone seeing problem solving with the real truth not based on personal truth.

##### **4. Responsible**

The willingness of someone to be responsible about all the actions and want to take consequence about things they did.

##### **5. Rational and Realistic**

Rational and realistic is ability to analyze the problems, analyze things by using thoughts that can be accepted by rationale and based on reality.

Based on the opinion above, the reseacher conclude that self confidence as important aspect that influence how the students' speaking ability. The more the students have strong self confidence the more the students will not afraid to make failure od

speaking and believing in their own ability. Related with self confidence, there are some aspects that affected such as believe with self ability, optimistic, objective, responsible, and rasional & realistic.

The students who have self confidence was able to try something new in new situations. Moreover, the students do not need to compare the ability with another else because the students believe with the ability their had. In opposite, the students who do not have self confidence was find difficulties when do larning activities especially speaking English, it cause the students will not be able speak English fluently and clearly. Someone who have self confidence will have characteristic similar with statements from Hakim in Tanjung and Amelia (2017, p. 2) as follows:

1. Always calm when do something.
2. Have enough potency and ability.
3. Be able to reduce the tensions from every situations.
4. Be able to adapt and communicate every situations.
5. Have mental and physical that support appearance.
6. Have enough intelligence.
7. Have enough formal education.
8. Have ability of socialization.
9. Have life experience that make mental to be strong.
10. Have good background education.
11. Always think positive when facing the problems.

Self confidence is important aspect that must have by the students. when the students have self confidence, it will make the students always stay calm and think positive in taking decisions.

#### **2.1.4.2 Affecting Factors of Self Confidence**

There are many factors that can affect self confidence of someone. Anthony in Kusrini and Prihartanti (2014, p. 134) explains the factors of self confidence as follows:

##### **1. Self Concept**

Creation of self confidence of someone it begins by self concept that got from interaction in the invironment.

##### **2. Self esteem**

Self esteem is evaluation that done toward it self. Level of self esteem will affect someone's self confidence.

##### **3. Experience**

Self confidence can be caused by experience. Positive experience will develop self confidence, meanwhile negative experience will caused low of self confidence.

##### **4. Education**

Level of education also affect someone's self confidence. Low education will make people depend under another people who smarter than them. In opposite, someone who have high of level education will have high self confidence.

Based on the explanation above, it can be concluded that have to had by the students who want to improve the speaking ability. When the students have low self confidence will make the students afraid to make errors so that make the students not have improvement in speaking ability. Therefore, there are some factors that affected self confidence such as self concept, self esteem, experience, and education.

#### **2.2 Previous Related Research**

The researcher found there are some similar research related with correlation between students' speaking ability and students' self confidence. The first research was

conducted by Farahdiba on 2022 with title *The Correlation between Self Confidence and Speaking Ability of the Tenth Grade Students of SMAN 3 Engkrang*. The result of the research showed that  $r_{count} = 0.55$ . The conclusion from the research was there is positive and significant correlation between the students' self confident and the students' speaking ability. The similarities with the research is this research was used tenth grade students as sample. Meanwhile the differences is this research was used sample purposive sampling as sampling technique.

The second similar research was conducted by Roysmanto on 2018 entitle *The Correlation between Students' Self Confidence and their Speaking Skill*. The result of the research showed that there is significant correlation between the students' self confidence with the students' speaking ability. It was proven by the value of mean was 82.5. The similarities with the research is this research was used speaking skill as Y variable. Meanhwile the differences is this research was used interview as research instrument.

The third similar research was conducted by Riva on 2021 entitle *The Correlation between Students' Self Confidence and Their Speaking Skill at the Eleventh Grade of SMAN N 2 Bukittinggi*. The result of the research showed that there is positive correlation between self confidence with the students' speaking ability. The result is determined based on value of coefficient correlation between two variables was 0.286. The similarities with the research is this research was used *Pearson Product Formula* to measure the correlation. Meanwhile the differences with the research is this research used 28 students as sample.

### **2.3 Frame of Thinking**

Speaking is one of important aspect in English ability. It caused by speaking always used as communication tool with other people verbally. If the students master how to speaking well so that communication can go fluently and clearly. Self confidence become important aspect for the students because if the students have much self confidence it will make the student ba able to express the ideas very well. The students will not be afraid and worry about mistakes when the students speaking English. self confidence also support the students to always think positive and believe about the ability they have.

## **III. RESEARCH METHOD**

### **3.1. Research Method**

Suitable research methodology is needed in every research. Research methodology can be used as guide in implementation of a research so that by using suitable research methodology, purpose of the research can be reached. The method that used in this research is descriptive correlational with quantitative approach. According to Frankel and Wallen (2009, p. 328) correlational study is kind of research methods that in purpose to know the relationship between two variables or more without effort to affect those variables. Furthermore, Mardalis (2010, p 26) explains that descriptive quantitative is conducted to inform the facts related with all variable that exist. From the statements above, it is concluded that descriptive correlational is kind of research method that is used to find the relationship between all variables then was described in details about fact that happen in the field.

### 3.2. Population, Sample, and Sampling Technique

#### 3.2.1 Population

Population is important part in a research. Arikunto (2010, p 173) states that population means all members which is included in a research. Similarly, Sugiyono (2012, p 80) explains that population is not only about all object and subject that is investigated, but also about the characteristic that is had by the subject. In this case, the population in this research was all of the students at eleventh grade of SMKN 01 Lampung Utara Academic Year 2022/2023. The total of population were 228 students. The total of population was listed in the following table:

**TABLE 7**  
**TOTAL OF POPULATION OF**  
**ELEVENTH GRADE OF SMKN 01**  
**LAMPUNG UTARA**

CLASS	TOTAL
XI AKP 1	31
XI AKP 2	34
XI AKT 1	35
XI AKT 2	33
XI BOGA	30
XI TKJ 1	32
XI TKJ 2	33
<b>TOTAL</b>	<b>228</b>

(Source: Administrative Staff of SMKN 01 Lampung Utara)

#### 3.2.2 Sample

In the research, sample is part of object that was investigated. Arikunto (2010, p. 174) sample is part in the research that was learnt that represent the population. Moreover, Sugiyono (2012, p. 81) state that sample is part of research that have characteristic which is represented the population. From the statements above, it means sample is part of population and have characteristic to be investigated in a research. From those

statements, total of sample was based on the population which are the eleventh grade students of SMKN 01 Lampung Utara and the total are 228 students. In this case, the researcher used *Slovin* formula by Sugiyono in Ranindya and Idayani (2020, p. 32) as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = Total Sample

N = Total Population

e = Error Level

In *Slovin* formula, there are three level of error that can be chosen they are 5%, 10%, and 15%. The greater of error level the more sample was taken. In this research the researcher choose 15% of error level. Thus, the calculation by using *Slovin* formula as follow.

$$n = \frac{228}{1 + (228)(0.15)^2}$$

$$n = \frac{228}{1 + (228)(0.225)}$$

$$n = \frac{228}{1 + 5.13}$$

$$n = \frac{118}{6.13}$$

$$n = 37.19$$

The result of calculation is 37.19.

Therefore, the students will take 37 students as sample.

#### 3.2.3 Sampling Technique

Sampling technique means technique in taking the research sample. There are many kinds of sampling technique. Arikunto (2010, p. 177) mention that kinds of sampling technique such as random sampling, stratified sample, area probability sample, proportional random sample, purposive sample, quota sample, double sample, and cluster random sampling. In this case, the researcher used proportional random sampling technique. Proportional random sampling technique means all of the students have same opportunity to be selected as sample. In

taking research sample, the researcher will take 5 students from class XI AKP 1, XI AKP 2, XI AKT 1, XI AKT 2, XI BOGA and 6 students from, XI TKJ 1, XI TKJ 2. The research used choose the students by using lottery. All of the name of the students will written in small pieces of paper then the researcher take 5 or 4 pieces of paper randomly and the students' name who written in that paper was chosen as sample. The detail of the sample was drawn in the following table:

**TABLE 8**  
**TOTAL OF SAMPLE FROM EACH CLASS OF ELEVENTH GRADE**

<b>CLASS</b>	<b>TOTAL</b>
XI AKP 1	5
XI AKP 2	5
XI AKT 1	5
XI AKT 2	5
XI BOGA	5
XI TKJ 1	6
XI TKJ 2	6
<b>TOTAL</b>	<b>37</b>

### **3.3. Research Instrument**

In a research, the researcher used tool to measure instrument that called as research instrument. Sugiyono (2012, p. 92) explains that research instrument is as tool that the researcher use to measure the variables.

#### **3.3.1 Research Instrument of Speaking Ability**

To collect the data from dependent variable (Y)—students' speaking ability—the researcher used spoken test instrument in spoken form. In this part, was discuss about the conceptual definition, operational definition, and specification of speaking ability.

#### **3.3.1.1 Conceptual Definition of Speaking Ability**

Speaking is communication ability that in the process delivering and expressing ideas, thoughts, and feeling directly to people. Speaking is ability to explain al of thought, ideas, and feeling by using mouth or verbally.

#### **3.3.1.2 Operational Definition of Speaking Ability**

Speaking is one of skill that should be mastered by the students. the students will easily expressing thoughts orally if the students have high ability in speaking. In this research, the researcher would like to use speaking test to measure how the students' speaking ability. Test was done by ask the students to describe about things then the researcher record the students while reading the text and the researcher will assess the students' ability of speaking.

#### **3.3.3 Validity of the Instrument**

Valid data is produced from valid instrument. According Sugiyono (2012, p. 121), valid refers the instruments can be measured what is have to measured. Additionally, Sugiyono (2012, p.125) state that mentioned that there are 3 kinds of validity test such as content validity, construct validity, and external validity.

##### **3.3.3.1 Validity of Speaking Ability**

To know the validity of variable the students' speaking ability (y), the researcher used construct validity. The researcher arrange the speaking test based on relevant theory while to get content validity the researcher will ask two advisors or called as experts' judgement to determine whether the instrument can be used or not.

##### **3.3.3.2 Validity of the Students' Self Confidence**

To measure the validity of the students' self confidence questionnaire, the researcher

used construct and content validity. In construct validity, the researcher used expert judgment. Valid instrument refers to the using of the instrument is appropriate with the research data that was measured. To test the validity of the instrument of the students' self confidence, the researcher use used *Pearson Product Moment* formula by Arikunto (2010, p. 213), as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

Where:

$r_{xy}$  = Correlation coefficient of each item score

$\sum x$  = Number sum of each item score

$\sum y$  = Number score of item

$N$  = Number of respondent

Parameter that used by compare the result of  $r_{count}$  and  $r_{table}$ . If  $r_{count} > r_{table}$ , the instrument is valid. Meanwhile, if  $r_{count} < r_{table}$  it means the instrument is not valid.

### 3.3.4 Reliabilty of the Instrument

According to Sugiyono (2012, p. 121), reliable instrument is the instrument that will produced same data eventhough use in different occasion.

#### 3.3.4.1 Reliability of the Students' Speaking Ability

In measuring the studetnts' speaking ability instrument, the researcher used inter-rater reliability. Its is the procedure which giving score based on subjective perception toward some aspects that conducted by systematic observation in directly or indirectly. To estimate the reliability of speaking test, the researcher used coefficient reliability. The number of coeficient reliability start from 0.0 until 1.0 can be means reliable. The formula to estimate the reliability from rating done by k raters is:

$$r_{xx'} = \left( \frac{S_s^2 - S_e^2}{S_s^2} \right)$$

Where:

$r_{xx'}$  = Coefficient reliability

$S_s^2$  = Variance between subject that is influenced by rating

$S_e^2$  = Variance error (variance interact between subject and rater)

To calculate  $S_s^2$  and  $S_e^2$  used formula as follows:

$$S_s^2 = \frac{\sum i^2 \frac{(\sum R^2)}{n} \frac{(\sum T^2)}{k} + \frac{(\sum i)^2}{nk}}{(n-1)(k-1)}$$

$$S_e^2 = \frac{\frac{(\sum T^2)}{k} - \frac{(\sum i)^2}{nk}}{(n-1)}$$

Where:

$i$  = Rating number that is given by rater to subject

$T$  = The total of rating that is received by a subject to all rater

$R$  = The total of rating is given by rater to all subject

$n$  = The total of subject

$k$  = The total of rater

#### 3.3.4.2 Reliability of the Students' Self Confidence

The reliability of the students' self confidence questionnaire was measured by using *Alpha Cronbach Formula* by Arikunto (2006, p. 196) as follows:

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

Where :

$r_{11}$  = Instrument Reliability

$k$  = Number of question item

$\sum \sigma_b^2$  = Sum of item variants

$\sigma_t^2$  = Variants Total

Parameter that used is by compare the result of  $r_{count}$  and  $r_{table}$ . If  $r_{count} > r_{table}$ , the instrument is reliable. Meanwhile, if  $r_{count} < r_{table}$  it means the instrument is not reliable.

### 3.3.5 Data Collecting Techique

In this research, the researcher used data collecting technique in form of questionnaire and spoken test. Questionnaire is used to measure the

students' self confidence. The students' self confidence questionnaire consist of 40 items with positive statements and negative statement which is related with the students' self confidence. The researcher use Likert scale in the form of checklist with five alternative answers. The researcher will give around 30 minutes to fill the questionnaire.

Meanwhile, to obtain the data about the students' speaking ability, the researcher used speaking test. In this case, the researcher will give test about describing things. The topic was free for the students (family, pet, place, or etc.) The researcher gives around 5 minutes to tell about themselves. The researcher use five aspects in scoring the students' ability in speaking such as pronunciation, vocabulary, fluency, grammar, and comprehension

Furthermore, the researcher will conduct try out instrument in SMK PRABA towards eleventh grade and the total of the students are 30 students.

### 3.4 Data Analalsis Technique

In this research, the researcher will conduct normality, homogeneity, and hypothesis test. The resarcher uses *Microsoft Excel* to make the process calculation easily. The step of data analysis was described as follows:

#### 3.4.1 Normality Test

To find out whether the data is distributed normally or not, the researcher will conduct normality test. To calculate the normality test, the researcher used *Lilliefor's* formula by Sudjana (2005, p. 466), as follows:

a. Determine raw score by using formula, as follows:

$$Z_i = X_i - \bar{X}$$

Where :

$Z_i$  = Raw score

$x_i$  = Value that is obtained

$\bar{x}$  = Average

S = Standard deviation

b. Determine opportunity of each raw scores by using following formula:

$$F(Z_i) = P(Z \leq Z_i)$$

c. Determine proportion by using formula as follows;

$$S(Z_i) = \text{Number } Z_i, Z_2, \dots, Z_n \text{ that } \leq Z_i$$

d. Determine absolute number by using formula, as follows:

$$F = (Z_i) - S(Z_i)$$

e. Determine largest absolute value ( $L_{count}$ ) by comparing with  $L_{table}$ . If  $L_{count} < L_{table}$  it means the data is distributed normally.

#### 3.4.2 Homogeneity Test

Homogeneity test is used to know whether the sample is distributed homogenous or not. In this case, the researcher used homogeneity test formula by Sugiyono (2012, p. 199). Detail of the formula as follows:

$$F_{observed} = \frac{\text{Highest Variance}}{\text{Lowest Variance}}$$

In testing homogeneity by using these formula, the researcher calculated score of variance of both variable and then divided the variance. The criteria of homogeneity is if  $F_{count} < F_{table}$  it means the data is homogeneous.

#### 3.4.3 Hypothesis Test

After the data is distributed normally and homogenous, the researcher will analyze the correlation between variables. The researcher used parametric formula in analyzing the data. Parametric data that usedd by the researcher is *Pearson Product Moment* formula by Arikunto (2010, p. 213), as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

Where:

$r_{xy}$  = Correlation coefficient of each item score

$\sum x$  = Number sum of each item score

$\Sigma y$  = Number score of item

N= Number of respondent

The hypotheses to be proved as follows:

1. Ho: There is no significant correlation between students' self confidence in learning English and speaking ability on describing things at the eleventh grade of SMKN01 Lampung Utara Academic Year 2022/2023.

2. Ha: There is significant correlation between students' self confidence in learning English and speaking ability on describing things at the eleventh grade of SMKN01 Lampung Utara Academic Year 2022/2023.

Because  $r_{xy}$  only shows correlation coefficient, to find out significant test the researcher uses *t-test* formula by Sugiyono (2011:84) as follows,

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t = Significant correlation

r = Coefficient correlation

n = Total sample

1. To determine whether the correlation is significant or not, the researcher compare  $t_{observed}$  with  $t_{table}$ . If  $t_{observed}$  is higher than  $t_{table}$ , it means the correlation between two variables are significant.

## IV. RESEARCH RESULT

### 4.1 Research Result

In conducting the research, the researcher conducted tryout instrument before conduct the real research. Tryout instrument was conducted in order to determine the validity and reliability of the instrument. The researcher conducted tryout instrument on Monday, June 17<sup>th</sup> 2024 toward eleventh grade students of SMK Praba with total of students were 30. After tryout instrument

was done and the validity and reliability were found, the researcher continued the real research on Monday, June 24<sup>th</sup> 2024. The research was followed by 37 students from 228 students of SMKN 1 Lampung Utara. Total of sample was determined by using *Slovin* formula with level of error was 15%. The real research was conducted by the researcher to find out the correlation between students' self confidence and students' speaking ability at the eleventh grade students of SMKN 1 Lampung Utara academic year 2023/2024.

#### 4.1.1 Validity and Reliability of Speaking Ability

##### A. Validity of Speaking Ability

To measure the validity of speaking ability the researcher used expert judgement. To determine whether the instrument suitable to use as research instrument or not, the experts compared the content of the instrument with the component that want to be investigated. In this research, the experts who validated the instrument were Mrs. Rulik Setiani, S.S., M.Pd And Mrs. Elis Susanti, M.Pd.

##### B. Reliability of Speaking Ability

The reliability of speaking ability was measured by using inter-rater reliability. The researcher was conducted try out instrument then continued by measuring speaking ability instrument. The steps were by giving oral test to the students, then there were two raters that assessed the result of the students' writing. After the raters assessed the result, the researcher analyze the data by using k raters formula. Furthermore, the researcher compared the result assessment in purpose to know whether the result was similar or different.

After measured the reliability, it found that the value of coefficient value

was 0.82 that means there was consistency from both raters and the instrument was reliable. The detail of reliability measurement can be seen in appendix 14.

#### **4.1.2 Validity and Reliability of Self Confidence**

##### **A. Validity of Self Confidence**

In measuring the validity of the students' self confidence, the researcher used two kinds of validation such as expert judgment and *Pearson Product Moment* formula. The researcher chose two experts Mrs. Rulik Setiani, S.S., M.Pd And Mrs. Elis Susanti, M.Pd. After the instrument was confirmed as valid by the experts, the researcher then conducted self confidence tryout instrument.

Furthermore, the researcher determined valid items and invalid items by comparing the result of  $r_{count}$  and  $r_{table}$ . If  $r_{count} > r_{table}$  it means the item is valid. The researcher chose significant level 5% so that the value of  $r_{table} = 0.361$  with  $n = 30$ . From 40 items the researcher found there were valid items and invalid items.

##### **Conclusion**

After the data has been analyzed in previous chapter, it found that the value of  $r_{count} = 0,282$  and value of  $r_{table} = 0,325$ . That

means the value of  $r_{count}$  was greater than value of  $r_{table}$  ( $r_{count} > r_{table}$ ). The researcher concluded that there is significant correlation between students' self confidence and students' speaking ability at the tenth grade students of SMK N 1 Lampung Utara academic year 2023/2024. From the result of the research in previous chapter, it can be implied that if the students have high self confidence will make the students easy to speak English.

##### **5.2 Suggestion**

In line with the conclusion above, the researcher would like to propose some suggestion and hope to the following parties as follows:

1. English Teacher

For the teacher, it is suggested that English teacher have to consider to improving the students' self confidence because self confidence can support the students' speaking ability. Teacher may motivate the students to do not afraid of making error or mistake when speaking English.

2. Other Researcher

For the next researcher that have similar interest, it suggested to develop study that would be investigated and focused on study that would be investigated.

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