

**THE CORRELATION BETWEEN STUDENTS' SELF-  
CONFIDENCE AND INTEREST TOWARD SPEAKING  
ABILITY AT THE TENTH YEARS STUDENTS OF MAN  
(Madrasah Aliyah Negeri) MANYAK PAYED ACEH  
TAMIANG**

**THESIS**

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**INSTITUTE OF ISLAMIC STUDIES (IAIN) ZAWIYAH  
COT KALA LANGSA**

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**It has been Defended in Sidang Munaqasyah in front of the Council of Examiners for Thesis and has been Accepted as a Partial Fullfillment of Requirements for Sarjana Degree (S-1) in Teacher Education of Tarbiyah Faculty**

**On**

**Thursday, June 4<sup>th</sup> 2015 M  
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**The Council of Examiners**

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The Writer

**Ayu Lestari**

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## ABSTRACT

Name : Ayu Lestari, Date and Place of Birth : 22<sup>nd</sup> January 1993, NIM : 141000581, Title of Thesis : “THE CORRELATION BETWEEN STUDENTS’ SELF-CONFIDENCE AND INTEREST TOWARD SPEAKING ABILITY AT THE TENTH YEARS STUDENTS OF MAN (Madrasah Aliyah Negeri) MANYAK PAYED ACEH TAMIANG”

English is a language used in all aspects of communication, science, and technology. All of them can be actualized through speaking, beside other basic skill such as listening, reading, and writing. Many students do not realize the importance of speaking, therefore, the teacher are hoped to make the students interested in speaking and motivate them to increase their self-confidence to speak English. The students, who have a good self-confidence and interested in speaking, enjoy their learning. They always feel happy and ready to do any task given by the teacher. As a result, they can get a good score in doing the tasks and they also can explore their speaking ability. It shows that students’ interest will drive them to do something. For example, a person who likes singing will sing more and more. Besides, he/ she might be eager to learn how to sing. The case is same as in speaking. If students like speaking, they will try to speak more and more. In learning English, in this case speaking, it is easier for the students if they have high interest. Because it can be made as a tendency to pay attention to and the students can enjoy activities in speaking. From the example above, the researcher assumes that students with higher interest in speaking are supposed to speak more and learn how to speak more than those with lower interest. As a result, students with higher interest will get a better score in speaking than those with lower interest. Besides students’ interest of speaking English, students’ self-confident also becomes the important element of students’ speaking Ability. In any communication context the speakers is the source of the message and is therefore the most crucial element. What he says and how he says, it almost always create an effect on those who listen to him. His personal characteristics such as dynamism, integrity, confidence, responsibility are of prime importance, and among these characteristics self-confidence is perhaps the most vital. Therefore the researcher was interested to did this research. The purpose of the research is to answer the question of: “Do students’ self-confidence and interest simultaneously correlate with his/her speaking ability?” The method used in conducting this research is correlational study. She took only 30 students as the subjects of the research. She gave each of the students a questionnaire related to the students’ self-confidence and interest in speaking to be collaborated with their speaking score. The research itself took place at MAN Manyak Payed. It is located at jl Medan-Banda Aceh Tualang Cut, kec. Manyak Payed, kab. Aceh Tamiang.



## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Basically, for senior high school students, speak English in classroom is one of some their school rules. Students have to speak English in their classroom while the teaching learning process done. As Pie Corbett states in Nayan Kishur dissertation that, “talk helps children get hold of an idea and understand it, without that opportunity the information goes straight in one ear and out the other.”<sup>1</sup> His statement means that each students have to be more practice of what they have known and learned, because by do that they will get more information and makes them to be more fluent in their speaking. But, there are still so many students are unable and reluctant to do so. It is caused by the lack of students speaking ability. Actually, speaking ability is one of the most important Ability in English teaching and learning process.

Learning speaking English Ability is not only learning the language, but also learning how to speak. Learning the language means learning the forms of language grammatically and semantically. On the other hand, learn how to speak means something different because it deals not only with the efforts of the students to understand the patterns of speaking but also the psychological problems inside themselves. According to Meihua Liu, psychological factors, as indicated in the model, cover such elements as attitudes toward making

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<sup>1</sup>Mondal Nayan, Kishur. *Students' interests to practice listening in speaking in relation to the testing system in secondary level*. 2011, p.14.

mistakes and being laughed at, attitudes toward being the focus of attention or interesting, and level of confidence. It has a great impact on students' willingness to communicate.<sup>2</sup>

One of the psychological factors is interest. According to Slameto, interest is one of psychological factors effecting students' achievement in quantity and quality.<sup>3</sup> Interest is as a drive in successful learning. From the quotation above, it shows that students' interest will drive them to do something. For example, a person who likes singing will sing more and more. Besides, he/ she might be eager to learn how to sing. The case is same as in speaking. If students like speaking, they will try to speak more and more. In learning English, in this case speaking, it is easier for the students if they have high interest. Because it can be made as a tendency to pay attention to and the students can enjoy activities in speaking.

From the example above, the researcher assumes that students with higher interest in speaking are supposed to speak more and learn how to speak more than those with lower interest. As a result, students with higher interest will get a better score in speaking than those with lower interest. Besides students' interest of speaking English, students' self-confident also becomes the important element of students' speaking Ability. Fortunato Gupit states that "self-confidence is the positive feeling of the speaker that he can face up to an

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<sup>2</sup> Liu, Meihua, *Reticence and Anxiety in Oral English Lesson*. (Switzerland: Tsinghua University, 2009), p.218.

<sup>3</sup> Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2003), p.57.

audience and deliver a good, if not brilliant, speech.”<sup>4</sup> It means that if you have a great confidence, you will be able to speak up clearly in your interaction with others and you will be able to make a better and useful presentation if you are in a formal situation.

In any communication context the speaker is the source of the message and is therefore the most crucial element. What he says and how he says, it almost always create an effect on those who listen to him. His personal characteristics such as dynamism, integrity, confidence, responsibility are of prime importance, and among these characteristics self-confidence is perhaps the most vital.

Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners, will be easier to organize and to share their ideas in their communication without focused on the grammatical rule that often makes students become reluctant to speak English in their communication because Self-confidence plays an essential role in affecting learners’ readiness to communicate.

Learners spent most of their time doing grammar and vocabulary drills instead of oral practice. Speaking in a foreign language in front of the class for the students is quite difficult. Most of the students are afraid or shy if they make mistakes, afraid of being laughed by their friends. So, they prefer to be quiet to speak in the classroom. On the other hand, in speaking they need to practice. Practicing what they have learned in the classroom. On the other side

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<sup>4</sup> DR Gupit JR, fortunato. *Elements of Public Speaking*. New Jersey: Partical hall regents, 2007, p.15.

the main problem that makes students difficult to speak in the classroom are lack of self-confident and interest. These are the common reason for students when the researcher asks them to speak English in classroom.

Based on the researcher's observation during she was teaching practice in MAN Manyak Payed Aceh Tamiang, most of students feel shy or even scared to speak English. They cannot express their ideas orally. They are afraid of making mistakes, fear of being laugh by their friends, and having less confidences of their own ability. Therefore, the researcher is interested in finding out whether there is the correlation between students' self-confident, interest and students' speaking Ability at the tenth grade students of MAN Manyak Payed Aceh Tamiang. On the statement above, the researcher intended to study more and choose the topic about **“The Correlation Between Students' Self-Confidence and Interest toward Speaking Ability (A Correlational Study at the tenth Grade student of MAN Manyak Payed Aceh Tamiang)”**

## **B. Problem of Study**

This study addresses the following questions:

1. Does students' self-confidence correlate with his/her speaking ability ?
2. Does students' interest correlate with his/her speaking ability ?
3. Do students' self-confidence and interest simultaneously correlate with his/her speaking ability ?



### **C. Purpose of Study**

The purposes of this study are;

1. To identify whether there is a correlation between students' self-confidence and interest toward their speaking ability.
2. To identify whether students' self-confidence and interest simultaneously correlate with their speaking ability or not.

### **D. Significances of Study**

1. Academically, to help teacher and researcher to find out the alternative way of teaching English, especially speaking Ability to produce the competence students in organize their ideas in their English speaking.
2. Practically, it can be used as a model to improve the students' speaking Ability. It is also can be guides, help and encourage students to express their ideas, opinion in their communication.

### **E. Review of the Previous Research**

In this research, the researcher tried to conduct a research about the Correlation Between Self-Confidence and Interest toward Speaking Ability at the Tenth Years Students of MAN Manyak Payed Aceh Tamiang, where, in the previous researches there were some researches related to this research which are done by others. One of them is a research conducted by Nana Nurjanah with the title **The Relationship between Students' Interest in Speaking and Their Speaking Score (A Correlational Study at the Second**

**Grade of MTsN Parung) at 2011.** The purpose of the research is to answer the question the correlation between students' interest in speaking and their speaking score ?. the method of tis study is the correlational study. She took only one class as the subjects. She gave each of student a questionnaire related to the students interest in speaking to be collaborating with their speaking score. The research itself took place at MTsN Parung. It is located at Lebakwangi Parung-Bogor. The result of the analyses of the research showed that there is a positive correlation between students' interest in speaking and their speaking score. Interest gives positive influence in the teaching learning speaking skill. Student who has higher interest in speaking got better score than the lower one.<sup>5</sup>

Beside the above research, there is another research which is related to this research. Where the title is about **The Correlation Between General Self-Confidence and Academic Achievement in the Oral Presentation Course.** This research is conducted by Safaa Mohammad Al-Hebaish at January 2012. Safaa is the student in department of Curricula and Teaching Methods, Faculty of education, Taibah University, Al-Madinah Al-Munawwarah, Kingdom of Saudi Arabia.

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<sup>5</sup>Nana Nurjanah. "*The Relationship between Students' Interest in Speaking in Their Speaking Score (A Correlational Study at the Second Grade Sudents of MTsN Parung).*" <http://ojs.academypublisher.com/index.php/tpls/article/viewFile/tpls020160665/4113>. (Accessed on 21<sup>st</sup> January 2014)

The study was particularly aimed at investigating the correlation between general self-confidence and academic achievement in the oral presentation course. Participants were 53 undergraduate female English majors, from Taibah University. Data was collected through a General Self-Confidence Questionnaire (GSCQ) and final evaluation grades in the Oral Presentation course. SPSS was used for analyzing data. The results revealed a positive, significant correlation between general self-confidence and academic achievement. Those who scored high in GSCQ also had high scores in the oral achievement test. Language instructors were recommended to enhance building up their students' self-confidence in order to develop their oral performance achievement.<sup>6</sup>

## F. Hypothesis

There are two types of research hypothesis, between null hypothesis ( $H_0$ ), and alternative hypothesis ( $H_a$ ). In this research the hypothesis can be formulated as the following statements:

$H^0$  : there is no correlation between students' self-confident, interest and students' speaking Ability at the tenth grade students of MAN Manyak Payed.

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<sup>6</sup> Mohammad, Safaa. *The correlation between general self-confidence and academic achievement in the oral presentation course* 2012. <http://ojs.academypublisher.com/index.php/tpls/article/viewFile/tpls02016065/4113> (accessed on 21<sup>st</sup> January 2014).

**H<sup>a</sup>** : there is a correlation between students' self-confident, interest and students' speaking Ability at the tenth grade students of MAN Manyak Payed.

### G. Data Analysis

This analysis is to see in what extent the correlation between students' interest, students' self-confident and their speaking Ability. In this analyze, the researcher used the formula of correlation product moment.<sup>7</sup>

The formula as follow::

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

Note:

$r_{xy}$  : Correlation coefficient between students' self-confidence and interest toward their speaking score

N : Number of Respondents

X : Distribution of students' interest score

Y : Distribution of students' speaking score

$\sum x$  : Total score of students' interest distribution

$\sum y$  : Total score of students' speaking score distribution

$\sum xy$  : Total numbers of X multiplied by Y

$X^2$  : Guarded from X

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<sup>7</sup> Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2000) p. 177.

Y<sup>2</sup> : Guarded from Y

## **H. The Limitation of study**

In this paper, the researcher limits the study on the discussion on students' interest and students' self-confidence in correlation with students' speaking Ability. In this research, the object of the study is limited on the tenth Grade of MAN Manyak Payed. The formulation of the problem in this paper is; "In what extent the correlation between students' self-confidence, interest and students' speaking Ability at MAN Manyak Payed Aceh Tamiang.

## **I. Terminology**

In this part, the researcher would explain some terminologies, which are in the title of this thesis. It is made in order to the researcher and the readers can avoid the misunderstanding in translating the terminology above. Generally, every word and terminology has the particular meaning. The terminology intended are:

### **1. Self-Confidence**

"Confidence" is explained in a dictionary to mean assurance or assured expectation or the mental attitude of trust, reliance, or faith, indeed, self-confidence is assurance arising from reliance on one's self.<sup>8</sup> According to Linda Ingleson, confidence is what glues together the foundation for all your success, wealth, health and happiness and without

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<sup>8</sup> DR Gupit JR, fortunate Op.Cit.

confidence you will always be short of the vital component.<sup>9</sup> From the explanation above can be inferred that confidence is the most important and crucial component of any goal or action. If you do not have confidence and self belief to achieve what your hearts desires, than that the desires will remain the elusive dream.

Fortunato Gupit states that self-confidence is the positive feeling of the speaker that he can face up to an audience and deliver a good, if not brilliant, speech. Needless to say, self-confidence is essential to a successful delivery, more than in most endeavors. It is because it really takes some amount of courage to stand before a group of people.<sup>10</sup>

Safaa Mohammad states that self-confidence is a personal factor that pays a supportive role in the achievement of foreign language learning.<sup>11</sup> It can be described as a positive belief that a person is in control of his or her life. It is the ability to take advantage of opportunities. It can be inferred that if she/he worries excessively over their speech, during preparation and even at the time of delivery, she/he lacks of self-confidence. If she/he overlooks, whether intentionally or not, their own deficiencies or overestimated your capabilities, she/he is overconfident.

Although practicing different communicative activities is the best way to help learners speak the language fluently, competence in the language learning may be enough, language learners need not only to be able to communicate but also be willing to communicate. The students'

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<sup>9</sup>Ingleston. Linda, *The Secret of Self-confidence*. P, 2.

<sup>10</sup>DR Gupit JR, fortunate Op.Cit.

<sup>11</sup>Mohammad, Safaa Op.Cit, p.1.

willingness to communicate is much influences their speaking Ability. It means that our self-confidence is an important tool that enable us to work through life's challenges and achieve the goals what we have set ourselves.

## 2. Interest

According to Slameto, interest is one of the psychological factors affecting students' achievement in quantity and quality.<sup>12</sup> It means that when someone did some activities such as studying or other activities, he/she has to have a good reason to make him/her sure that the activities could be successful. It concludes that he is interested in that activity. While, according to Zoltan Donyet which is quoted by Nana Nurjanah, interest is related to intrinsic motivation and is centered on the individual's inherent curiosity and desire to know more about himself or herself and his or her environment.<sup>13</sup> This definition tells us that an interest is shown by a pay attention and enjoyment in any activity.

By having learning interest we are going to be able to get attention in learning fully. Hera Wahyuni states that Learning interest is one of someone's activeness which pushed to do a set of body and soul activity to obtain a change of behavior as a result of individual experiences in the environment interactions involving cognitive, affective, and

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<sup>12</sup>Slameto Op.Cit, p.57.

<sup>13</sup>Zoltan Dornyei, *Teaching and Researching Motivation* in Nana Nurjanah. Jakarta, 2011, p. 13.

psychomotor.<sup>14</sup> It means that when a person is interested in something he/she will pay it full attention and also feels enjoyable it. In other words, in teaching-learning process, a teacher needs paying attention on students' interest and need, because both of them caused an attention. Something interest and needed by students make them to learn seriously.

From the definitions explained above, we can get a point that interest is the internal power as sources of motivation in teaching-learning process. It makes students easier to involve in the subject because they will pay attention fully on that subject in this case is speaking. In term of mental condition, interest does not only form one's behavior but also support him or herself to the activity in speaking and as a result, one pays attention and makes him or herself to be a part in the activities. From the definitions from many experts above, it can be shown that Students' interest will be shown by some aspect, they are: curiosity, attention, and enjoyment. Basically interest is as a causal of someone's experience, interest raise as a result from his/her activity and it will continue to the same activity.

### **3. Speaking Ability**

In English teaching learning, Speaking is the product of creative construction of linguistics strings, the speaker make choice of lexicon,

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<sup>14</sup>Wahyuni, Hera. *Minat Belajar*, p. 6. <http://digilib.ump.ac.id/files/disk1/17/jhptump-a-herawahyus-817-2-babii.pdf> (accessed on 13 march 2015).



structure, and discourse.<sup>15</sup> According to Guttridge, Speaking ability is one of the most important Ability for student. Speaking ability is intended for use with students who already have a good grasp of the language, but have not had sufficient opportunity to practice and develop fluency.<sup>16</sup> Speaking ability can be gained by learning to speak English well. According to an expert, Speaking English well also helps students to access up-to-date information in fields including science, technology and health. Good English speakers will be in a strong position to helps their country's economic, social and political development.<sup>17</sup>

From the definition explained above, speaking is a ability which deals not only the production of what the speaker says but also the expressions of the speaker in order to make the speaker has a better position or a good judgement in the society life. Speaking is an ability which is used in daily life and the ability is required by much repetition. Someone who speaks should have sufficient vocabulary to express what he wants to say.

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<sup>15</sup> Douglas, Brown H. *Language Assesment Principle and Classroom Practice*, p.140.

<sup>16</sup>Guttridge, Cecilia Dore and Judy. *Speaking Skill*. Palestina: Alinea Editrice S.r.l-Firenza, 2005. p:7.

<sup>17</sup> Baker, Joanna, *Essential Speaking Skills*. (London: Continuum, 2003), p.5