CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENTS' SELF-CONFIDENCE TOWARDS THEIR ENGLISH SPEAKING ACHIEVEMENT THROUGH SHORT ENGLISH MOVIE AT THE SEVENTH GRADE STUDY OF SMP NEGERI 1 KEDAWUNG IN ACADEMIC YEAR 2023/2024

THESIS

Submitted as A Partial Requirements for Writing the Sarjana Thesis

UNIVERSITAS ISLAM NEGERI
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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

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Thank you for your attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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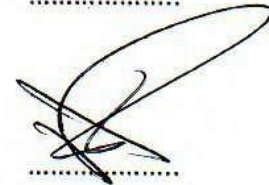Chairman   <u>Prof. Dr. Imroatus Solikhah, M.Pd</u>
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DEDICATION

This thesis is dedicated to:

1. My beloved father Alm. Mr. Nugroho Sukarno, succeeded made me rise from the word surrender. Alhamdulillah now i can at this stage, completing this thesis as embodied one last time before you actually leave. Thank you for delivering i am in this place, although in the end journey I have to go through it myself, i went through alone without you anymore. (9.03.23)

2. Mrs. Suwarsih who always support me in anything, a great woman who is always an encouragement. I dedicate this thesis to you. Thank you for giving birth, caring for and raising me together full of love, always fighting for my life, until finally I can grow up and be in my current position.

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4. My Almamater UIN Raden Mas Said Surakarta.

MOTTO

"and I leave my affairs to Allah"

(Q.S Ghafir : 44)

"A drop of sweat my parents a thousand steps to go forward"

(Setetes keringat orang tuaku seribu langkah untuk maju)

PRONOUNCEMENT

Name   : Dwi Kari Setyoningsih

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I hereby sincerely state that the thesis titled **"Correlation Between Vocabulary Mastery and Students' Self-Confidence Towards Their English Speaking Achievement Through Short English Movie At The Seventh Grade Study of SMP Negri 1 Kedawung In Academic Year 2023/2024"** is my real masterpiece. The things out my masterpiece this thesis is signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, May 23rd 2023

Stated by,

Dwi Kari Setyoningsih

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ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the only power, the Lord of the universe, master of the day of judgment, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled **"Correlation Between Vocabulary Mastery and Students' Self-Confidence Towards Their English Speaking Achievement Through Short English Movie At The Seventh Grade Study of SMP Negri 1 Kedawung In Academic Year 2023/2024"** Peace upon Prophet Muhammad SAW, the great leader and the good inspiration of world revolution.

The researcher is sure that this thesis cannot be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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13. All of my friends from English language Education Department.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general. Hopefully, readers can provide suggestions and constructive criticism for the author for improvement in further research. Hopefully anyone who reads it can develop a smile and find the benefits of this thesis that the author compiled.

Sukoharjo, May 8th 2023
The Researcher

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ABSTRACT

Dwi Kari Setyoningsih 2023. *Correlation Between Vocabulary Mastery and Students' Self-Confidence Towards Their English Speaking Achievement Through Short English Movie At The Seventh Grade Study of SMP Negeri 1 Kedawung In Academic Year 2023/2024*. Thesis. English Language Education. Culture and Language Faculty.

This research aims to knowing correlation between vocabulary mastery and students speaking achievement. The objectives of this research are: (1) the correlation between vocabulary mastery and students' speaking achievement (2) the correlation between students' self-confidence and students' speaking achievement (3) the correlation between vocabulary mastery, students' confidence and students' speaking achievement.

This research is a quantitative research with a correlational design. The population of this study was class VII SMP N 1 Kedawung Sragen which consisted of seven classes with a total of 218 students. The researcher took 54 students as a research sample. Data collection was carried out using tests and questionnaires.

Based on the research findings, the result of the correlation coefficient between vocabulary mastery and students' speaking achievement is the result of r count = 433 Based on the interpretation table the value of r count shows a positive correlation and moderate correlation. From significant (2 tailed), the writer gets a score of 0.001, meaning $r<0,05$ which indicates that Ha is accepted. Then, the result of the correlation coefficient between students' self-confidence and students' speaking achievement is r = 396. Based on the interpretation table, the value of r indicates a positive correlation in the high criterion. From significant (2 tailed) the writer gets a score of 0.003 meaning >0.05 Ha is accepted. Then the result of the correlation coefficient between vocabulary mastery, students' self-confidence and students' speaking achievement is r=503. Based on the interpretation table, the calculated r value indicates a positive correlation in the medium correlation criterion. From a significant F change of 0.001 means $r<0.05$ which indicates that Ha is accepted. These results explain that there is a relationship between vocabulary mastery and students' self-confidence towards students' speaking achievement in class VII SMP N 1 Kedawung Sragen.

Keywords: Vocabulary Mastery, Student Confidence, Student Speaking Achievement

CHAPTER 1
INTRODUCTION

A. Background of the Study

Vocabulary is a collection or list of words for a particular language or a list or collection of words that may be used by individual language speakers (Hatch and Brown, 1995). Vocabulary is all the members of the words that make up a language (Hornby, 1995). If students cannot understand the keywords conveyed by the teacher, then they cannot participate in communication activities. This means that mastery is an important factor in speaking. The speaker must be able to get a large number of words to do or start communicating with other people. Vocabulary is one of the most important skills in language. We can't speak well if we don't master it. No matter how well a student learns grammar, no matter how successful a foreign language is mastered, without words to express a wider meaning, communication in a foreign language is meaningless (Schmitt and Mc. Carthey, 1997). Vocabulary is the total number of words needed to communicate ideas and express the intent of the speaker. It is reasons why it is important to learn vocabulary (Alqahtani Mofareh, 2015). The conclusion is without vocabulary, we cannot communicate effectively in expressing our ideas, both in spoken and written language. The limitation of vocabulary is one of the obstacles that prevent students from learning foreign languages. In certain circumstances they will also need a different vocabulary for a different occasion or subject. There are some words or vocabulary that are rarely used in daily communication. Thus, they increasingly master the more vocabulary they have, so the more benefits they get.

Another aspect of student speaking assistants is self-confidence. The achievement of speaking will not be successful if students do not have self-confidence. Confidence is one of the factors to support the achievement of speaking a foreign language. Some studies claim that there is no successful language learning activity without having self-confidence (Huit, 2004 & Khodadad, 2003, cited in Hayati 2008: Brown 1994). In other words, believe in your own ability to do something. Self-confidence is either a distraction to a particular task or a broad attitude that you can hold about your abilities in life. Speaking skills are one of the central elements of communication (Richard and Renandya, 2002). Speaking English is very difficult for junior high school students because English is known as a foreign language in Indonesia. Students must be able to master the mastery of vocabulary and have the confidence to be able and brave capability that owns by themselves. On the other hand, the lack of vocabulary mastery plus lack of confidence will be able to inhibit communication effectively. Self-confidence plays important factor in the achievement of foreign langueage learning (Rosyada cited in Lasiyah, 2017). Therefore, every public speaker can learn speaking skills as a necessity to survive in communicating, public speakers must be able to master the words with a wide range and have high confidence because speakers must be able to convey the content of a speech well and understandably.

Speaking achievement is a person's speaking ability in communicating orally (Fulcher, 2003). Many students find it difficult to develop their speaking achievement, but if students practice or watch English movies and practice it continuously can help students to develop their speaking skills, this is confirmed by the explanation in the journal. Speaking skill is a person's skill to convey his thoughts to anyone verbally, but speaking skill is difficult to develop if it is not trained continuously and can be done with classmates, all English lecturers, or other lecturers who can speak English (Sukma and Rochmawati, 2018). A teacher can see the achievement of students' speaking achievement through student performance, this is confirmed by experts. Speaking

performance is defined as the actual use of language in concrete situations, while language competence is the speaker-hearer's knowledge of language (Newby, 2011). In language learning there are competencies whose function is to assess the success of speaking achievement. This means that speaking is the most important skill in learning English, because speaking is one of the determining factors for the success of the language learning process.

In addition, students who are able to master a foreign language are considered successful if they can communicate effectively in the target language (Nunan, 2004). By having speaking achievement, students can express and share their ideas, participate in social interactions and have analytical and imaginative abilities, this is also reinforced by Richard's opinion. Mastery of speaking achievement in English is a priority for young students (Richard, 2006, cited in Manurung 2018). Students often evaluate their success in learning to speak as well as the effectiveness of their speaking achievement based on how well their speaking ability improves (Manurung, et al., 2018). Therefore, it is important to improve the achievement of learning to speak because speaking is the main way of communication and someone who has good speaking skills will be able to communicate effectively with others.

The influence of vocabulary mastery and student confidence on the achievement of students' speaking skills. Speaking skill is an ability to speak and proficient in expressing the contents of thoughts or ideas, to develop speaking skills in addition to mastering vocabulary and phrases, proper pronunciation, must also have confidence in speaking (Adelina, 2017). Vocabulary acquisition theory having a strong vocabulary is essential for language development, as it allows learners to comprehend and express themselves more effectively, leading to increased self-assurance and drive when speaking (Nagy and Anderson, 1984). Self-confidence is an attitude that can support individuals to have a positive but realistic view of themselves and in every situation. People who have self-confidence, believe in their abilities,

they can also control themselves, and believe that they can do what they want, plan and expect (Reddy, 2014). Basically speaking skills are very related to the amount of vocabulary they have because with the vocabulary they have, they can communicate in conveying their ideas, ideas, expressions easily and understandably. A person will speak well and eloquently because they feel their confidence is high in the knowledge or information they have. From the above statements we can conclude that someone who wants to communicate well, eloquently and easily must understand the meaning they will convey, in the success of conveying a meaning one must be able to choose a good vocabulary and feel confident in conveying so that someone can trust what someone said.

Based on the description above, to achieve good speaking achievement, the speaker must be able to speak well by mastering a broad vocabulary. Meanwhile, to strengthen their speaking skills, self-confidence is also a major factor, with high self-confidence they will be able to speak calmly without fear of making mistakes. Researchers have conducted interviews with teachers of English subjects, researchers get information that students have difficulty developing their speaking skills so the teacher provides several media, such as; flash cards, Power Point, and provide videos, and the teacher also provides methods to increase students' vocabulary by playing games by guessing pictures or giving challenges in the form of memorizing 10 vocabularies and then speaking in front of the class, this can also train students' self-confidence. So, students who have high self-confidence will have a greater chance of getting good speaking achievement, and while students who do not have self-confidence, their speaking achievement will be low. Therefore, researchers want to do research with the title:

"The Correlation Between Vocabulary Mastery And Students' Self-Confidence Towards Their English Speaking Achievement Through English Movie At The Seventh Grade Student of SMP Negeri 1 Kedawung in Academic Year 2023/2024".

B. Identification of problem

Based on the background of research above, the research identifies the problem that will be investigated in this study; there are several problems which can be identified as follow:

1. Speaking is one of the difficult skills to learn in the learning process.
2. Lack of vocabulary in English can be an obstacle in learning to speak English.
3. Students find it difficult to build their confidence when speaking English.
4. Students find it difficult to learn to speak a foreign language.
5. Students sometimes still slip of tongue when speaking English

C. Limitation of the study

Based on the above identification, this research has a scope. To make it easier to achieve this research, the researcher limits the problem to the correlation between vocabulary mastery, students' self-confidence and the achievement of English speaking skills. On the mastery of vocabulary and speaking English that has been taught in the seventh grade of SMP Negeri 1 Kedawung in the 2023 Academic Year. This study focused on three variables, namely: students' vocabulary mastery, students' self-confidence and the achievement of English speaking skills. Researchers used the correlation method to analyze the problem in this study.

D. Problem of the study

Besides the background mentioned, the writer conducts a study concerning the correlation between student's vocabulary and self-confidence towards their achievement of English speaking skills. The question of this research is:

1. Is there any correlation between vocabulary mastery and English speaking achievement at the seventh grade of SMP Negeri 1 Kedawung in academic year 2023/2024?

2. Is there any correlation between a student's self-confidence and English speaking achievement at the seventh grade of SMP Negeri 1 Kedawung in academic year 2023/2024?

3. Is there any correlation between vocabulary mastery, student's self-confidence and English speaking achievement at the seventh grade of SMP Negeri 1 Kedawung in academic year 2023/2024?

E. Objective of the study

Based on statements of the problem, this study has some objectives described as follow:

1. To identify whether there is correlation or not between vocabulary mastery and English speaking achievement.

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

3. To identify whether there is correlation or not between vocabulary mastery, students self-confidence and English speaking achievement.

The results of this study are expected to provide benefits for the teaching and learning process in the future both theoretically and practically, especially in teaching speaking.

F. Theoretical of the study

1. Theoretical benefits

   a. This research is expected to be able to contribute to researchers and readers. It is expected to provide understanding in teaching speaking, especially in the ability to master students' vocabulary and build students' confidence when speaking English.

   b. The researcher hopes that this research can be useful to find out the method in improving students' English vocabulary through English movies.

2. Theorists Practical

   a. For student

      This research will help students find ways to learn to speak using a method that is not boring and students can develop or add English vocabulary and build their confidence in speaking English.

   b. For English teacher

      The results of this study, the teacher can find out the teaching method of speaking to increase vocabulary and build students' confidence in speaking English through English movies.

   c. For other researcher

      This research can be used as a reference for researchers who want to conduct research on speaking skills.

G. **Definition of Key Terms**

There are some terms involved in this research, thus to avoid misunderstanding towards the terms used in this research, the following terms are inevitably defined as follow:

1. Correlation

   According to Creswell (2010) correlation is a statistical test that serves to determine the tendency of two or more variables or two data sets to vary consistently. The term correlation in this study is the relationship between vocabulary mastery and students' self-confidence on the achievement of English speaking skills through English movies in 7th grade students at SMP Negeri 1 Kedawung.

2. Vocabulary Mastery

   According to Harimurti (1993) also explains that vocabulary is not just ordinary words but words that have a language component that contains all the information. In this study, the term vocabulary mastery refers to the success of speaking skills, where vocabulary is the main key in achieving English speaking skills.

3. Self-Confidence

   According to Hurlock (1980) states that someone who has high self-confidence, when he is able to make positive questions about himself, can appreciate himself, and is able to pursue expectations that are likely to make him successful. In this study, the term self-confidence refers to students' self-evaluation of aspects of the achievement of speaking skills from the process of learning English.

4. Speaking Skills

   According to Thornbury (2005), speaking has an interactive nature and requires the ability to work together in managing the speaking turn. In this study speaking skills are a potential that must be mastered by students in English subjects.

5. English Movie

   According to (Raimukti, 2013) Movie is used to meet a common need that is to communicate an idea, message or reality. English movie is a work a moving image art, which aims to convey a message to the public through the media.

CHAPTER II
REVIEW OF RELATED THEORIES

A. Theoretical Review

In this chapter, the author tries to give a clear picture of the theoretical framework. The sub is about Vocabulary which consists of vocabulary understanding, types of vocabulary, and the last is vocabulary mastery; followed by speaking which consists of the understanding of speaking, components in speaking, the purpose of speaking, problems in speaking, solving problems in speaking, and finally speaking activities in class.

1. Speaking

a. Definition of speaking

According to Thornbury (2005), speaking has an interactive nature and requires the ability to work together in managing the speaking turn. Speaking is a skill, so speaking skills need development and are practiced independently of the grammar curriculum.

According to Tarigan (2008), speaking is a skill in interpreting the articulation of sounds with the aim of expressing ideas, opinions and feelings. In addition, speaking ability is important because speaking must be mastered by students to convey their ideas or opinions. A person can express feelings or provide information by using speaking skills according to the language or vocabulary they uses. Students can express ideas, thoughts, or express their feelings using speaking skills using the correct language according to its meaning. Students also expect the teacher to provide opportunities for them to speak and improve their speaking skills. Speaking is an important skill in daily life

in establishing a relationship with someone and exchanging information with each other.

b. Definition of achievement

Achievement is the result of an effort or activity carried out by a person. According to Hornby (2010), achievement is something that has been successfully done, especially by using one's effort and skill. Achievement can also be interpreted as the result of learning to make efforts to get what they want to achieve. Someone achieving academic achievement is the result of the interaction of various factors that influence both from within and from outside the individual. Achievement is a success that comes from persistence, perseverance, effort, and from the quality of a student.

c. Definition of speaking achievement

According to Evilia (2022), speaking achievement is the result of an activity in showing the progress of development and mastery in producing sound words to communicate ideas, feelings, or opinions in a day by using certain grammar and rules. Speaking is one of the skills that every student must have. To measure students' speaking ability, you can use a test. An achievement is getting something from the effort and getting something done well.

The most common type of presentation test is a standardized test which was developed to measure the abilities and attainment learned at a certain grade level, usually through planning instructions, such as training. Task achievement is often associated with tests that measure cognitive aptitude. Presentation test scores are often used in educational systems to determine what level of teaching students are prepared or mastered. Students who have a later presentation score usually indicate

readiness for instruction. Meanwhile, a low score indicates the need to repeat the test.

In this study, students' speaking scores were taken from classroom practice using an oral test. According to Cummins (2014), the assessment of the spoken language of English learners in schools aims to determine the students' ability to communicate for basic and academic communicative purposes. Communicative or conversational skills involve face-to-face interactions where meaning can be negotiated and supported by contextual cues, such as gestures, the situation itself, facial expressions and intonation.

d. Components of speaking

Byrne (1976) says that the process of speaking has two directions. Speaking does not always consider the content of the information conveyed but also the speaker can project their ideas precisely and accurately to the listener. There are five components that are generally recognized in analyzing speech processes.

There are a number of speaking components in English as stated by Wipf (1982).

1) Grammar

    Grammar is a study of language rules that explain the relationship between words. Grammar functions in the preparation of the structure of words into sentences that have a meaning. Brown (2001) states that grammar is an order system that regulates words in a sentence.

2) Pronunciation

    Pronunciation is sound or sound. The speaker must be able to articulate a word that has meaning by creating sound. According to

Fulcher (2003) says that in pronouncing words, speakers have problems distinguishing new languages where they do not know the sound or pronunciation. Pronunciation consists of consonants, stresses, segmental vocals, and intonation patterns.

3) Vocabulary

Vocabulary is a set of lexemes, which consist of compound words, singular words, and idioms. According to Ur (1996) emphasizes that vocabulary can be defined as words. However, new vocabulary items can be more than one word. For example, mother-in-law and post office, from the example beside, consist of two words but express one meaning. The meaning of the phrase cannot be inferred from the analysis of the component words.

4) Fluency

Fluency is the ability into express oneself correctly, accurately, and without hesitation. Thornbury (2006) states that fluency is an ability to produce and maintain actual speech. When the speaker is fluent, the speaker is able to do two things by doing proper pauses when speaking and the second speaking without pauses (there are many syllables and words between pauses).

5) Comprehension

Comprehension is the process by which a person can understand the meaning of written and spoken language. According to Thornbury (2006) states that an understanding involves perception, inference, recognition, and different psychological behavior. Comprehension has an important role in the language learning process without understanding there is no successful language learning process.

c. **Types of Speaking**

As stated by Brown (2004) the basic types of speaking are divided into five categories, namely:

1) Imitative

A skill that can imitate words, phrases, or sentences. Imitative is not only part of the level of phonetics and oral production, but also includes a number of lexical, prosodic, and grammatical characteristics of language.

2) Intensive

Intensive is the production of spoken language short tenses designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships such as, prosodic-intonation, stress, rhythm, and period elements. For example, reading sentences aloud and completing dialogue.

3) Responsive

Responsiveness includes short conversations, greetings, simple talk, simple comments, and requests. On the other hand, responsiveness is an interaction and comprehension test.

4) Interactive

Interactive speaking lies in the length and complexity of the interactions, which sometimes involve multiple exchanges and/or multiple participants. For example interviews, discussions, word games, and role play.

5) Extensive (monologue)

Extensive types include speech, oral presentation, and story-telling where opportunities for oral interaction from listeners are limited or mutually excluded. This type requires more action and interaction with the listener.

d. The Purpose the of Speaking

Basically, the main purpose of speaking is to communicate. In order to inform our thought well, we as the speaker must understand what we are going to say.

Analyzing speaking purposes more precisely, Kingen (2000) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1) **Personal** - expressing personal feelings, opinions, beliefs and ideas.

2) **Descriptive** - describing someone or something, real or imagined.

3) **Narrative** - creating and telling stories or chronologically sequenced events.

4) **Instructive** - giving instructions or providing directions designed to produce an outcome.

5) **Questioning** - asking questions to obtain information.

6) **Comparative** - comparing two or more objects, people, ideas, or opinions to make judgments about them.

7) **Imaginative** - expressing mental images of people, places, events, and objects

8) **Predictive** - predicting possible future events.

9) **Interpretative** - exploring meanings, creating hypothetical deductions, and considering inferences.

10) **Persuasive** - changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

11) **Explanatory** - explaining, clarifying, and supporting ideas opinions.

12) **Informative** - sharing information with others

It can be summarized that there are some purpose of speaking.

 a. A tool in conveying message.

 b. The message can be knowledge, idea, thought, attitude and information.

 c. The purpose of the message can be reached.

d. Functions of Speaking

 Many ways have been done to classify the function of speech in interacting with fellow humans. Brown and Yule (2000), as cited in Richards (2008), explain that the functions of speaking are divided into three categories including are talk as interactional functions, transactional functions, and functions as performance. Below are the explanations of each function of speaking:

1) Talk as interaction

 Speaking as an interaction that discusses a conversation that usually describes an interaction that serves a social function, where the social function is the main one. When individuals meet each other they say hello, exchange information or messages, and usually engage in small talk. This is done because they want to be friendly

with other people and build a comfort zone when interacting with other people. The exchange of information can be causal or formal, depending on the circumstances, activities and nature.

2) Talk as transaction

Speaking as a transaction usually refers to a condition that focuses on what is done and said. Someone creates an accurate message or information to convey to others so that it is easy to understand clearly. The first type of conversation as a transaction involves conditions in which the focus is on giving and receiving information. For the second type of conversation as a transaction that focuses on services or goods obtained, such as ordering food at a restaurant, ordering train tickets at the counter, checking into a hotel, and so on.

3) Talk as performance

Speaking as a performance type of speech refers to public talks, which means talks that convey information in front of an audience, such as speeches, class or office presentations, and public announcements.

e. Problems in Speaking

Ur (1996) says that there are several problems experienced by learners in speaking activities. The problem can be explained as follows:

1) Inhibition

Problems in speaking, unlike writing, listening, and reading activities, speaking activities require time directly to initiate speaking activities with other people. Students often have difficulty in learning to speak a foreign language in class, they feel anxious, worried if they make a mistake, and are afraid that they will be criticized, or they are embarrassed to attract the attention of the audience when giving a speech.

2) The lack of theme to be spoken

   Some learners have difficulties in determining the theme, most of them do not know what they want to convey to the audience.

3) The low participant

   When students are in groups, only one person can convey the results of their work, because only a few can speak well, the others only have little time to talk. This problem is compounded by the tendency of some of the students to dominate, while others speak very little or not at all.

4) The use of mother tongue

   Students in the classroom are accustomed to using their mother tongue. They often use it for speaking activities with fellow students in class, because their mother tongue is easier, it feels unnatural to talk to each other in a foreign language, in the end they feel less fluent when speaking in a foreign language.

f. Teaching Speaking

   Teaching speaking is not always easy to do or to apply, especially in teaching young students. Teachers provide opportunities for students to learn and think. Teachers need to find methods that can encourage students to learn to speak actively in class.

   Harmer (1998) explains that there are three basic reasons for giving students speaking assignments that can provoke them to use and all of the languages according to the teacher's instructions. The three basic reasons are:

1) Recess

How to learn by inviting students to discuss freely by giving them the opportunity to practice discussing outside the classroom.

2) Feedback

Give students assignments where students try to use any and all language they provide feedback for both teacher and students.

3) Engagement

Good learning activities should be motivating. If all students are fully engaged and if the teacher has organized the activity well and provided sympathetic and helpful feedback, they will get satisfaction from it.

In addition, Basher (2011) explains that language learning needs to be aware that speaking involves three areas of knowledge:

1) Mechanism (pronunciation, grammar and vocabulary)

Using the right words in the right order with the correct pronunciation.

2) Functions (transactions and interactions)

Knowing when clarity of message is critical (transactions or exchange of information), and when proper understanding is not required (interaction or relationship building)

3) Social cultural rules and norms (take turns, speed of speech, length of pause between speakers, and relative roles of participants)

Understand how to account for who is speaking to whom under what circumstances, about what, and why.

Thus, there are three areas of language knowledge that language learners must know. Includes mechanisms, functions, as well as socio-cultural rules and norms.

g. Testing Speaking

The most commonly used spoken test types are suggested by Thornbury (2005) says that there are several types of speaking tests, as follow:

1) Interview

Interview activities were carried out by calling students one by one to interview them. This activity is easy to do, but not conducive to testing informal and commercial conversations.

2) Live monologue

This activity is carried out by presenting a short speech according to the topic that has been selected and mastered.

3) Recorded monologue

These activities where the monologues are recorded are less stressful or scary than public performances. In this activity students can repeat the contents of the topic of conversation.

4) Role plays

In this activity, students must perform certain roles in the classroom. Other roles can be performed by students or the teacher.

5) Collaborative tasks

This activity has similarities with role play activities except that students are not required to take a role but just be themselves. We can observe students' interactive skills in a situation that seems to be very close to the life of language use. Ur (1996) says that there is a speaking activity test technique to test our oral skills as follows:

a. Questions and answers

In this activity the teacher and students are involved in a question and answer session using the target language. The answers can be short or long depending on the questions asked.

b. Monologue

In this activity students are required to carry out speaking activities using the topics that have been given.

c. Making dialogue

In this activity students form a group and then they make a dialogue with the opinions that have been given.

d. Role plays

1In this activity the teacher gives roles to students. Each student appears in groups or in pairs to carry out speaking activities.

e. Debate

In this activity, the teacher divides the group into two parts, there are pros and cons. They are given a topic and then

they ask each other for opinions and ask about the topics raised in their group roles.

In conclusion, Thornbury and Ur have different types of speaking activity performances. From the seven performances of basic speaking skills above, the researcher uses collaborative task as the basis for speaking in this study.

2. Vocabulary

   a. **Definition of Vocabulary**

   In learning a language a person needs vocabulary in developing their language without their language vocabulary cannot be understood. It means that in learning English one must be able to master vocabulary. According to Alqahtani (2015) said that understanding and mastering good vocabulary has an important role in the successful use of foreign languages because without mastering a broad vocabulary, we will not be able to use the functions and structures that we usually learn to communicate with someone. Vocabulary not only plays a role in learning to speak but also plays a role in learning to read, write, and listen. By having sufficient vocabulary, a person can speak and express his feelings in written or oral form.

   David Grambs (1984) explains that vocabulary is a list of words composed of several alphabets according to a dictionary or glossary. Meanwhile, according to Harmer (1999) vocabulary is not just a collection of words, vocabulary is a collection of words that can express a meaning. Some words seem to have a simple form so learning vocabulary can be said to be easy to do, but some words are difficult to teach because their meanings can change depending on the accompanying words. Harimurti (1993) also explains that vocabulary is

not just ordinary words but words that have a language component that contains all the information.

Susanto (2017) says that vocabulary has an important role in learning English as a second language and a foreign language. We need to know that vocabulary is a necessary part of language, the ability to master a broad vocabulary plays an important role so that a person can master the four language skills.[6] As we grow and learn, our language will grow with us to help us understand everything around us. According to Wilkins in Zilles (2015) said that without understanding grammar very little can be expressed, without understanding vocabulary nothing can be expressed.

Learning a new language requires a lot of resources and effort. Understanding, building, expanding, and deepening vocabulary is an important part of the process of learning a language. That is why students should increase their vocabulary practice well at the beginning of language learning. We can conclude that vocabulary is the basic needed by students in learning a language for them to speak and communicate. Having a limited vocabulary, students will find it difficult to master other skills.

b. Types of Vocabulary

Harmer (2007) says that there are two types of vocabulary:

1) Active Vocabulary (Productive Vocabulary)

Active vocabulary is a common vocabulary and is often used for speaking and writing.

2) Passive Vocabulary (Receptive Vocabulary)

Passive vocabulary is vocabulary that is rarely used in writing and speaking, but students can understand its meaning when they start listening and reading.

c. Various of Vocabulary

There are four kinds in the vocabulary section:

1. Noun

    Nouns according to Marsudi and Darsono (2010) state that a noun is a word that is often used as the name of people, places, animals, objects, actions, and in the form of ideas (concepts). Nouns have functions as direct or indirect objects, complementary subjects, sentence subjects, and as adverbs. The types of nouns that are often used are:

    1) **Countable Noun:** a countable noun which is usually in the form of a number, countable has a singular or plural form. Example: pen, pens book, books, cat, cats, etc.

    2) **Uncountable Noun:** a noun that cannot be counted. Example: water, water, rice, sugar, salt, sand, etc.

    3) **Compound Noun:** two or more words that form one meaning. Example: Post Office, Mother-in-law, Haunted House, Credit Card, etc.

    4) **Concrete Noun:** a noun that has a physical form.

    5) **Proper Noun:** a noun used to write the names of people and places that start with a capital letter in front of them. Example: (person's name: Rafi, Sheila, Hanafi, etc.), (place: Germany, Surabaya, Jakarta, England, etc.)

    6) **Common Noun:** a common noun that is often used in everyday life. Example: cellphone, book, car, etc.

    7) **Material Noun:** a noun that comes from raw materials or mining. Example: cotton, gold, oil, aluminum, asphalt, silver, etc.

8) **Collective Noun:** a noun that describes an association or group. Example: crew, team, army, citizen, committee, etc.

9) **Abstract Noun:** a noun that does not have a physical form. For example: envy, patience, goodness, honesty, etc.

2. Verb

According to Marsudi and Darsono (2010), a verb is a set of words used by the subject to indicate an action or activity.

1) **Ordinary Verb:** the main verb or main verb in a sentence to describe what the subject is doing. Example: make, study, walk, etc.

2) **Auxiliary Verb:** an auxiliary verb whose function is to complete the main verb in a sentence. Auxiliary verbs cannot stand alone without the main verb.

1. Ordinary auxiliary: a verb that has no meaning in the dictionary and is a native verb. Example: am, is, are, was, were, been, etc.

2. Modal auxiliary: has a special meaning in the dictionary and is an auxiliary verb. Example: shall, will, can, may, etc.

3. Emphasize auxiliary: a verb that has an affirmation in the dictionary and is an auxiliary verb. Example: do, does, etc.

3) **Linking Verb:** a verb that has a function to connect words in a sentence.

1. To be: is, am, are, was, were, be, been, etc.

2. Ordinary linking verb: (become, get, turn, grow, etc) means to be, (stay, keep, remain,

etc.) means consonant, (look, appear, seem) means visible, etc.

4) **Action Verb:** a verb that expresses something that a person, animal, thing, or natural process does, such as thinking, running, mediating, walking, crying, walking, etc.

5) **Stative Verb:** a verb that expresses a state or situation or condition that does not change and tends not to change. Example: hate, love, like, know, etc.

6) **Regular Verb:** a verb that has a definite rule in forming the simple past tense and past participle of the verb by adding the ending –Ed or -d. Example: established fried, guessed, etc.

7) **Irregular Verb:** a verb that has irregular changes or changes that are not in accordance with the tense form and do not obey the normal rules. Example: (bear, bore, born)

8) **Transitive Verb:** a verb that requires an object in the sentence. Example: ask, buy, bring, clean, etc.

9) **Intransitive Verb:** a verb that does not need to be followed by an object in the sentence. Example: come, arrive, cry, etc.

3) Adjectives

Marsudi and Darsono (2010) state that adjectives are words used to describe

1) **A descriptive adjective:** an adjective that describes the quality of the noun being discussed. For example: good, bad, sad, happy, smart, and so on.

2) **A demonstrative Adjective: a** type of adjective that denotes an object. For example: that, this, these, those.

3) **Possessive Adjective:** a type of adjective that shows ownership of something. For example: mine, their, your, ours.

4) **Distributive Adjective: the** type of adjective that belongs to the object that is divided. For example: every, each, either, and neither.

5) **A quantitative Adjective: a** type of adjective that can be described using the number of objects present. For example: any, some, and no many.

6) **Interrogative Adjective: a** type of adjective that is usually used to ask about an object. For example: which, what, whose.

4) Adverb

1) **Adverb of Manner:** describes how or in what way an activity is carried out. For example: fluently, quickly, comfortable.

2) **Adverb of Frequency:** describes how often the activity is done. Examples: rarely, sometimes, always, and usually.

3) **Adverb of Degree:** describes an event how much or to what extent the event occurred. For example: Too, so, very, enough.

4) **Adverb of Time:** describes the time of the event or refers to where the event occurred. For example: today, now, tomorrow, and yesterday.

5) **Adverb of Place:** describes a place of occurrence or is used to describe a place. For example: there, here, everywhere.

6) **Interrogative Adverbs:** usually used for question sentences. For example: what, when, where, why, how.

7) **Relative Adverbs:** usually used to describe nouns that have been previously mentioned. For example: why, when.

8) **Sentence Adverbs:** explain or explain the whole sentence or clause in a sentence. For example: Certainly, my opinion, honestly.

d. Factors that Influence the Vocabulary Mastery

According to Puspita (2006), factors that can affect the mastery of student vocabulary is if students can combine two factors: external factors and internal factors, this can increase the effectiveness of learning in vocabulary mastery.

1) Eksternal Factors

External factors come from outside, such as the environment and the way teachers teach students. External factors related to the influence of vocabulary are as follows:

1. Environment

The environment is one of the factors that can affect students. This can affect the student's learning process where there are negative effects as well as positive effects. Negative effects mean these effects can provide difficulties for students, while for positive effects it means providing successful delivery to students.

2. Availability of Concrete Reference

The content of the text directed at the beginning must be in accordance with the student and the student can understand the meaning to some extent, which means the content of this text is in accordance with the student's learning. Because students need a lot of references in achieving successful vocabulary mastery. Concrete vocabulary reference students should be able to understand it. With this factor most likely students will achieve success in the learning process and will also be motivated in learning, this must be supported by other factors.

3. Teaching Techniques

Anthony (1963) says that technique is an application of methods that actually take place in a room or classroom. The techniques used in the classroom depend on the teacher, individual art or teacher style in teaching, in which case the teacher must be aware of learning activities that can maintain the student's motivation to learn English and the teacher should also be able to make the class fun during the learning process.

2) Internal Factors

Internal factors always appear in a person, which is usually related to a person's personality, one's nature, or to one's style of thinking. Internal factors related to the influence of vocabulary are as follows:

1. Intelligence

    Intelligence is a term often used in activities related to higher mental processes, among various aspects, imagination, memory, reasoning, and others.

2. Motivation

    Motivation is an intensive need needed by learners, or it can be a desire that arises in students to do something. In this case students need motivation to learn vocabulary, motivation has a fairly high strength in doing learning activities. This can make students achieve success in their activities. So, motivation also affects the learning process of students in learning vocabulary. Motivation can be obtained from the scope of outage, friends, teachers, and others. Motivation also has no form and cannot be seen, but can be felt change.

3. Strategy

    Strategy is a step in the plan that must be done to start learning English vocabulary. This will be one of the ways students and all are based on the selected material. Strategies can affect a student's learning process, as strategies can provide an overview of the situation in which they are being learned.

From the explanation above there are two factors that affect this research, namely external factors and internal factors. Both are influential in the vocabulary learning process.

e. **The Technique of Teaching Vocabulary**

Gaims and Redman (2003), they say there are two techniques used in teaching vocabulary. There are visual techniques and verbal techniques.

1) Visual technique

a) Mime and Gestures: in this technique, the teacher teaches vocabulary with the objects around him as learning objects. By using the teacher's orders using existing objects such as doors, markers, windows, clocks and so on. In practice the teacher commands to open a window or door, open your book, teaches the body parts, the teacher commands to raise the hand, put the hand on the table, and so on.

b) Picture Visual Aids: in this technique, the teacher can use photos, pictures or flash cards, and whiteboards as visual aids. Visual aids that are often used are pictures that are very easy to get from many sources, because pictures can explain the meaning of vocabulary. Pictures can come from newspapers, magazines, or student creativity. Pictures help students in teaching English vocabulary, if students do not understand English vocabulary verbally they can understand through pictures.

2) Verbal Technique

a) Use of Illustration Situations (Oral or written): in this technique, the teacher only needs to explain abstract words. The teacher must have more than one context or

situation in order for students to easily understand what the teacher is explaining.

b) Use of Synonyms and Definitions: synonyms are commonly referred to as the similarity of meaning to other words. Teachers often use this technique to teach students who do not understand vocabulary well, such as miserable mean very sad. For students who have a broad vocabulary and further qualify such as Male means man.

c) Contrast and Opposite: In this technique, commonly called antonyms which mean opposite words, such as smart as opposed to stupid, diligent as opposed to lazy, and so on.

d) Scales: this technique can be an effective way of learning new vocabulary if students have studied graded items such as hot and cold. The teacher can ask students to compare graded vocabulary such as "warm" and "cold", "frozen" and "boiling".

e) Example of the Type: in this technique, the teacher uses an illustration to get an understanding of furniture, fruits, and vegetables and so on. In furniture there are chairs, tables, cabinets, and so on, in vegetables there are tomatoes, peppers, spinach, and so on, in fruits there are watermelons, melons, oranges, and so on.

3) Translation

Translation can change some words or sentences from two languages or other foreign languages with the same meaning. Translation is one of the traditional ways of learning vocabulary. This technique is commonly used by students and teachers to learn vocabulary or add new vocabulary.

Translation is an effective way of learning vocabulary to convey meaning. This technique can save time in the process of learning English, where in fact English is a foreign language that not everyone knows English well. In doing assignments or questions in English, students can use translation techniques so that students can easily understand the language or sentences conveyed.

According to Saraswathi (2004) in his book entitled *"Principles and Practices in Learning English"* the teaching techniques that must be mastered by teachers when learning English are as follows:

a) At the basic stage the teacher selects the object to be explained to students using a foreign language and then the teacher orders the students to translate into their mother tongue or Indonesian.

b) For the second stage the teacher can use symbols or body movements. This means that the teacher must practice movements such as jumping, walking, running, dancing, and so on.

c) For the third stage, the teacher teaches vocabulary by using vocabulary that students do not know with the aim of adding new vocabulary, such as the teacher can teach synonyms, antonyms, and hyponyms of several words to enrich students' vocabulary.

   For example: - synonyms: pretty, beautiful, charming
   - 1 1 Antonym: expensive X cheap
   - 1 1 Hyponyms: cat, dog, monkey, goat (animal)

d) In this stage the teacher uses word conclusions or word categories.

   For example: - pencil, pen, ink, book, drawing book (stationery)
   - 1 Supper, breakfast, lunch, dinner (meals)

- 1 Waiters, tips, cake, soup, bill, buffer, and menu card (a pronunciation writing correlation word associated with a restaurant)
- 1 Cabinets, chairs, tables, beds (furniture)

e) In the fourth stage the teacher can ask students some definitions and paraphrases.

f) For the last stage the teacher can ask students based on the circumstances that student's experience. For example: - when you are hungry you eat, when you are thirsty you drink.

f. How to Test Vocabulary Mastery

There are several ways to learn and add vocabulary, we know that students who have a good knowledge of English vocabulary this is important to them when using English. Long before, vocabulary knowledge was often tested. The ways are as follows:

1) Multiple Choice

The use of multiple choices in vocabulary mastery tests students are asked to choose the correct answer should not be allowed to choose the answer as they wish without based on theory or knowledge.

2) Dictation

In this type the examiner will dictate a word or sentence and then the student will write down the word that has been dictated by the examiner. In a way, the teacher only has minimal preparation.

3) True or false

This type of test, students are required to choose between right or wrong according to the statement that has been given by the examiner.

4) Odd One Out

This type of test students are being tested, meaning they have no way of ensuring that all items are known. But this type of test is at least more interesting to do and very easy to characterize.

5) Gap Filling

This type of test uses an empty section to fill in the correct answer. Many types of multiple choice tests can be converted into filling in blanks. In this test students must fill in or utter simple phrases in an empty place that has been prepared.

6) Sentence Completion

In this test (denotative) which means personal and only interesting to read or do.

7) Writing Sentence

This type of pronunciation test is not tested but rather tested for the creation of sentences that are in accordance with spelling. But this type of test is a bit boring to do and difficult to objectively adjust, but examines the tester's knowledge very well.

8) Matching

In this test there are two or more groupings, in this test students are asked to match according to existing statements that correlate with the other.

9) Error Correction

This type of test students are asked to make a few sentences with errors, which mainly concern grammar. Then

students are asked to do justification in the sentences that have been provided.

10) Translation

This type of test students are given sentences in their native language, then students are asked to translate the sentence in English.

11) Cloze Test

This type of test is knowledge of different words, types of words including grammar. Of all kinds of ways to test vocabulary, researchers used this type of multiple choice test. Based on Thornburry (2002) says that multiple choice tests, a popular type of test and easy to do.

g. **Vocabulary in Foreign Language Learning**

Vocabulary plays an important role in foreign language learning. The development of a broad vocabulary is a mandatory way when learners acquire English as a foreign language (Nunan, 1991). Vocabulary has an important role in foreign language learning, in foreign language learning. There are several factors that influence students in mastering it. These factors are linguistic and non-linguistic. Linguistic factors are usually related to difficulties in language, this is usually caused by a lack of understanding of knowledge of English material. Students cannot understand the relationship between a foreign language and a mother tongue which has significant differences in accents, styles, and rules. Non-linguistic factors are divided into two factors; there are external factors and internal factors. External factors with curriculum, methods, class conditions, family and community environment. While the internal factors come from IQ, motivation, attention, interests, attitudes, and others.

3. Self-Confidence

a. Definition of Self-Confidence

Self-confidence is a mental condition of a person where they believe that they are able to do something well, are optimistic, and are able to achieve the expected results. Confidence is also an attitude in which a person has calm within himself so that he is not affected by the circumstances of others. In learning to speak, the main factor is mastering vocabulary, but the psychological factor that must be possessed by someone when they start speaking activities is self-confidence. Lauster (1978) says that self-confidence is always associated with personality, psychological stability, and one's development. A person's well-being and happiness is also related to self-confidence. While someone who has a low level of self-confidence can result in anxiety, depression, and tension. This greatly affects their speaking style so that the speaker in conveying information is less effective.

Tuncel (2015) also says that one way to encourage students to speak and act correctly is by providing positive input in the form of motivation. This is an effort to increase students' confidence in their potential. From the statement above, we can conclude that self-confidence is an attitude or belief in a person towards the potential they have and can complete their duties properly as expected.

b. Developing of Self-Confidence

Confidence is a belief or trait where a person believes in their ability or potential to complete a task, meaning that students who have good self-confidence tend to experience success in the learning process,

and vice versa students who lack confidence in their abilities or potential. They have a tendency to be difficult in dealing with difficulties.

Dale Carnegie states, there are several steps to developing self-confidence, namely:

1) It starts with a strong desire in you and persistence. See the benefits to be gained from training yourself, generating the enthusiasm that is your goal. Think about what you get both financially, socially, and in terms of improving yourself. Remember that achieving your desires depends on the speed of your progress.

2) You need to prepare what you say, what you will do. You won't feel confident if you don't know what to say or do.

3) Tell yourself "to be brave" let go of your fear and believe in your abilities. Teddy Roosevelt confessed that he fought his fears of grizzly bears, horses, and hunters. By acting bold, courage can replace your fear. You can dispel the fear of your audience by taking advantage of the psychological fact of being confident.

4) Practice, this is the most important technique in developing self-confidence. Fear comes from a lack of confidence in one's abilities. Self-confidence comes from our ignorance of something or it could be a lack of experience.

c. The Indicators of Self-Confidence

1) Direction and value: you know what you want and what you want to do, you want to go where you want to go, and you know what's really important to you.

2) Motivation: you are motivated by someone and enjoy what you have and what you do. In fact, you tend to enjoy your life so that nothing distracts you.

3) Emotional stability: you must be able to stay calm and focus on yourself thinking about how you are who you are and how you can overcome the challenges that are in front of you. You can regulate your emotions such as anxiety and anger so that your emotions do not overwhelm your thoughts and feelings.

4) A positive mind-set: you have the ability to stay positive by looking on the bright side, even when you experience setbacks.

5) Self-awareness: you understand what you are good at, how capable you are in acting. You also admit that you are just an ordinary human being who cannot avoid mistakes.

6) Flexibility in behavior: you can adjust your behavior according to the circumstances. You can make decisions when you pay close attention to details.

7) Eagerness to develop: you enjoy the life you live. The life that you pass every day becomes a new experience for you. You take yourself to a new experience.

8) Health and energy: you can be grateful for the energy that is in you. The energy that flows in your body manages your emotions to avoid depression.

9) A willingness to take risks: you dare to take opportunities. You have the ability to act in the face of uncertainty by putting yourself at risk even when you don't have the power or ability to fix it.

10) A sense of purpose: you have an increased sense of coherence from different parts of your life. You have chosen your life purpose

d. Characteristic of High Self Confidence

There are six characteristics of a person who has high confidence in his abilities or potential. These factors are universal and can be learned if a person does not have confidence in his abilities.

1) They are ambitious. This ambitious nature is always associated with high morale. They want something more from their life, trying to have a better survival and environment than their current life.

2) They are goal oriented. Usually they seek challenges with the intent to complete and set new goals for themselves. They enjoy the process and break their own record.

3) They are visionaries. They don't want to be stuck in their mistakes for too long, they can cope with difficult situations and surroundings. They always try to achieve the success that is the picture.

4) They learn to communicate. They know how to ask for what they want and listen to positive advice. Most of them listen more often and rarely talk.

5) They have a loving and kind nature. People who have this trait tend to be able to maintain good relationships even though they are toxic. They learn to break away from toxic relationships to become authentic.

6) They are attractive and open to others. Those who have high self-confidence in a positive direction tend to show their self-confidence in a way that appeals to good things and people who love them. Being active doesn't have to be physically attractive

e. **Characteristic of Low Self Confidence**

Having low self-confidence is a barrier in all areas of life. These factors often affect a person in achieving his happiness, namely:

1) They are afraid of change. Many of them feel less confident about their abilities 1and their future. They will not experience change if they do not fight their fear of challenge.

2) They are pessimistic about their life. Those who have this nature usually can only blame the situation without starting challenges in front of them, they have a fear of starting challenges in their lives.

3) They have difficulty communicating. They have difficulty communicating what they really want and tend to have no clear ideas or goals in life. When asked what makes them happy they will answer generally rather than specifically.

4) They choose to please others rather than to please themselves. The desire to have peace at any cost was more important to him than discovering his potential. Those who lack self-confidence tend not to want to stand out from others.

5) They feel insecure. They tend to be associated with toxic relationships that reflect their lack of self-esteem.

f. Self-Confidence in Speaking

Confidence is the most important thing we must have. By having high confidence in the ability to speak, we will see a positive and realistic perception of ourselves in the form of potential and abilities that we have. When we have self-confidence, we will not feel ashamed and afraid to show our potential or abilities. Self-confidence makes someone ambitious towards the goals they have to achieve, we will not give up if we meet failure in doing everything. It's another thing when we don't have self-confidence or have low self-confidence, we will find it difficult to communicate with other people.

According to Huitt & Khodadad quoted in Hayti: Brown (1994) in Safaa Mohamed Al-Hebaish, "Self-confidence is a factor possessed by individuals by providing a supportive role in the achievement of foreign language learning" some students claim that there are no successful activities in learning language without confidence. Rubio in Safaa Mohammad Al-Hebaish said that a foreign language learner will

be successful in performing and most likely they will achieve the goals they expect when they have high self-confidence and conversely when they have low self-confidence they will feel unable to carry out their activities. Well and also feel afraid to do anything.

Douglas Brown in Safaa Mohammad Al-Hebaish said that of the four language skills, the achievement of oral performance was highly correlated with self-confidence. Language learners cannot express or speak the language widely or freely without having self-confidence. Thus, the main objective of this study was to examine the relationship between self-confidence and English speaking achievement.

B. Previous Study

Previous research aims for scientific needs that are useful for providing clarity and understanding of the limits of the information used and sought through references to obtain relevant data for research. Previous research provided the inspiration for writing this thesis. The researcher referred to other previous researchers by looking for several references and the researcher used the following previous research: the first previous research by Vivi Lelyta Riyanti from the IAIN Surakarta (2019), with the title "A Correlation Between Students' Self-Confidence And Vocabulary Mastery Toward Their Speaking Skill At The Eleventh Grade Of Sma Muhammadiyah 1 Sragen In The Academic Year Of 2018/2019". The researcher used an ex-facto design. This study took a population of 182 eleventh grade students at SMA Muhammadiyah 1 Sragen. Proportional random sampling was used as a sampling technique. The number of samples in this study were 46 students. The technique of collecting data used in this research is a self-confidence questionnaire and tests for students' vocabulary and speaking skills. The technique used is partial correlation and regression analysis. After getting the data, the researcher analyzed the data using SPSS 20 for window.

The second previous study by Wahyu Ni'matul Ulya from the Department of English Education IAIN Ponorogo, entitled "The Effect of Confidence and Vocabulary Mastery on the Speaking Skills of Semester II Students of the Department of English Education, Ponorogo State Islamic Institute for Academic Year 2018". This study uses an ex-post facto design. This study took a population of 100 second-level students of the English Education Study Program at IAIN Ponorogo. Proportional random sampling was used as a sampling technique. The number of samples in this study were 80 students. The technique of collecting data used in this research is a self-confidence questionnaire and tests for students' vocabulary and speaking skills. Data analysis used multiple linear regression at a significance level of 5%. After getting the data, the researcher analyzed the data using SPSS 17 for window.

The third previous study by Ryna Waty from the Faculty of Psychology, Universitas Islam Indonesia Jogjakarta, entitled the relationship between Extrovert personality and Self-confidence with English Speaking Skills Achievement in grade 3 MAN 1 Temanggung. This study uses ex-post facto. This study took a population of 289 3rd grade students at MAN 1 Temanggung. Proportional random sampling was used as a sampling technique. The number of samples in this study were 80 students. Data collection techniques used in this study were self-confidence questionnaires and tests of students' vocabulary and speaking skills. The technique used is partial correlation and regression analysis. After getting the data, the researcher analyzed the data using SPSS 10 for window.

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

1. Difference

   a. The samples of this study were students while the samples of this study were 7th grade students of Junior High School.

b. The dependent variable uses speaking skills while the dependent variable uses speaking achievement.

2. Equality

a. Data analysis technique researchers will use quantitative data analysis to analyze data from questionnaires and test.

C. Rationale

Speaking is one of the tools to communicate. Everyone needs information, it is important for someone to master a broad vocabulary so that everything you want to convey can be conveyed in an effective way. Mastery of vocabulary is one of the important things in learning English to make good communication. To make good communication it is necessary to have a broad vocabulary.

Self-confidence is an attitude or belief that someone can do something well and right. Confidence is one of the high psychological factors in speaking ability. Students who have high self-confidence in their abilities tend to feel calm and always be careful.

There are many aspects that can affect speaking skills. Some of them that have an important role in speaking achievement are vocabulary mastery and self-confidence. Having high self-confidence can help students from feeling nervous and making mistakes and anxiety. In addition, the ability to speak with a broad mastery of vocabulary will facilitate and assist students in conveying ideas, ideas, and expressions to others.

D. Hypothesis

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

1. Null Hypothesis (H_0)

   a. There is no correlation between vocabulary mastery and English speaking achievement at the seventh grade of SMP Negeri 1 Kedawung.

   b. There is no correlation between students' self-confidence and English speaking achievement at the seventh grade of SMP Negeri 1 Kedawung.

   c. There is no correlation between vocabulary mastery, students' self-confidence, and their English speaking achievement at the seventh grade of SMP Negeri 1 Kedawung.

2. Alternative Hypothesis (Ha)

   a. There is a correlation between vocabulary mastery and English speaking achievement in the seventh grade of SMP Negeri 1 Kedawung.

   b. There is a correlation between students' self-confidence and English speaking achievement in the seventh grade of SMP Negeri 1 Kedawung.

   c. There is a correlation between vocabulary mastery, students' self-confidence, and their English speaking achievement at the seventh grade of SMP Negeri 1 Kedawung.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research design is the most important thing in research methodology. Research design is a place where researcher can express all opinions of researcher. According to Leedy (1980) explains that research design is a matter of thinking, imagining, and thinking more. That is, the research design forces the researcher to imagine about his research. In this study the researcher used correlational research. According to Ary (2002) states that correlational research is research by collecting data from individuals used two or more variables and then researcher determine whether these variables are related (correlated).

It can be interpreted as the extent to which the variable varies directly (positive correlation) or inversely (negative correlation). Meanwhile, Fraenkel and Wallen (2006) say that correlational research is the same as causal-comparative research, which is commonly referred to as associational research. In association research, the relationship between two or more variables is studied without any attempt to influence it. Correlational research is also sometimes referred to as a form of descriptive research because it describes the relationship between two or more variables being studied.

B. Research Setting and Time

1. The Place of Research

This research was conducted this research at the class VII SMP Negeri 1 Kedawung for the academic year 2023/2024 located at Mlokolegi, Celep, Kedawung, Sragen.

2. **Research Setting**

   1. Place of research

      This research was carried out in class VII SMP Negeri 1 Kedawung for the academic year 2023/2024 located in Mlokolegi, Celep, Kedawung, Sragen.

   2. Time of research

      This research was conducted in six meetings in the seventh grade of SMP Negeri 1 Kedawung for the 2023/2024 academic year. This research starting from consultation submission of titles, collecting the data, interview, and analyzing the data start from October 17th 2021 until August 22th 2022.

Table 3.1 Table of the Reseach Activities

Activity	Month								
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Jul	Aug
Consultation submission of title	■								
Looking for previous study		■							
Proposal guidance			■						
				■					

Activity	Month								
	Sep	Oct	Nov	Dec	Dec	Feb	Mar	Jul	Aug
Start for making proposal				■					
Conducting pre-observation					■				
Proposal examination						■			
Interview							■		
Analyzed the data								■	
Revision chapter 1-3 proposal examination									■

C. Population, Sample, and Sampling

1. Population

Arikunto (2006) it defines that population can be defined as the entire subject in the study. Definition of population according to Creswell is a group of individuals who have the same characteristics or characteristics with one another. The other understanding of the population is the entire number of subjects to be studied by a researcher.

From the above statements it can be concluded that the population is the entire subject or individuals who share the same characteristics or traits in the study. The population in this study were all 7th grade students of SMP Negeri 1 Kedawung in the 2023/2024 academic year.

Table 3.2 The Total Students of the Seventh Grade

No	Class	Number of the Students
1	VII A	32
2	VII B	33
3	VII C	30
4	VII D	31
5	VII E	33
6	VII F	30
7	VII G	29
	Total	218

2. Sample

Sugiyono (2018) suggests that the sample is part of the number and characteristics possessed by the population. Arikunto (2002) says that if the population studied less than 100 is better taken as semple, if the population studied more than 100 respondents, then researcher can take 10-15% or can also take 20-25% or it can also be more than 25% of the population based on the researcher ability. In this study researcher took 15% of 37 students from a

population of 7 classes, each class of researcher took 5 or 6 students of class VII of SMP Negeri 1 Kedawung in the academic year 2023/2024.

In this study, the researcher took 54 students as a sample from the entire population which was divided into four classes. The researcher used the Slovin's formula, the Slovin's formula is a technical formula for taking random samples to estimate sample size.

$$n = N/(1 + Ne2)$$

Where :

n   = no. of samples

N   = total population

e   = error margin/ margin of error

Based on Slovin's Formula, the amount of withdrawal of the amount of research is:

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

n= $\frac{218}{1+218\,(15\%)2}$

n = $\frac{218}{1+218\,(0,0225)}$

n = $\frac{218}{1+4,905}$

n = $\frac{218}{5,905}$ = 369,17 rounded up 37 students

Based on the results of these calculations, the total number of students obtained was 37 students. The number of samples that have been obtained is further divided into 7 classes according to strata so that the determination of the number of samples in each class has the same portion.

The calculation of the number of samples of each stratum can be calculated by the formula:

$$\text{Samples} = \frac{population}{total\ population} \times Total\ Samples$$

Kelas VII A $= \frac{32}{218} \times 37 = 5,43$ (5 students)

Kelas VII B $= \frac{33}{218} \times 37 = 5,60$ (6 students)

Kelas VII C $= \frac{30}{218} \times 37 = 5,09$ (5 students)

Kelas VII D $= \frac{31}{218} \times 37 = 5,26$ (5 students)

Kelas VII E $= \frac{33}{218} \times 37 = 5,60$ (6 students)

Kelas VII F $= \frac{30}{218} \times 37 = 5,09$ (5 students)

Kelas VII G $= \frac{29}{218} \times 37 = 4,92$ (5 students)

Table 3.3 The Total Students of the Seventh Grade

No	Class	Number of the Students	Samples
1	VII A	32	5
2	VII B	33	6
3	VII C	30	5
4	VII D	31	5
5	VII E	33	6
6	VII F	30	5
7	VII G	29	5
	Total	218	37

3. Sampling

Definition of sampling according to Creswell is a group of individuals or a group of organizations that have some common characteristics which researcher can study and identify.

In this study, researcher used simple random sampling. Sugiyono said that one of the well-known ways in statistics to obtain representative sample is simple random sampling. This is the method that give each member of the population an equal opportunity to be selected in the study. Here the researcher set 54 students as the sample of the study. Random sampling technique is a technique of taking samples from members of the population which is carried out randomly without regard to the strata that exist in the population.

D. Techniques of Collecting the Data

In this study, researcher took data used tests and non-tests. The researcher used techniques in obtaining student self-confidence data by used questionnaires. While the test is used by researcher to obtain data on vocabulary mastery and speech skills of students. Before the researcher analyzes the data, the researcher needs to collect the data to carry out his research. The main components of the data collection technique are as follows:

1. Test

Brown (2004) says that the test is one method to measure a person's knowledge, ability, or performance in a certain field. As a set of techniques, methods, procedures, or items require performance on the part of the test taker. Brown explained the characteristics of the object such as knowledge, abilities, skills, and interests of individuals and groups. This study used two tests, namely objective and reading tests to obtain vocabulary mastery data and speaking achievement data.

2. Questionnaire

Questionnaire data is used by researcher to obtain students' self-confidence data. Arikunto (2009) says that the questionnaire consists of a number of questions that are useful for obtaining information from respondents containing data about themselves, their personalities, and about things they know. The researcher use this technique to investigate and gather information about students' self-confidence. The researcher made several questions related to the activity being researched, the researcher distributed questionnaires to students. The researcher chose a closed type of questionnaire in the questionnaire already available answers, so that respondents just choose one option according to the student's situation. The researcher used Indonesian in writing the questionnaire. This was done by researcher with the aim of making it easier for respondents to answer questions. The questionnaire consists of 40 questions in the form of multiple choice.

E. Research Instruments

Research instrument is a measuring tool used by researcher to obtain quantitative information about variations in the characteristics of variables objectively. Research instrument is a measuring tool used by researcher to obtain quantitative information about variations in the characteristics of variables objectively. Research instruments have a very important role in quantitative research, because the quality of the data obtained is strongly influenced by the quality of the instruments used.

In this study, researcher used test and questionnaire techniques to obtain the data. In getting data on student vocabulary mastery (X1) and students' speech skills (Y) researcher used test techniques, students are asked to work on some written and oral problems. Then the researcher calculated the score and summed it. To obtain student self-confidence data (X2) researcher used questionnaire techniques, students were asked to fill out questionnaires containing statements about self-confidence. Students give answers that are in accordance with what they feel.

1. Test

    Brown (2004) says that the test is one method to measure a person's knowledge, ability, or performance in a certain field. As a set of techniques, methods, procedures, or items require performance on the part of the test taker. Brown explained the characteristics of the object such as knowledge, abilities, skills, and interests of individuals and groups. This study used two tests to obtain vocabulary mastery data and speaking achievement data.

    1) Test of Vocabulary Mastery

        The test of vocabulary mastery that will be used in this study is a multiple-choice test which has 4 alternatives (a, b, c, and d). This test is used to determine students' vocabulary mastery. The calculation of the test score is the number of correct answers, students will get 1 point for each correct answer and the wrong answer will get 0.

    2) Test of Speaking Achievement

        The collecting data of speaking achievement, oral test type used by the researcher, students present a conversation about everyday life. The scoring criteria for the oral test are presented as follows:

        Vocabulary   : 5

        Pronunciation   : 5

        Grammar   : 5

        Comprehension   : 5   +

                                20

$$Score = \frac{the\ result\ of\ score}{maximum\ score} \text{ X } 100$$

2. Questionnaire

　　　　Arikunto (2010) says that the questionnaire consists of a number of questions that are useful for obtaining information from respondents containing data about themselves, their personalities, and about things they know. The researcher made several questions related to the activity being researched, the researcher distributed questionnaires to students. Researcher chose a closed type of questionnaire in the questionnaire already available answers, so that respondents just choose one option according to the student's situation. The researcher used Indonesian in writing the questionnaire. This was done by researcher with the aim of making it easier for respondents to answer questions. The questionnaire consists of 40 questions in the form of multiple choice.

　　　　The researcher asks students to choose one of the answers that have been provided in the questionnaire, the answers are chosen according to the student's situation. The researcher provides five (5) choices for each question, to facilitate the researcher in determining the score of the interval set of the questionnaire, all student answers through the questionnaire will be converted into scores used a Likert scale. Ary (2002) explains that the Likert scale can assess attitudes towards a topic that presents a number of statements about the topic being discussed and asks respondents to indicate whether they strongly agree, agree, hesitate, disagree, or strongly disagree. Various answers are given a numerical value, then the scale scores are totaled by adding up the answers that have been given a numerical value in each item. The total score can assess the attitude of students or respondents to the topic being discussed.

　　　　Based on the Likert scale, the score on the respondents' answers will be marked as follows:

a. Score 5 for A
b. Score 4 for B
c. Score 3 for C
d. Score 2 for D

e. Score 1 for E

Each data research instrument must be reliable and valid. Reliability and validity are the most important parts of a test. Reliability and validity are statistical techniques to determine the quality of the test. Suharsimi Arikunto (2009) states that a good test instrument as a measuring tool must meet the test requirements, such as reliability and validity.

A valid test is a test or instrument that you measure exactly according to what you are going to measure. Validity always refers to the validity or the extent to which the evidence can support the conclusions made from the score, validity must consider the test method and content, how the test takers perform, validity is not only used for the integrity of the instrument but can provide constant results if the test is tested many times .

Neil J. Salkind states that the relationship between reliability and validity can be understood easily: a test can be used as a guide but is not valid, but a test cannot be valid without first being reliable. In this study, the researcher measured the validity of the questionnaire by trying alternative samples that had almost the same characteristics as the sample. Data from the trial questionnaire was used to measure its validity and reliability.

F. Data Validation

An instrument can be said to be good if the instrument is valid and reliable, before the instrument is used it must be tested first. This test is intended to determine the validity and reliability of the instrument.

a. Validity

Ary et all (2002) Validity is an important consideration in evaluating and developing measuring instruments. Before being distributed to samples, the instrument will be checked by an expert, namely Novianni Anggraini, S. Pd., M.Pd. UIN lecturer Raden Mas Said Surakarta as a validator to get validation. Also testing the instrument

to other classes. The validation criteria include the suitability of the questions with the research, the accuracy of the use of words, the questions asked allow the researcher to answer the research problem, and the clarity of the objectives asked. There are two kinds of validity; internal validity and external validity.

In this study, the researcher used internal validity because the researcher analyzes the instrument items whether it is feasible to use or not. To measure the validity of vocabulary mastery, students' self-confidence and speaking ability tests, the researcher used the Formula Product Moment formula. The formula is as follows:

$$r = \frac{n\Sigma - (\Sigma x(\Sigma y)}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\}\{n\Sigma y^2 - (\Sigma y)^2}}}$$

Notes:

$\sum_{xy}$ = The total score multiplication of x variable and y variable

$\sum_{x}^{2}$ = The total number of squares of x variable

$\sum_{y}^{2}$ = The total number of square of y variable

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

$\sum_{x}$ = The total number of square of x variable

$\sum_{y}$ = The total number of squares of y variable

N   = The number of subjects

The test validity criteria can be said to be valid if $r_{obtained}$ is higher than r_{table} and is said to be invalid if $r_{obtained}$ is lower than $r_{table.}$

b. Reliability

Arikunto (2006) says that reliability refers to the definition that an instrument is reliable enough to be used as a data collection tool. Sugiyono (2010) also argues that

reliability is an instrument which if used several times to measure the same object, the data results will be consistent or stable.

To measure the reliability of the test vocabulary mastery questionnaire and the reliability of students' self-confidence in this study, the researcher used Spearman Brown's Split-Half technique with the help of SPSS version 22.0 to calculate the reliability of the test.

$$ri = \frac{2rxy}{1+rxy}$$

Notes: r_i = Reliability instruments.

rxy = The correlation coefficient between x variable and y variable

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

$$r = \frac{n\Sigma - (\Sigma x(\Sigma y)}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\}\{n\Sigma y^2 - (\Sigma y)^2}}$$

Notes :

$\sum_{xy}$ = The total score multiplication of x variable and y variable

$\sum_x{}^2$ = The total number of squares of the x variable

$\sum_y{}^2$ = The total number of squares of the y variable

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

$\sum_x$ = The total number of squares of the x variable

$\sum_y$ = The total number of squares of the y variable

N = The number of subjects

To determine the reliability of the questionnaire, the split-half method was used, by dividing the test into two parts based on odd and even numbers of question items, then applying the results used the Spearman Brown formula.

After collecting the data, the next step is analyzing the data in order to know whether there is a significant positive correlation between vocabulary mastery and students self-confidence towards their speaking skill. Firstly, the research check the completeness of the data then given scoring toward the questionnaire, vocabulary test and speaking skill test. Next, the researcher process the data, as follow:

1. **The Description of the Data**

   a. Mean

   Mean is the average value of the data group.

   b. Median

   Median is the central value of the data group. It is gained by picking the middle value of the data ranging from the lowest to the highest or inversely (Arikunto, 2006)

   c. Mode

   Mode is the most frequent value of a data group. It is obtained by counting comparable data and determining the most significant value. (Arikunto, 2006)

   d. Range

   Range is the range or distance between the lowest and highest values in a data group. (Arikunto, 2006)

   e. Standard Deviation

   Standard Deviation is an index number that shows the variability of the average score or distribution of a number of data values. Standard deviation can be said to be related to distance or average score. (McMillan and Schumacher, 2001). In this study, researcher used the SPSS version 22.0 program to analyze a picture of data and how to obtain results contained in attachments.

2. **Pre-requisite Analysis**

   In terms of correlation, it was necessary to know whether the data was normal for 1each variable and linear between two variables.

a. **Normality Test**

In this study, the normality test served to find out whether the data of vocabulary tests, confidence questionnaires, and speech skills were normal or not. In this study, researcher used the Lilliefors formula through SPSS version 22.0 with a significance of 5%. How to get the results of the normality test can be seen in the attachment. The characteristics used are obtained from the formula Lilliefors $L_0 < L_{table}$. This means that the data is normal. This means that the data is normal. The steps can be seen as follows:

1) Open SPSS application, make sure that the data of all variables are ready and click "Analyze", "Nonparametric Test", and "I_Sample K-S".
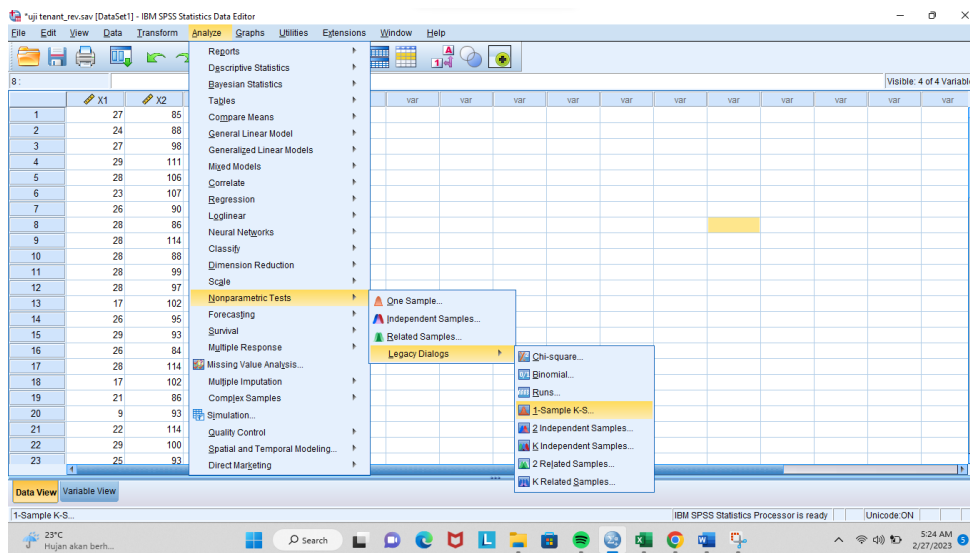
2) Move X1,X2, and Y to test variable list column and mark "Normal" on test distribution list, then click "Ok".
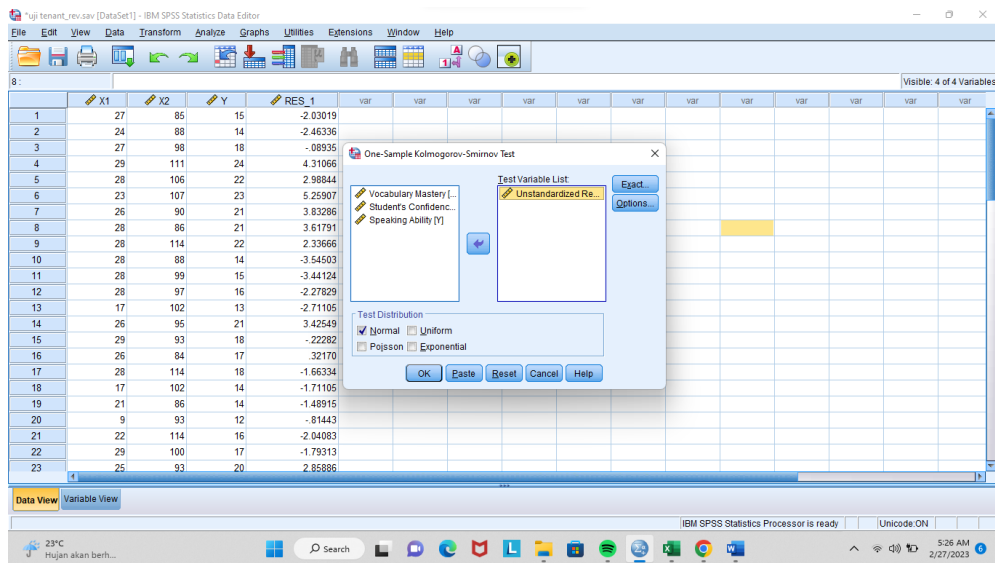
3) The result of normality test shows on the Kolmogorov-Smirnov column.
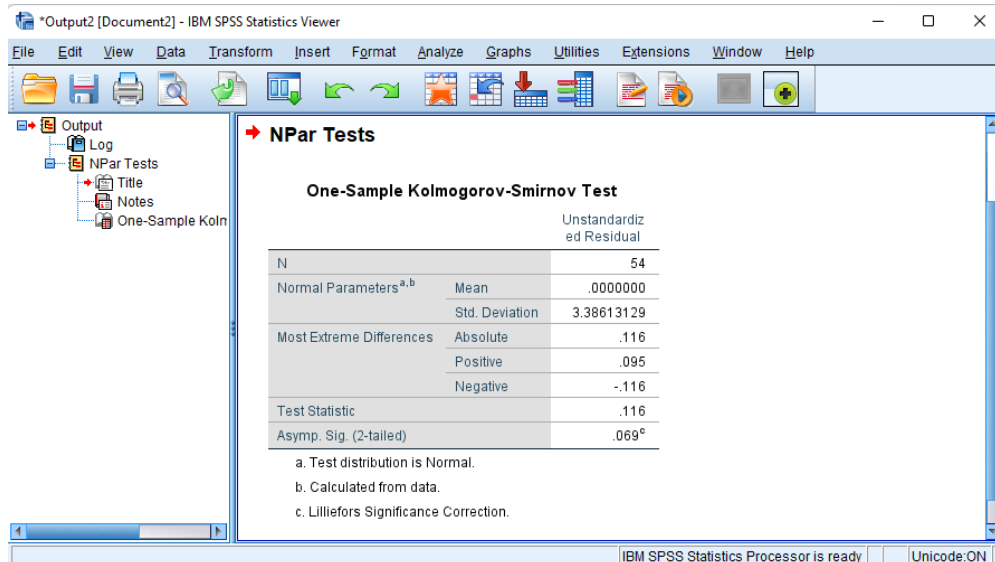
b. Linearity Test

In this study, linearity tests were used to determine the relationship between free variables and linear related variables or not. The correlation between variables will be tested linearly is the correlation between the mastery of the student's vocabulary with their speaking skills, and the correlation between the self-confidence of students and their speaking skills of students of class VII of SMP 1 Kedawung Academic year

2023/2024. Researcher used Frest with significance of 0.05 with SPSS version 22.0, how to get linearity results can be seen in attachments. This testing criteria is, if the linearity value is lower than F_{table}. The steps can be seen as follows:

1) Open SPSS application, make sure that the data of all variables are ready and click "Analyze", then "Compare Means" and "Means".
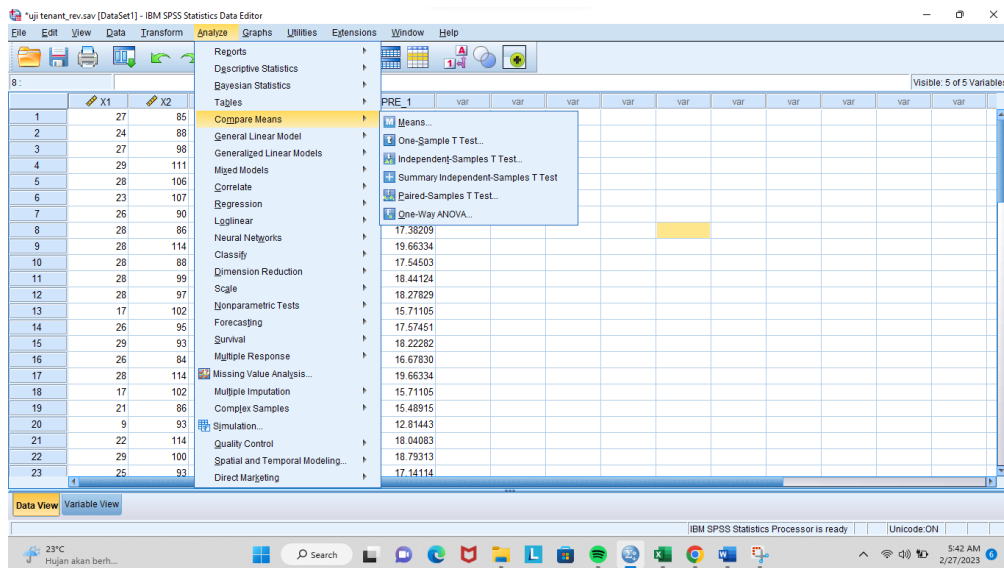
2) Move Y to Dependent List column and X1 or X2 to independent List column. Then, click "Options"
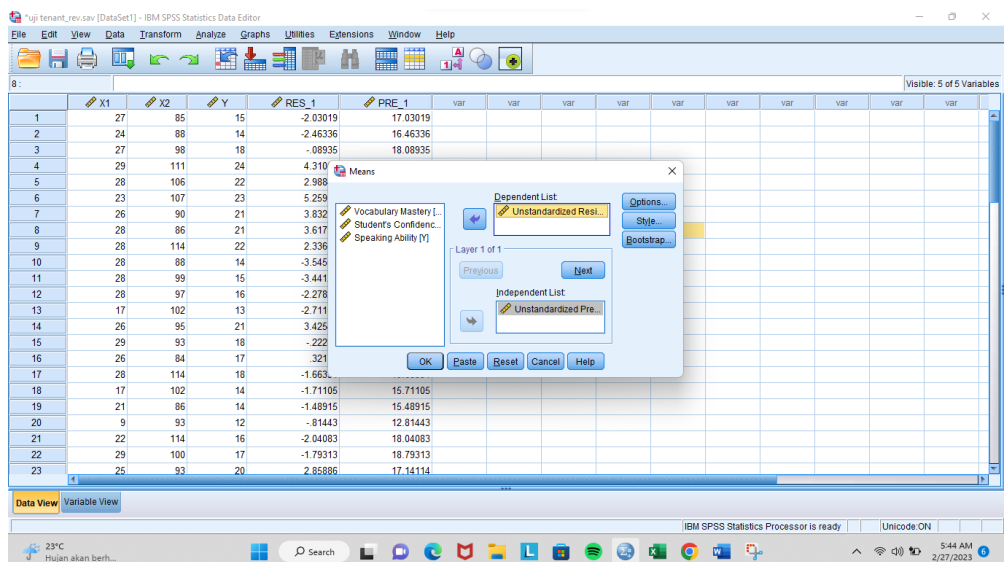
3) Click "Standard Deviation" in Cell Statistics and mark "Test for Linearity" in Statistics for First Layer. Click "Continue" and "Ok".
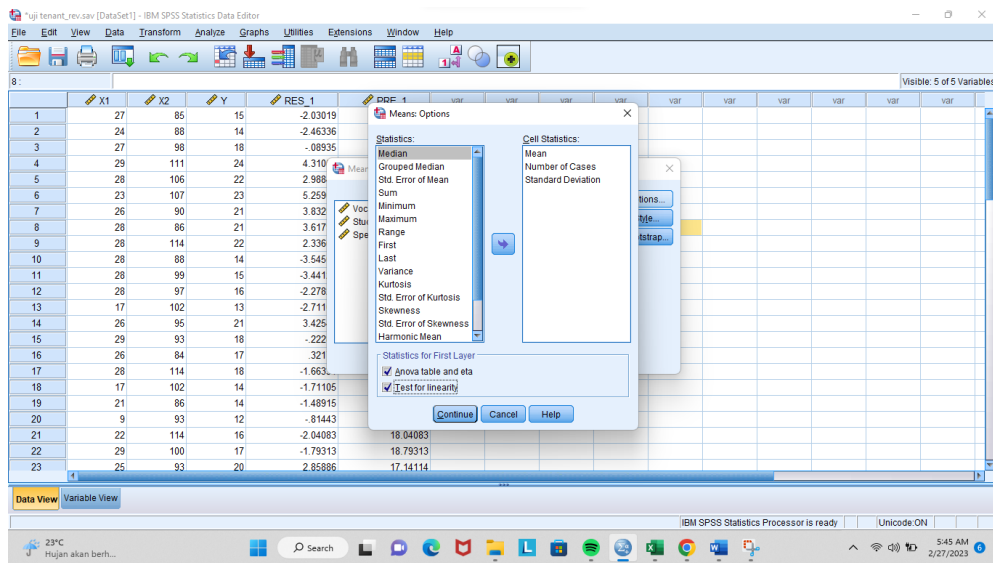
4) The result of linearity test shows on "Anova" table.
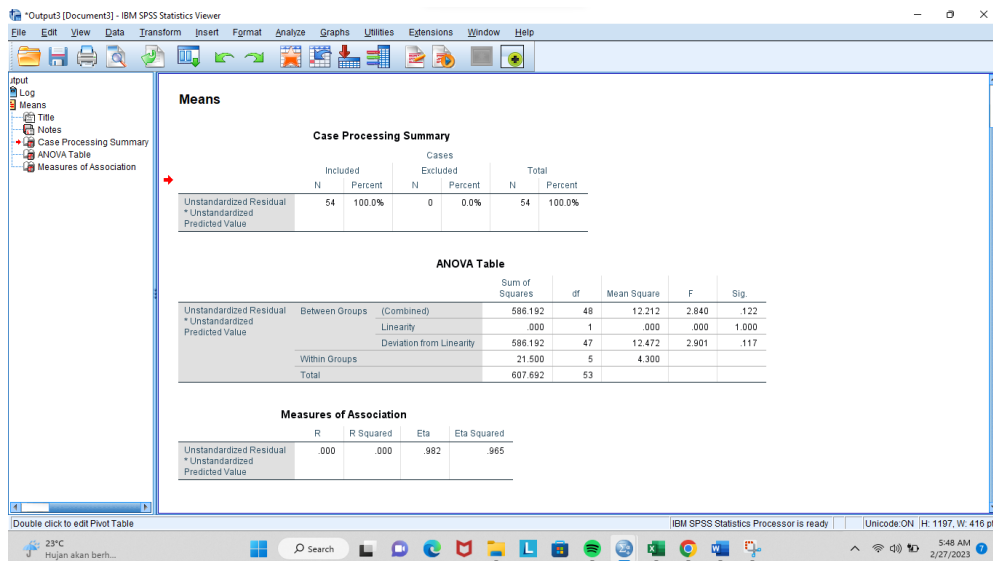
3. Hypothesis Testing

After the researcher performs the prerequisite test, the next step carried out by the researcher is hypothesis testing. The steps to analyze data using Pearson's correlation in SPSS Statistics are explained as follow:

1) Click analyze > Correlate > Bivariate on the main menu, as shown below:
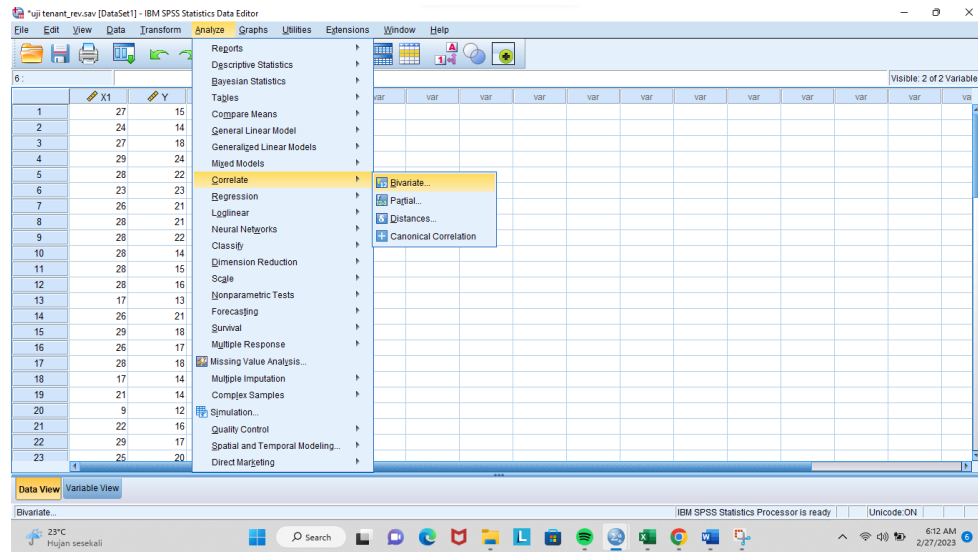
2) In the Bivariate Correlation display, enter the variables (vocabulary mastery and speaking achievement). Then in the Correlation Coefficient section select Pearson. Test of Significant select Two-tailed. Check Flag significant correlation. Click "Ok".
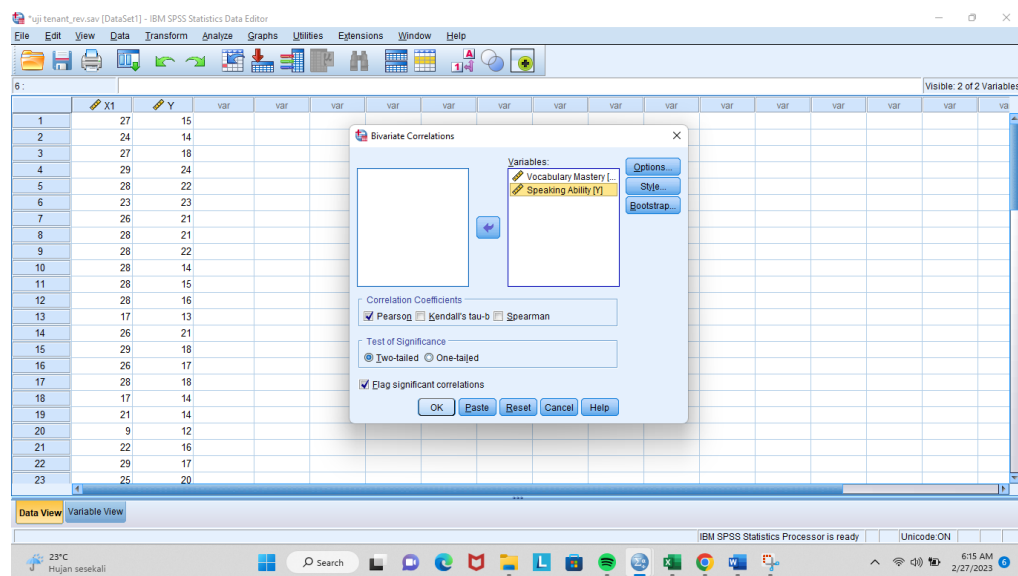
3) The result is as follows:

a. The Test of the First and Second Hypothesis

The first hypothesis test and a second hypothesis test are used to determine the correlation between vocabulary mastery (X1) and their speaking ability (Y) and the correlation between students' confidence (X2) and their speaking ability (Y).

In this study, researcher used a simple correlation technique used the Formula Product Moment formula with the help of SPSS version 22.0 to test the first hypothesis and the second hypothesis, how to obtain results contained in the appendix. The correlation formula used by researcher is the Product Moment Formula. The formula is as follow:

$$r = \frac{n\Sigma - (\Sigma x (\Sigma y)}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\}\{n\Sigma y^2 - (\Sigma y)^2}}}$$

Where:

r_{xy} : the coefficient of the correlation between variable X and Y.

X   : the independent variable

Y   : the dependent variable

N   : the number of the sample

The statistical hypothesis of the first and second hypothesis :

   a) $H_0 : r_{xy} = 0$. it means there is no correlation between X and Y

   b) $H_a : r_{xy} > 0$. it means there is a positive correlation between X and Y

b. The Test of the Third Hypothesis

The third hypothesis test was used by the researcher to determine the relationship between vocabulary mastery, students' self-confidence, and students' speaking ability. In this study, researcher used multiple correlations assisted by SPSS version 22.0, SPSS version 22.0 was used to test the third hypothesis which states that there is a relationship between vocabulary mastery, students' self-confidence, and students' speaking ability, the method of obtaining the results is provided in the appendix.

The formula used is as follows:

$$Rx_1x_2y = \sqrt{\frac{r^2x1y + r^2x2y - 2rx1y.rx2y}{1 - r^2x1x2}}$$

c. Distribution of Contribution

After the researcher tested the third hypothesis, the next step taken by the researcher was to calculate the contribution distribution. In this study, the researcher used the coefficient of determination with the aim of calculating the distribution of the X variable to the Y variable. The formula used by the researcher was as follows:

$$CD = (r)^2 \; x \; 100 \; \%$$

   CD   : the coefficient of determination

   r   : the coefficient of correlation

G. Techniques of Analyzing the Data

The method used in this study is statistics. Before used statistic formulas, researcher need to know the assumptions used in the use of such formulas. After knowing the assumptions used in the use of formulas, it will be more directed in its use and calculation. Retno Widyaningrum (2011) says that calculations are needed to test requirements or assumptions, as a result in the use of formulas and the results obtained do not deviate according to certainty that occurs. This requirement test is done used a parametric formula in which the data is assumed to be normal.

Researcher used SPSS version 22.0 in their research to determine the normality test. After the researcher conducted a normality test, researcher tested the hypothesis used correlation analysis, namely Product Moment Correlation and Multiple Correlation as stated by Andhita Dessy Wulansari. Anditha Dessy says that Product Moment Correlation is a correlation technique used to determine the correlation between two or more variables. Multiple correlations are values that show the strength of correlation between two or more variables together with other variables. In this study the formula product correlation moment aims to find out:

1) Test whether there is a positive correlation between student vocabulary mastery (X1) and student English speaking achievement (Y)
2) Test whether there is a positive correlation between student self-confidence (X2) and student English speaking achievement (Y)
    Then the formula of Multiple Correlation is purposed to:
3) Testing whether there is a correlation between student vocabulary mastery (X1), student confidence (X2), and student English speech achievement (Y) therefore, researcher used SPSS version 22.0 for windows to look for the above hypothesis statement.

After getting the results form calculation hypothesis, the statistical hypothesis can be formulated as follows:

1) $H_0 = r_{x/y} < r_t$

    It means that there is no correlation between vocabulary mastery (X_1) and English speaking achievement (Y)

    $Ha = r_{x/y} > r_t$

    It means that there is correlation between vocabulary mastery (X_1) and English speaking achievement (Y)

2) $H_0 = r_{x2y} < r_t$

    It means that there is no correlation between self-confidence (X_2) and English speaking achievement (Y)

    $Ha = r_{x/y} > r_t$

    It means that there is correlation between self-confidence (X_2) and English speaking achievement (Y)

3) $H_0 = F_0 < F_1$

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

    $Ha = F_0 < F_1$

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

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses about the research findings and the discussion. Research findings consist of data description and data analysis. There are normality, linearity, and hypothesis tests in the data analysis, and the last was discussion of research findings.

A. Research Findings

1. Data Description

The results of the students' self-confidence, vocabulary mastery, and speaking skill at the eleventh grade of SMP Negeri 1 Kedawung was determined by calculating the students' answer of the questionnaire, test, and scoring result of English final exam in the first semester. Then, the data was analyzed. It is presented in the form of mean, median, mode, standard deviation, variance, range, the highest score, the lowest score, and the total score.

a. Vocabulary Mastery

The data vocabulary mastery was collected by using test and computed by using SPSS version 22.0. The data of vocabulary mastery can be seen in the Table 4.1 below:

Table 4.1 Data Description of Vocabulary Mastery

Statistics

X1

N	Valid	54
	Missing	0
Mean		25.24
Std. Error of Mean		.662
Median		27.00
Mode		28
Std. Deviation		4.864
Variance		23.658
Range		24
Minimum		5
Maximum		29
Sum		1363

Based in Table 4.1, it is known highest score of vocabulary mastery is 29 and the lowest score is 5, so the range is 24. The mean or average score is 25.24. The median and mode of vocabulary mastery score are 27.00 and 28. The variance and standard deviation of the score are 23.658 and 4.864. The sum or the total score of the data is 1363.

Table 4.2 Frequency Distribution

No	Score	Frequency	Cumulative Frequency
1	5-8	1	1
2	9-12	1	2
3	13-16	1	3
4	17-20	2	5
5	21-24	8	13
6	25-28	33	46
7	29-30	8	54
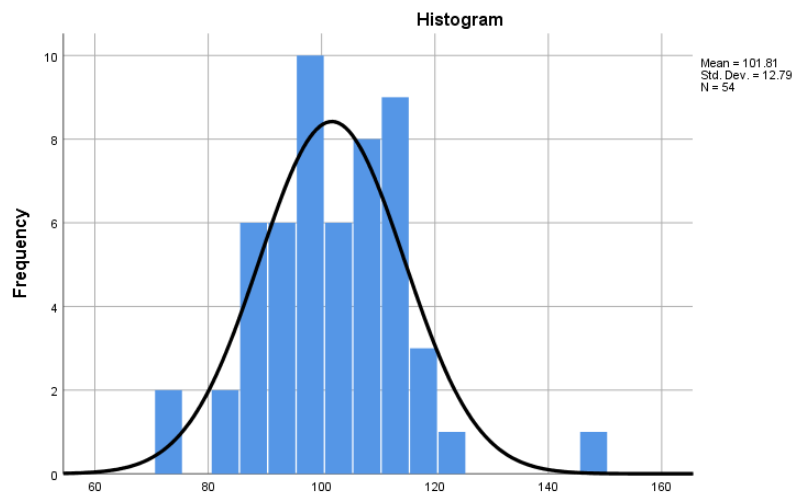
X1

b. **Self-confidence**

The data of self-confidence was collected by using questionnaire and computed by using SPPSS version 22.0. The data of creativity can be seen in the Table 4.1 below:

Table 4.3 Data Description of self-confidence

Statistics

X2

N	Valid	54
	Missing	0
Mean		101.83
Std. Error of Mean		1.749
Median		101.50
Mode		93[a]
Std. Deviation		12.854
Variance		165.236
Range		77
Minimum		73
Maximum		150
Sum		5499

a. Multiple modes exist. The smallest value is shown

Based in Table 4.3, it is known the highest score of self-confidence is 150 and then 73, so the range is 77. The median of self-confidence score are 101.50. The variance and standard deviation of the score are 165.236 and 12.854. The sum or the total score of the data is 5499.

The frequency of self-confidence score can be seen in the following table and histogram:

Table 4.4 Frequency of self-confidence

No	Score	Frequency	Frequency Cumulative
1	73-83	2	2
2	84-94	14	16
3	95-105	16	32
4	106-116	18	50
5	117-127	3	53
6	128-138	0	53
7	139-149	1	54
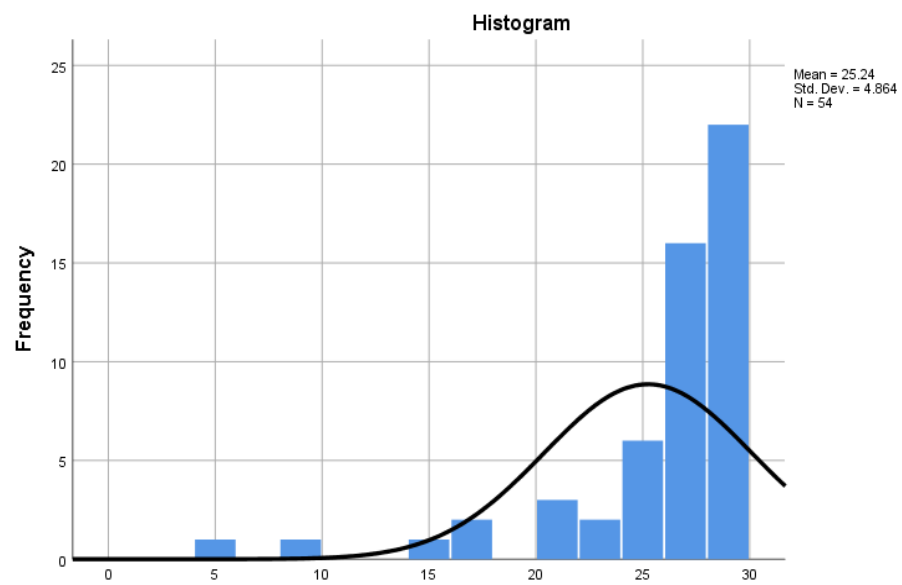
X2

c. **Speaking Achievement**

The data of speaking achievement was collected by using SPSS version 20.0. The data of speaking achievement can be seen in Table 4.5 below:

Table 4.5 Data Description of Speaking Achievement

Statistics

Y

N	Valid	54
	Missing	0
Mean		17.93
Std. Error of Mean		.533
Median		17.00
Mode		16
Std. Deviation		3.918
Variance		15.353
Range		14
Minimum		11
Maximum		25
Sum		968

Table 4.6 Frequency of Speaking Achievement

No	Score	Frequency	Cumulative Frequency
1	11-12	3	3
2	13-14	10	13
3	15-16	10	23
4	17-18	10	33
5	19-20	2	35
6	21-22	11	46
7	23-25	8	54

Histogram

Mean = 17.93
Std. Dev. = 3.918
N = 54
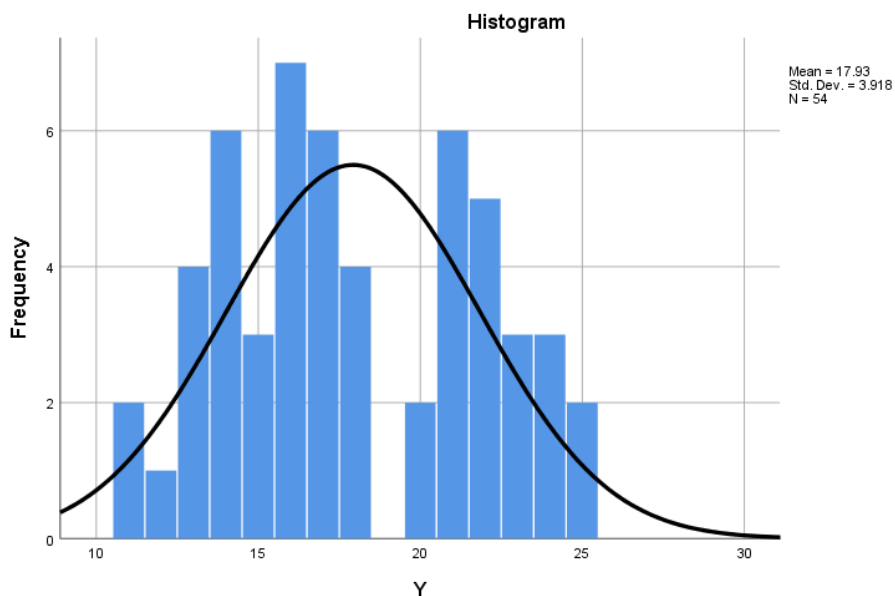
Based in Table 4.5, it is known the highest score of speaking achievement 25 and the lowest score is 11, so the range 14. The mean or average score is 17.93. The median and mode of speaking achievement score are 17.00 and 16. The variance and standard deviation of the score are 15.353 and 3.918. The sum of the total score of the data is 968.

2. **Data Analysis**

   a. **Normality Test**

   The normality test is to know whether the data taken is normally distributed or not. The normality data of student's vocabulary mastery, self-confidence, and speaking achievement are analyzed using SPSS version 20.0. The data criteria of this's result are:

   1) The distribution of data is normal if the value of sig (significant) > 0.05.

   2) The distribution of the data is not normal if the value of sig (significant) <0.05

   The result of normality test can be seen in the following table:

Table 4.7 Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardiz ed Residual
N		54
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.38613129
Most Extreme Differences	Absolute	.116
	Positive	.095
	Negative	-.116
Test Statistic		.116
Asymp. Sig. (2-tailed)		.069[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the result above, it shows that three variables, namely the value of vocabulary mastery, students self-confidence and speaking achievement, were declared normal with a significant value of 0.69, which means that if the significant value is greater than 0.05, the data is said to be normal.

b. Linearity Test

After computing normality test then the researcher continued to analyze the linearity test. Linearity teat is used to know whether the relation between dependent and independent variables is linear or not. To test the linearity, the researcher used SPSS version 20.02. The variables have linearity based on testing criteria. The variables are linier if the value of sig (significance) >0.05. The result of linearity test can be seen in the following table:

Table 4.8 Result of Linearity Testing between X1 and Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	329.929	12	27.494	2.330	.022
		Linearity	152.278	1	152.278	12.906	.001
		Deviation from Linearity	177.651	11	16.150	1.369	.224
	Within Groups		483.775	41	11.799		
	Total		813.704	53			

From Table 4.8, the significance value of linearity between vocabulary mastery (X1) and speaking achievement (Y) above is 0.224. It means that the value is higher than 0.05. It can be concluded that X1 and Y is linear.

Table 4.9 Result of Linearity Testing between X2 and Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	466.204	32	14.569	.880	.636
		Linearity	127.898	1	127.898	7.729	.011
		Deviation from Linearity	338.305	31	10.913	.659	.857
	Within Groups		347.500	21	16.548		
	Total		813.704	53			

From table 4.9, the significance value of linearity between self-confidence (X2) and speaking achievement above is 0.857. It is higher than 0.05. It can be concluded that X2 and Y is linier.

c. **Hypothesis Testing**

Since the data of students' vocabulary mastery, self-confidence and speaking achievement is normally distributed and the relation between variable is linier, the first and second hypotheses using. Person Product Moment and tested the third hypothesis using Multiple Linier Regression in SPSS version 20.0.

The result of the computation shows the coefficient of correlation. The interpretation of correlation coefficient as follows:

Table 4.10 Level of Correlation

No	Interval of coefficient	Interpretation
1	0.00-0.199	Very weak
2	0.20-0.399	Weak
3	0.40-0.599	Moderate
4	0.60-0.799	Strong
5	0.80-1.00	Very strong

SUGIYONO, 2012: 184

1) First hypothesis

The first hypothesis said that there is a positive and significant correlation between student's vocabulary mastery (X1) and speaking achievement (Y) at the seventh grade of SMP Negeri 1 Kedawung in the academic year 2023/2024. The statistical hypotheses of the first hypothesis are:

a) Ho : rxly ≤ 0, there is no positive correlation between X1 and Y

b) Ha : rxly ≥ 0, there is a positive correlation between X1 and Y

Table 4.11 Result of Correlation between X1 and Y

Correlations

		X1	Y
X1	Pearson Correlation	1	.433[**]
	Sig. (2-tailed)		.001
	N	54	54
Y	Pearson Correlation	.433[**]	1
	Sig. (2-tailed)	.001	
	N	54	54

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

Based in Table 4.8, the computation showed that the coefficient of correlation between X1 and Y is 0,433. It is higher than 0, so it means there is positive correlation X1 and Y it also place in the range of 0.40 – 0.433 which indicates moderate correlation. The significant value is 0.000 and it is lower than 0.05. It means there is significant correlation between X1 and Y. It can be stated that H0 is rejected and Ha saying there is a positive and significant correlation between students' vocabulary mastery (X1) and speaking achievement (Y) so the hypothesis of this study (Ha) is accepted.

Table 4.12 Coefficient Determination X1 and Y

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.433[a]	.187	.172	3.566	.187	11.972	1	52	.001

a. Predictors: (Constant), X1

b. Dependent Variable: Y

From Table 4.12, the coefficient determination that shows the contribution of X1 toward Y is 0.187. It means that 18, 7% variance of

speaking skill is influenced by vocabulary master, while the other 81, 3% is influenced by other factors.

2) Second hypothesis

The second hypothesis said that there is a negative and significant correlation between students' self-confidence (X2) and speaking achievement (Y) at the seventh grade of SMP Negeri 1 Kedawung in the academic year 2023/2024. The statistical hypotheses of the second hypothesis are:

a) H0 : rxly ≤ 0, there is no positive correlation between X2 and Y

b) Ha : rxly ≥ 0, there is a positive correlation between X2 and Y

Table 4.13 Result of Correlation between X2 and Y

Correlations

		Y	X2
Y	Pearson Correlation	1	.396**
	Sig. (2-tailed)		.003
	N	54	54
X2	Pearson Correlation	.396**	1
	Sig. (2-tailed)	.003	
	N	54	54

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

Based on Table 4.13, the calculation shows that the correlation coefficient between X2 and Y is 0.396. It is lower than 0, means that there is a significant positive correlation between X2 and Y. The significance value is 0.000 and it is lower than 0.05. It means that there is a significant

positive correlation between X2 and Y. It can be stated that H0 is rejected and Ha saying there is a positive and is significance correlation between students' self-confidence (X2) and speaking achievement (Y) so the hypothesis of this study (Ha) is accepted.

Table 4.14 Coefficient Determination X2 and Y

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.396[a]	.157	.141	3.632	.157	9.698	1	52	.003

a. Predictors: (Constant), X2
b. Dependent Variable: Y

From Table 4.14, the coefficient of determination that shows the contribution of X2 to Y is 0.157, it means that 15, 7% of the variance in speaking skills is influenced by students' self-confidence, while the other 84, 3% is influenced by other factors. These factors can be internal factors (which come from within the student) or external factors (factors that come from outside the student).

3) Third hypothesis

The third hypothesis said that there is a positive and correlation between student's vocabulary mastery (X1) and student's self-confidence (X2) toward their speaking achievement (Y) at the seventh grade of SMP Negeri 1 Kedawung in the academic year 2023/2024.

The statistical hypothesis of the third hypothesis are:

c) H0 : Rxy $\leq$ 0, there is no positive correlation between X1, X2, and Y

d) Ha : Rxy $\geq$ 0, there is a positive correlation between X1,X2, and Y

Table 4.15 Result of Correlation and Coefficient Determination X1 and X2 toward Y

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.503[a]	.253	.224	3.452	.253	8.645	2	51	.001

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Based on Table 4.15, the computation showed that the correlation coefficient between X1 and X2 toward Y is 0.503[a]. It is higher than 0, means that there is a positive correlation between X1 and X2 with respect to Y. It also place in the range of 0, 40 – 0.599 which indicates moderate correlation. The significant value 0.000 and it is lower than 0.05. It means there is significant correlation X1 and X2 toward Y. it can be stated that H0 is rejected and Ha saying there is a positive and significant correlation between vocabulary mastery and student's self-confidence toward speaking achievement (Y) is accepted.

The coefficient determination that shows the contribution of X1 and X2 toward Y is 0.253. It means that 25, 3% variance of speaking achievement is influenced by speaking achievement and vocabulary mastery, while the other 74, 7% is influenced by other factors.

B. **Discussion**

As the researcher wrote in the first chapter, this research aims to find and determine the correlation between vocabulary mastery and students' self-confidence towards speaking pressure in class VII SMPN 1 Kedawung Sragen. In learning a foreign language, English, it is important for students

to practice or speak using new words. When students have problems speaking such as feeling insecure, afraid, or anxious this can have an impact on them in acquiring a foreign language.

In this discussion comes from the analysis of the findings. The analysis was carried out to answer the researcher problems. This section presents some points about the researcher design, data collection methods and data analysis based on the results of difficulties in relation to the literature.

In this study, the authors have collected data. To obtain data, researcher used two instruments. The first is a multiple choice question sheet given to students as participation in this study. They were asked to answer with the correct answer. Multiple choice questions are used to determine the level of students' knowledge of English vocabulary. Students were also asked to make conversation texts with their peers, with the aim of knowing how well they achieved mastery of speaking English. For the second instrument used was a questionnaire sheet, they were asked to fill in statements that were appropriate to the students' conditions when learning English. The analysis has been carried out sequentially to answer the researcher problems. From this analysis, the researcher obtained the following results:

1. The correlation between students' vocabulary mastery and students' speaking achievement. The findings of the first hypothesis found that the value of $r = 433$ showed a positive correlation in the category of moderate correlation between vocabulary mastery and students' speaking achievement meaning that an increase in students' vocabulary mastery could result in a positive increase in students' speaking achievement. The results show clearly that vocabulary mastery has a positive impact on students' speaking achievement. Students must increase the English vocabulary. As

stated by (Nunan, 1991) Vocabulary plays an important role in learning a foreign language. Extensive vocabulary development is mandatory when learners acquire English as a foreign language. In calculating the Pearson Product Moment hypothesis test, the value of Sig. 001> 0.05, it can be concluded that H0 is rejected and Ha says there is a positive and significant relationship between students' vocabulary mastery and speaking achievement so that the research hypothesis (H0) is accepted. So, these findings are in line with the findings of previous research by (Tawarik Oxtapianus, 2021), which reported that vocabulary mastery and English speaking achievement have a strong correlation.

2. The correlation between self-confidence and speaking achievement. The findings of the second hypothesis show that the value of r = 636 indicates a positive correlation in the category of high correlation between students' self-confidence and speaking achievement. This means that self-confidence has a significant important role in students' speaking achievement. The results of the Pearson Moment Product hypothesis test obtained a value of Sig. 003, H0 is rejected and Ha is accepted. In other words, there is a relationship between self-confidence and students' speaking ability. From the findings of previous researcher (Syafitri, et al., 2019), who reported that students' self-confidence and achievement in speaking English had a strong correlation.

3. Correlation between vocabulary mastery and students' self-confidence towards students' speaking achievement. The findings of the last hypothesis show that there is a positive correlation with a value of r = 503 in the moderate correlation category between vocabulary mastery and students' self-confidence towards students' speaking achievement. Sig value found. 001, based on decision making if the value of Sig. F change <0.05, it can be concluded that

there is a significant relationship between vocabulary mastery and students' self-confidence towards students' speaking achievement. As the results of previous research by (Adelina Maria, 2017).

CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the discussion of theoretical and empirical data on the correlation between vocabulary mastery and self-confidence towards speaking encouragement, it can be interpreted as follows:

1. There is a positive and significant correlation between vocabulary mastery and speaking achievement in grade 7 students of SMP N 1 Kedawung Sragen for the academic year 2023/2024 with a value of r = 433. Based on the Sig. 0.001 <0.05 indicates that there is a significant correlation between vocabulary mastery and students' speaking achievement. It means that vocabulary mastery has contributed to students' speaking achievement.

2. There is a positive and significant correlation between self-confidence and speaking achievement in grade 7 students of SMP N 1 Kedawung Sragen for the academic year 2023/2024 with a value of r = 396. Based on the Sig. 0.003 <0.05 indicates that there is a significant correlation between self-confidence and students' speaking achievement. It means that self-confidence has contributed to students' speaking achievement.

3. There is a positive and significant correlation between vocabulary mastery and self-confidence towards speaking achievement in grade 7 students of SMP N 1 Kedawung Sragen for the academic year 2023/2024 with a value of r = 503. Based

on the Sig. 0.001 <0.05 indicates that there is a significant correlation between vocabulary mastery and self-confidence towards students' speaking achievement. It means that vocabulary mastery and self-confidence has contributed to students' speaking achievement.

So it can be concluded that there is a relationship between vocabulary mastery and self-confidence on students' speaking achievement.

B. SUGGESTION

By considering the conclusion put forward above, the researcher presents some suggestions as follow:

1. Students must add new vocabulary to learn a foreign language. If their vocabulary increases, it will be followed by an increase in their speaking achievement.

2. The teacher must understand that each student has different self-confidence.

3. The researcher realizes that the results of this study are far from being perfect, but the researcher hopes that this research can be useful as a reference for other researchers. In addition, this research can be used as a reference for developing further research.

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APPENDIX

Appendix 1. List of Student

1.1 List of Students Joining Research

1.2 List of Students Joining Research

Daftar Nama Siswa Yang Mengikuti Test

No	Nama	JK
1	ADL	P
2	AAV	P
3	ASM	P
4	NK	P
5	SAN	P
6	AFUS	P
7	APP	L
8	HIM	L
9	AV	P
10	DHM	L
11	AR	P
12	AFL	P
13	ESA	P
14	DNS	P
15	MSA	P
16	AR	P
17	SPM	P
18	VANF	P
19	KSA	P
20	ARM	P
21	AASW	L
22	FAG	P
23	ARR	P
24	AAS	L
25	ENS	P
26	FA	L
27	ANM	P
28	RNST	P
29	BABD	P
30	AA	P

31	NPR	P
32	MPDT	P
33	ASO	P
34	AA	P
35	EA	L
36	FSN	L
37	RR	L
38	LADI	P
39	WA	P
40	CRS	P
41	FR	P
42	TPH	P
43	MMZ	P
44	NRZ	P
45	TCD	P
46	MP	P
47	CO	P
48	AZR	P
49	EPA	P
50	NKN	P
51	GBL	L
52	ZTSR	L
53	WT	L
54	SB	P

Appendix 2. Blue Print Test

2.1 Blue Print Vocabulary Mastery

2.2 Blue Print Self-confidence

2.3 Blue Print Speaking Achievement

DAFTAR SOAL PENGUASAAN KOSAKATA BAHASA INGGRIS

VOCABULARY TEST

NAME	:
STUDENT'S NUMBER	:
CLASS	:

Instruction

Terdapat 30 soal vocabulary test yang bisa langsung dikerjakan,pilihlah jawaban yang sesuai dengan pertanyaan dibawah ini. Selamat Mengerjakan.

Choose the correct answer for the option a,b,c, or d (number 1-30).

1. Mother: "It's raining now. Don't forget to wear your … if you go out.

   a. Umbrella
   b. Jacket
   c. Sweater
   d. Raincoat

2. A: can you help me?

   B: yes, of course. What can I do for you, Sir?

   A: please . . . this book to my room.

   B: Yes, Sir.

   a. Help
   b. Have
   c. Bring

    d. Give

3. I want to dentist today because my . . . were in pain.

    a. Ears
    b. Eyes
    c. Fingers
    d. Teeth

4. The doctor's duty is to . . . the patient in the hospital.

    a. Teach
    b. Treat
    c. Work
    d. Make

5. The following animals are usually kept as pets, except...

    a. Elephant
    b. Dogs
    c. Horses
    d. Cats

6. Roma's toy cars is broken. Roma is very . . . now.

    a. Happy
    b. Sad
    c. Worried
    d. Afraid

7. Sasa is celebrating her graduation.

    Now Sasa feels . . .

    a. Happy
    b. Sad
    c. Afraid
    d. Dusty

8. The circus is so . . . they make everyone laugh and happy.

    a. Disgusting
    b. Noisy
    c. Confuse
    d. Funny

9. Ramos : Laura, your earrings are so beautiful on your . . . , you look so beautiful.

    Laura : Thank you, Ramos.

    a. Ears

b. Feet
c. Head
d. Eyes

10. I'm so boring. So, I . . . in the park.

   a. Study and read
   b. Walk and relax
   c. Shoot and cut
   d. Throw and kick

11. Mama's bed is . . . I want to clean.

   a. Cleanly
   b. Dirty
   c. Soft
   d. Nice

12. Wisnu : I want to wear my batik shirt to Ronny's party. What do you think?

   Karista : I think the black shirt one is better.

   Wisnu : ok. I will . . . the black shirt.

   a. Make
   b. Wear
   c. Bring
   d. Give

13. Caca : where are you going ?

   Dikta : I want to . . . to the Mall with my parents.

   a. Go
   b. Come
   c. Move
   d. Run

14. A : when do you go to school ?

   B : …

   a. I come home from school at 12.00
   b. I wake up at 05.00
   c. I go to school at 06.30
   d. I have breakfast at 06.00

15. Katarina studies so hard. She . . . the exam today.

   a. Won
   b. Lost

c. Passed

d. Break

16. The chef . . . every time there is an order

   a. Cooks
   b. Cuts
   c. Prepare
   d. Buys

17. I can't see anything since my . . . are sick.

   a. Ears
   b. Eyes
   c. Teeth
   d. Mouth

18. Salt is . . . , but sea water is salty than salt.

   a. Sweet
   b. Smooth
   c. Salty
   d. Big

19. My father is a teacher. He works in Karangpelem 1 Elementary School. He . . . the students.

   a. Treat
   b. Teach
   c. Cook
   d. Think

20. Something that you can find in your kitchen is a . . .

   a. Clothes
   b. Uniform
   c. Frying pan
   d. Ruler

21. My brother always watching . . . every morning before go to school.

   a. Television
   b. Radio
   c. Book
   d. Music

After watching short movie, fill the blank dialogue below according to the dialogue in the movie.

DIALOGUE MOVIE " Magic Shoes " (1)

Grandma : Karen, what are you doing ?

Keren : I'm . . . ,grandma. (22)

She danced to the garden and the people in the garden praised her.

People in the park (1) : She is dancing there.

People in the park (2) : She is good . . . (23)

People in the park (1) : That's right.

Neighbor : Your grandma is in the hospital. Keren, go home, please.

Keren : Sorry I can't. Oh, I'm . . . (24)

Fairy : Oh, keren ! Don't dance. Go to the hospital, now !

Keren : . . . (25)

22.

    a. Cooking
    b. Dancing
    c. Cutting
    d. Singing

23.

    a. Pilot
    b. Singer
    c. Dancer
    d. Writer

24.

    a. Sleepy
    b. Hungry
    c. Thirsty
    d. Angry

25.

    a. I'm so sorry.
    b. I can't.
    c. Thank you so much.
    d. Of course.

DIALOGUE MOVIE (2) " Red Hooded Girl "

Red hooded girl : Mom, where are you?

Mother	: I'm in the kitchen.
Res hooded girl	: What are you doing?
Mother	: I'm . . . (26) soup,. . . .(27) ? (deliver soup to grandma)
Red hooded girl	: Yes, I can
Mother	: Don't . . . (28), the soup is . . . (29)
Red hooded girl	: Where are you?
Wolf	: I'm in the bedroom.
Red hooded girl	: This is for you.
Wolf	: Thank you. (eat hot soup) It's too hot.

Red hooded girl confused why her grandma ran from her bed. Then, she found her grandmother tied behind the bed.

Red hooded girl	: Are you okay?
Grandmother	: Yes, I'm okay. . . (30)

26.

  a. Making
  b. Make
  c. Maked
  d. Makes

27.

  a. Could you help me
  b. Can you help me
  c. Would you help me
  d. May you help me

28.

  a. Running
  b. Runs
  c. Ran
  d. Run

29.

  a. Hot
  b. Sweaty
  c. Salt

        d. Delicious

30.

        a. Thanks
        b. Thanks you
        c. Thank you
        d. Thank your

DAFTAR ANGKET KEPERCAYAAN DIRI BELAJAR BAHASA INGGRIS

Nama   :

Kelas/No Absen   :

Questionnaire

Petunjuk Pengisian

     1. Jawablah pertanyaan dibawah ini dengan sejujur-jujurnya.

     2. Berikan tanda check list (√) pada jawaban yang anda anggap paling benar.

Keterangan

Pertanyaan	
A : Sangat Setuju	5
B : Setuju	4
C : Ragu-ragu	3
D : Tidak Setuju	2
E : Sangat Tidak Setuju	1

No	PERTANYAAN	A	B	C	D	E

1	Saya merasa yakin ketika harus presentasi atau berbicara didepan kelas					
2	Saya akan berani memulai permbicaraan bila sudah ada orang lain yang memulainya terlebih dahulu					
3	Saya akan memilih untuk diam, walaupun saya dapat menjawab pertanyaan yang ada					
4	Saya merasa yakin ketika saya harus menjawab pertanyaan yang ada					
5	Saya merasa bahwa teman saya lebih baik dari saya ketika presentasi maupun berbicara didepan					
6	Ketika berdiskusi, pendapat yang saya sampaikan kurang kurang menarik					
7	Saya yakin ketika mengungkapkan pendapat di kelas					
8	Saya kurang berani ketika dipilih untuk tampil dikelas					
9	Saya merasa kurang yakin dengan jawaban yang saya samapikan					
10	Saya merasa kurang yakin dengan jawaban yang saya sampaikan					
11	Ketika mampu mencari jawaban dalam kelompok, maka saya mera berguna untuk kelompok					
12	Hasil presentasi kebanykaan adalah hasil dari ide saya					
13	Saya puas ketika orang lain tidak dapat menjawab pertanyaan yang saya ajukan					
14	Saya merasa bangga ketika saya mampu menjawab pertanyaan dari guru					
15	Saya dengan spontan akan bertanya ketika saya tidak paham akan materi yang ada					
16	Saya menghargai setiap pendapat orang lain					
17	Saya tahu bagaimana menempatkan diri saat berkomunikasi					
18	Saya selalu merasa bingung ketika berbicara Bahasa Inggris					
19	Biasanya jawaban saya yang saya ajukan selalu benar					
20	Ketika guru mengajukkan pertanyaan, saya mengajukan diri untuk menjawab tanpa disuruh					
21	Saya akan senang jika teman-teman membutuhkan bantuan saya saat belajar					
22	Saya sangat individualis dalam hal belajar					

23	Saya senang ketika teman-teman menghargai keahlian saya					
24	Saya malu menunjukan kemampuan saya meskipun sebenarnya saya bisa					
25	Saya merasa malu ketika bertanya kepada teman maupun guru					
26	Saya merasa mampu ketika harus meyemapaikan materi didepan banyak orang					
27	Saya senang belajar kelompok karena akan memudahkan dalam menyelesaikan tugas					
28	Saya melibatkan diri secara aktif ketika berdiskusi dengan kelompok					
29	Saya lebih suka menunjukkan kemampuan saya apa adanya					
30	Saya menggunakan kepandaian saya untuk dibanggakan kepada orang lain					

DAFTAR SOAL SPEAKING ACHIEVEMENT

1. **Make a simple dialogue**

2. **Make a story telling**

3. **Make a narrative text**

Appendix 3. Result

3.1 Result Vocabulary Mastery

3.2 Result Self-Confidence

3.3 Result Speaking Achievement

Uji Validitas X1

item	rTabel	rHitung	Keterangan
X1_1	0.2681	0.333	Valid
X1_2	0.2681	0.421	Valid
X1_3	0.2681	0.577	Valid
X1_4	0.2681	0.432	Valid

X1_5	0.2681	0.280	Valid
X1_6	0.2681	0.448	Valid
X1_7	0.2681	0.641	Valid
X1_8	0.2681	0.742	Valid
X1_9	0.2681	0.559	Valid
X1_10	0.2681	0.352	Valid
X1_11	0.2681	0.739	Valid
X1_12	0.2681	0.513	Valid
X1_13	0.2681	0.821	Valid
X1_14	0.2681	0.568	Valid
X1_15	0.2681	0.505	Valid
X1_16	0.2681	0.801	Valid
X1_17	0.2681	0.650	Valid
X1_18	0.2681	0.742	Valid
X1_19	0.2681	0.650	Valid
X1_20	0.2681	0.363	Valid
X1_21	0.2681	0.821	Valid
X1_22	0.2681	0.718	Valid
X1_23	0.2681	0.507	Valid
X1_24	0.2681	0.307	Valid
X1_25	0.2681	0.665	Valid
X1_26	0.2681	0.741	Valid
X1_27	0.2681	0.617	Valid
X1_28	0.2681	0.446	Valid
X1_29	0.2681	0.540	Valid

Uji Validitas X2

Item	rTabel	rHitung	Keterangan
X2_1	0.2681	0.503	Valid
X2_2	0.2681	0.406	Valid
X2_3	0.2681	0.301	Valid
X2_4	0.2681	0.379	Valid
X2_5	0.2681	0.353	Valid
X2_6	0.2681	0.562	Valid
X2_7	0.2681	0.446	Valid
X2_8	0.2681	0.458	Valid
X2_9	0.2681	0.439	Valid
X2_10	0.2681	0.310	Valid
X2_11	0.2681	0.349	Valid

X2_12	0.2681	0.368	Valid
X2_13	0.2681	0.245	Tidak Valid
X2_14	0.2681	0.422	Valid
X2_15	0.2681	0.281	Valid
X2_16	0.2681	0.511	Valid
X2_17	0.2681	0.370	Valid
X2_18	0.2681	0.456	Valid
X2_19	0.2681	0.318	Valid
X2_20	0.2681	0.546	Valid
X2_21	0.2681	0.502	Valid
X2_22	0.2681	0.426	Valid
X2_23	0.2681	0.310	Valid
X2_24	0.2681	0.364	Valid
X2_25	0.2681	0.323	Valid
X2_26	0.2681	0.505	Valid
X2_27	0.2681	0.304	Valid
X2_28	0.2681	0.467	Valid
X2_29	0.2681	0.483	Valid
X2_30	0.2681	0.532	Valid

Uji Validitas Y

Item	rTabel	rHitung	Keterangan
Y1_1	0.2681	0.247	Tidak Valid
Y1_2	0.2681	0.850	Valid
Y1_3	0.2681	0.888	Valid
Y1_4	0.2681	0.604	Valid
Y1_5	0.2681	0.763	Valid

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	2.778	3.956			.702	.486
	X1	.266	.105	.330		2.520	.015
	X2	.083	.040	.272		2.077	.043

a. Dependent Variable: Y

Notes

Output Created		08-APR-2023 15:01:50
Comments		
Input	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	54
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=X1 /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

Vocabulary Mastery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	1.9	1.9	1.9
	9	1	1.9	1.9	3.7
	14	1	1.9	1.9	5.6
	17	2	3.7	3.7	9.3
	21	3	5.6	5.6	14.8
	22	1	1.9	1.9	16.7
	23	1	1.9	1.9	18.5
	24	3	5.6	5.6	24.1
	25	3	5.6	5.6	29.6
	26	10	18.5	18.5	48.1
	27	6	11.1	11.1	59.3
	28	14	25.9	25.9	85.2
	29	8	14.8	14.8	100.0
	Total	54	100.0	100.0	

Statistics

Vocabulary Mastery

N	Valid	54
	Missing	0
Mean		25.24
Median		27.00
Mode		28
Std. Deviation		4.864
Variance		23.658
Range		24
Minimum		5
Maximum		29
Sum		1363

X1

No	Score	Frequency	Frequency Cummulative
1	5-8	1	1
2	9-12	1	2
3	13-16	1	3
4	17-20	2	5
5	21-24	8	13
6	25-28	33	46
7	29-32	8	54

Histogram

Mean = 25.24
Std. Dev. = 4.864
N = 54
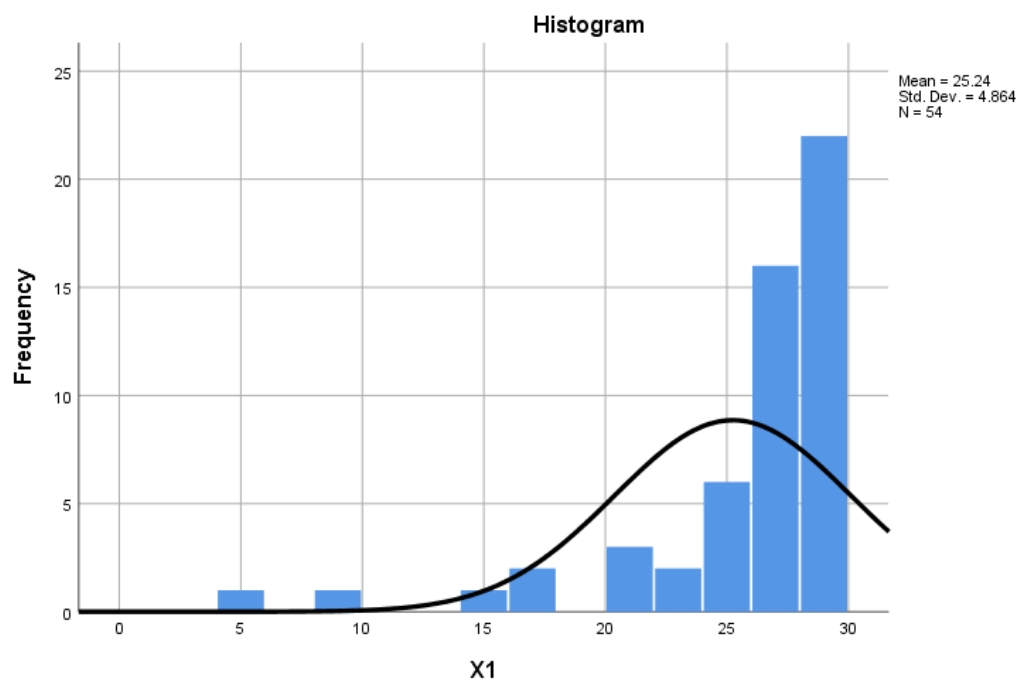
Notes

Output Created		08-APR-2023 15:02:25
Comments		
Input	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	54
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=X2 /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,01

Statistics

Self Confidence

N	Valid	54
	Missing	0
Mean		101.83
Median		101.50
Mode		93[a]
Std. Deviation		12.854
Variance		165.236
Range		77
Minimum		73
Maximum		150
Sum		5499

a. Multiple modes exist. The smallest value is shown

X2

No	Score	Frequency	Frequency Cummulative
1	73-83	2	2
2	84-94	14	16
3	95-105	16	32

4	106-116	18	50
5	117-127	3	53
6	128-138	0	53
7	139-149	1	54

Histogram

Mean = 101.81
Std. Dev. = 12.79
N = 54
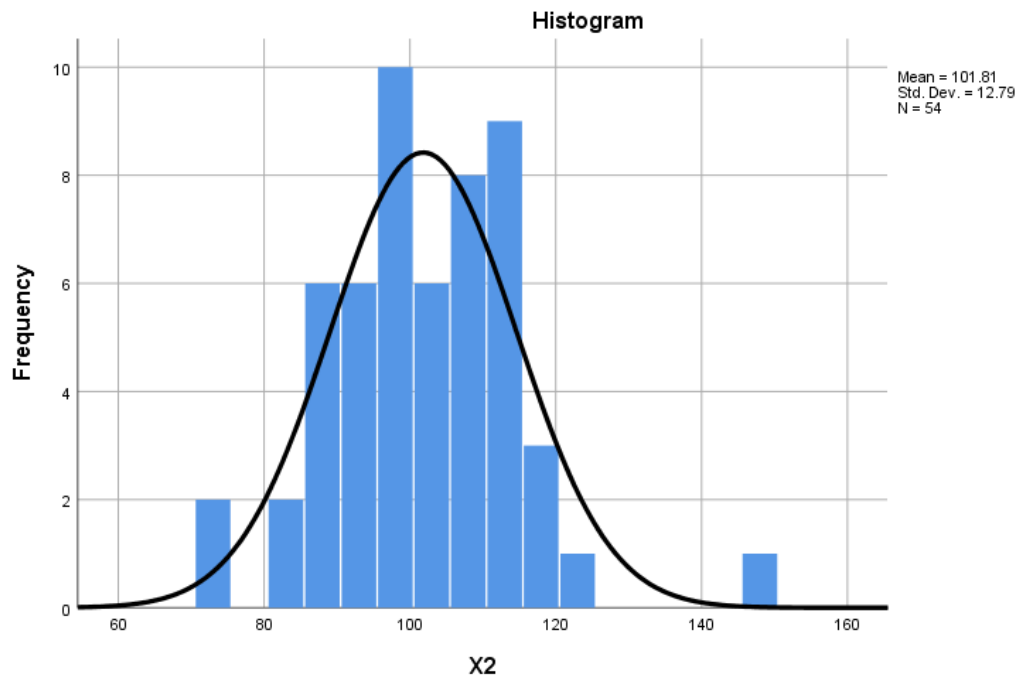
Self Confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	73	1	1.9	1.9	1.9
	75	1	1.9	1.9	3.7
	84	1	1.9	1.9	5.6
	85	1	1.9	1.9	7.4
	86	2	3.7	3.7	11.1
	87	1	1.9	1.9	13.0
	88	2	3.7	3.7	16.7
	90	1	1.9	1.9	18.5
	93	4	7.4	7.4	25.9
	94	2	3.7	3.7	29.6
	95	1	1.9	1.9	31.5
	96	1	1.9	1.9	33.3
	97	1	1.9	1.9	35.2
	98	2	3.7	3.7	38.9
	99	1	1.9	1.9	40.7
	100	4	7.4	7.4	48.1
	101	1	1.9	1.9	50.0
	102	3	5.6	5.6	55.6
	104	1	1.9	1.9	57.4
	105	1	1.9	1.9	59.3
	106	1	1.9	1.9	61.1
	107	3	5.6	5.6	66.7
	108	2	3.7	3.7	70.4
	109	1	1.9	1.9	72.2
	110	1	1.9	1.9	74.1
	111	3	5.6	5.6	79.6
	112	2	3.7	3.7	83.3
	114	3	5.6	5.6	88.9
	115	1	1.9	1.9	90.7
	116	1	1.9	1.9	92.6
	117	2	3.7	3.7	96.3
	122	1	1.9	1.9	98.1
	150	1	1.9	1.9	100.0
	Total	54	100.0	100.0	

Notes

Output Created		08-APR-2023 15:02:48
Comments		
Input	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	54

Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.

Syntax		FREQUENCIES VARIABLES=Y
		
		  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM
		
		  /ORDER=ANALYSIS.

Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

Speaking Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	2	3.7	3.7	3.7
	12	1	1.9	1.9	5.6
	13	4	7.4	7.4	13.0
	14	6	11.1	11.1	24.1
	15	3	5.6	5.6	29.6
	16	7	13.0	13.0	42.6
	17	6	11.1	11.1	53.7
	18	4	7.4	7.4	61.1
	20	2	3.7	3.7	64.8
	21	6	11.1	11.1	75.9
	22	5	9.3	9.3	85.2
	23	3	5.6	5.6	90.7
	24	3	5.6	5.6	96.3
	25	2	3.7	3.7	100.0
	Total	54	100.0	100.0	

Statistics

Speaking Achievement

N	Valid	54
	Missing	0
Mean		17.93
Median		17.00
Mode		16
Std. Deviation		3.918
Variance		15.353
Range		14
Minimum		11
Maximum		25
Sum		968

Y

No	Score	Frequency	Frequency Cummulative
1	11-12	3	3
2	13-14	10	13
3	15-16	10	23
4	17-18	10	33
5	19-20	2	35
6	21-22	11	46
7	23-25	8	54

Histogram

Mean = 17.93
Std. Dev. = 3.918
N = 54
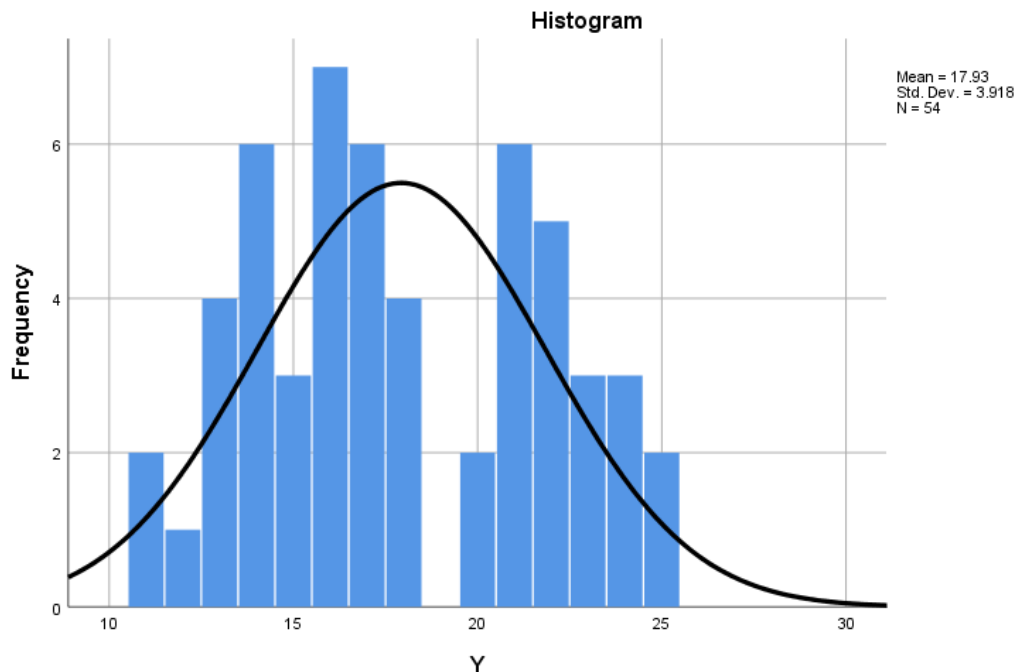
Uji Normalitas Data

Notes

Output Created		08-APR-2023 14:47:46
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	54
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.

Syntax		NPAR TESTS /K-S(NORMAL)=RES_1 /MISSING ANALYSIS.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,12
	Number of Cases Allowed[a]	786432

a. Based on availability of workspace memory.

One-Sample Kolmogorov-Smirnov Test

		Unstandardiz ed Residual
N		54
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.38613129
Most Extreme Differences	Absolute	.116
	Positive	.095
	Negative	-.116
Test Statistic		.116
Asymp. Sig. (2-tailed)		.069[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Uji Linieritas

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	329.929	12	27.494	2.330	.022
		Linearity	152.278	1	152.278	12.906	.001
		Deviation from Linearity	177.651	11	16.150	1.369	.224
	Within Groups		483.775	41	11.799		
	Total		813.704	53			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	466.204	32	14.569	.880	.636
		Linearity	127.898	1	127.898	7.729	.011
		Deviation from Linearity	338.305	31	10.913	.659	.857
	Within Groups		347.500	21	16.548		
	Total		813.704	53			

Uji Hipotesis

Korelasi X1 Terhadap Y

Correlations

		X1	Y
X1	Pearson Correlation	1	.433**
	Sig. (2-tailed)		.001
	N	54	54
Y	Pearson Correlation	.433**	1
	Sig. (2-tailed)	.001	
	N	54	54

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

Koefesien Determinasi X1 Y

Measures of Association

	R	R Squared	Eta	Eta Squared
Y * X1	.439	.192	.652	.425

Korelasi X2 Y

Correlations

		Y	X2
Y	Pearson Correlation	1	.396**
	Sig. (2-tailed)		.003
	N	54	54
X2	Pearson Correlation	.396**	1
	Sig. (2-tailed)	.003	
	N	54	54

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

Koefesien Determinasi X2 Y

Measures of Association

	R	R Squared	Eta	Eta Squared
Y * X2	.396	.157	.757	.573

Koefesein Korelasi X1 da X2 terhadap Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.503^a	.253	.224	3.452	.253	8.645	2	51	.001

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.503^a	.253	.224	3.452	.253	8.645	2	51	.001	.847

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Regression

Notes

Output Created		08-APR-2023 14:24:58
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	54
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

Syntax		REGRESSION
		/DESCRIPTIVES MEAN STDDEV CORR SIG N
		/MISSING LISTWISE
		/STATISTICS COEFF OUTS R ANOVA CHANGE ZPP
		/CRITERIA=PIN(.05) POUT(.10)
		/NOORIGIN
		/DEPENDENT Y
		/METHOD=ENTER X1 X2
		/SCATTERPLOT=(*SRESID ,*ZPRED)
		/SAVE RESID.
Resources	Processor Time	00:00:01,02
	Elapsed Time	00:00:05,71
	Memory Required	2912 bytes
	Additional Memory Required for Residual Plots	0 bytes
Variables Created or Modified	RES_1	Unstandardized Residual

Descriptive Statistics

	Mean	Std. Deviation	N
Speaking Achievement	3.5852	.78366	54

Vocabulary Mastery	.8704	.16772	54
Self Confidence	3.3944	.42848	54

Correlations

		Speaking Achievement	Vocabulary Mastery	Self Confidence
Pearson Correlation	Speaking Achievement	1.000	.433	.396
	Vocabulary Mastery	.433	1.000	.378
	Self Confidence	.396	.378	1.000
Sig. (1-tailed)	Speaking Achievement	.	.001	.001
	Vocabulary Mastery	.001	.	.002
	Self Confidence	.001	.002	.
N	Speaking Achievement	54	54	54
	Vocabulary Mastery	54	54	54
	Self Confidence	54	54	54

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Self Confidence, Vocabulary Mastery[b]	.	Enter

a. Dependent Variable: Speaking Achievement

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.501[a]	.251	.221	.69160	.251	8.524	2	51	.001

a. Predictors: (Constant), Self Confidence, Vocabulary Mastery

b. Dependent Variable: Speaking Achievement

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.154	2	4.077	8.524	.001[b]
	Residual	24.394	51	.478		
	Total	32.548	53			

a. Dependent Variable: Speaking Achievement

b. Predictors: (Constant), Self Confidence, Vocabulary Mastery

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	.556	.791		.702	.486			
	Vocabulary Mastery	1.542	.612	.330	2.520	.015	.433	.333	.306
	Self Confidence	.497	.239	.272	2.077	.043	.396	.279	.252

a. Dependent Variable: Speaking Achievement

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.0313	4.4771	3.5852	.39224	54
Std. Predicted Value	-3.962	2.274	.000	1.000	54
Standard Error of Predicted Value	.097	.412	.149	.066	54
Adjusted Predicted Value	1.4977	4.4224	3.5782	.42749	54
Residual	-1.63064	1.17512	.00000	.67843	54
Std. Residual	-2.358	1.699	.000	.981	54
Stud. Residual	-2.392	1.744	.004	1.008	54
Deleted Residual	-1.67814	1.50231	.00698	.71998	54
Stud. Deleted Residual	-2.513	1.781	.004	1.021	54
Mahal. Distance	.072	17.844	1.963	3.464	54
Cook's Distance	.000	.559	.022	.075	54
Centered Leverage Value	.001	.337	.037	.065	54

a. Dependent Variable: Speaking Achievement

Appendix 4. Score

4.1 Score Vocabulary Mastery

4.2 Score Self-Confidence

4.3 Score Speaking Achievement

no	nama	kelas	X1 Test kosakata																											total
			X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X1.16	X1.17	X1.18	X1.19	X1.20	X1.21	X1.22	X1.23	X1.24	X1.25	X1.26	X1.27	X1.28	X1.29	
1	alisa	7a	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27
2	advia	7a	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	24
3	aqila	7a	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27
4	nafa	7a	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
5	salsa	7a	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
6	anggita	7a	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	23
7	arve	7a	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	26
8	hanib	7a	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
9	alima	7a	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
10	danesa	7b	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	28
11	anggita	7b	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	28
12	asyila	7b	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	28
13	erika	7b	0	0	1	0	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	17
14	dinda	7b	1	1	1	1		1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	26
15	michella	7b	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
16	amelia	7c	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26
17	sirin	7c	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
18	vanesa	7c	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	17
19	kesa	7c	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	1	0	21
20	adinda	7c	0	1	1	1	1	0	1	0	0		0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	9
21	arga	7c	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	1	1	0	22
22	anis	7d	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
23	aisyah	7d	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	25
24	arhan	7d	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	29
25	era	7d	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	0	1	1	1	1	27
26	fahri	7d	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0	21
27	anisa	7e	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	28
28	niken	7e	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
29	bintari	7e	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
30	avansa	7e	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	26
31	nazwa	7e	0	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	26
32	mareta	7e	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	25
33	arioka	7e	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
34	afiffah	7e	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
35	edwin	7e	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	26
36	febryansyi	7e	0	0	0	0		0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	5
37	ridwan	7e	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
38	lenny	7f	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27
39	wahyunin	7f	1	1	1	1	0	0	0	1	0	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	0	0	0	0	1	14
40	cantika	7f	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	27
41	fitri	7f	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	24
42	tiara putri	7f	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26
43	masya	7f	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26
44	nindi	7f	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
45	tiara cantik	7f	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
46	meisya	7g	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26
47	catur	7g	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
48	zahra	7g	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	28
49	elinda	7g	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	28
50	nafa	7g	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	26
51	salsa	7g	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
52	gabriel	7g	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	21
53	tama	7g	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	27
54	wawan	7g	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	24

no	nama	kelas	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14	X2.15	X2.16	X2.17	X2.18	X2.19	X2.20	X2.21	X2.22	X2.23	X2.24	X2.25	X2.26	X2.27	X2.28	X2.29	X2.30	total
1	alisa	7a	5	5	3	3	5	1	5	3	5	1	3	1	3	3	3	3	3	5	5	5	5	3	3	3	3	3	5	3	5	3	106
2	advia	7a	3	3	5	2	5	3	5	2	4	1	3	3	4	1	3	3	4	4	4	2	4	3	4	3	4	3	5	2	5	1	98
3	aqila	7a	3	2	3	2	5	2	5	4	5	1	3	2	3	3	2	2	3	2	3	2	2	1	4	2	2	2	4	3	4	3	84
4	nafa	7a	4	2	4	1	1	1	5	1	4	1	2	2	4	2	4	4	4	3	3	3	3	2	5	2	5	2	4	2	4	1	85
5	salsa	7a	3	2	2	2	1	1	5	1	4	1	4	2	4	2	3	3	4	3	3	3	3	3	5	4	3	2	3	5	4	1	86
6	anggita	7a	3	2	3	3	5	2	4	2	4	1	4	4	4	2	2	4	4	2	4	2	4	4	4	4	4	2	4	4	4	2	97
7	arve	7a	3	3	3	3	5	2	4	2	4	1	4	3	3	3	2	2	4	4	3	2	3	2	2	4	3	3	2	4	3	4	90
8	hanib	7a	5	5	5	2	5	3	5	1	5	1	5	3	4	1	1	3	2	3	5	5	4	5	5	2	5	1	5	5	5	1	107
9	alima	7a	5	1	5	1	5	1	4	1	5	1	5	1	4	1	3	2	4	1	4	1	4	3	5	1	5	1	4	4	5	1	88
10	danesa	7b	4	3	4	5	5	3	4	4	5	1	5	3	3	3	3	5	3	5	4	4	4	3	5	2	4	3	4	3	3	4	111
11	anggita	7b	4	3	4	5	5	3	4	4	5	1	5	3	3	3	3	5	3	5	4	4	4	3	5	2	4	3	4	3	3	4	111
12	asyila	7b	4	3	4	5	5	3	4	4	5	1	5	3	3	3	3	5	3	5	4	4	4	3	5	2	4	3	4	3	3	4	111
13	erika	7b	5	4	3	1	5	4	5	5	4	3	4	2	4	2	1	3	2	3	1	3	4	3	4	5	3	2	5	5	4	3	102
14	dinda	7b	3	4	3	2	5	4	1	4	1	4	4	4	2	3	3	3	2	3	3	4	3	5	3	4	4	4	4	3	5	3	99
15	michella	7b	5	2	4	1	5	2	4	1	5	1	5	1	4	2	4	3	3	2	4	4	4	2	4	3	5	2	4	4	2	1	93
16	amelia	7c	3	4	2	2	2	1	3	5	5	4	3	4	1	2	3	1	1	5	3	1	2	3	4	5	3	4	2	4	3	4	88
17	sirin	7c	5	1	4	4	5	1	5	1	5	1	5	1	3	4	2	3	4	4	3	3	5	1	5	3	5	1	4	1	3	1	93
18	vanesa	7c	4	1	4	1	5	3	5	1	5	1	5	3	4	1	5	3	4	3	5	4	4	3	4	2	4	3	4	3	4	4	102
19	kesa	7c	4	2	5	3	5	3	5	3	4	1	5	3	3	3	3	5	3	5	5	3	5	4	5	3	5	3	5	3	5	3	114
20	adinda	7c	4	2	4	3	5	3	4	3	4	1	5	4	4	4	4	5	3	5	5	3	5	4	5	3	5	3	5	3	5	3	116
21	arga	7c	4	2	5	3	5	3	5	3	4	1	5	3	3	3	3	5	3	5	5	3	5	4	5	3	5	3	5	3	5	3	114
22	anis	7d	4	1	5	3	5	1	4	3	5	5	5	4	5	1	4	4	4	3	4	3	5	4	4	4	3	3	5	2	5	4	112
23	aisyah	7d	1	2	4	2	5	1	5	2	4	1	4	2	4	2	3	2	5	3	5	3	5	4	4	4	3	3	5	2	5	2	96
24	arhan	7d	5	2	4	1	5	2	4	1	5	1	5	1	4	2	4	3	3	2	4	4	2	3	5	2	4	2	4	2	4	1	93
25	era	7d	3	4	4	1	5	1	5	1	4	1	1	4	3	2	3	4	4	4	4	3	5	4	4	4	3	3	5	2	5	4	100
26	fahri	7d	5	2	5	3	5	3	5	3	4	1	5	3	3	3	3	5	5	5	5	3	5	4	5	3	5	3	5	3	5	3	117
27	anisa	7e	3	2	3	2	5	2	5	1	5	1	5	1	5	1	4	5	4	4	4	3	5	3	5	5	4	3	5	5	5	3	110
28	niken	7e	4	4	3	4	5	4	4	5	5	1	4	4	4	2	4	4	4	2	4	5	4	4	4	3	5	4	4	3	4	5	117
29	bintari	7e	5	2	5	3	5	2	5	4	5	1	4	3	4	2	3	4	4	4	5	2	5	5	4	3	4	1	5	2	4	3	108
30	avansa	7e	4	4	5	2	5	1	5	1	5	1	5	1	4	2	4	3	3	4	3	5	4	4	4	2	4	3	4	4	4	2	102
31	nazwa	7e	4	2	4	3	5	2	5	2	5	3	5	3	4	3	3	3	3	3	4	3	4	3	4	3	3	3	3	4	4	4	106
32	mareta	7e	2	2	4	3	5	2	4	2	5	1	4	2	4	2	3	4	4	4	2	3	3	4	4	2	4	2	4	2	4	4	97
33	arizka	7e	5	1	4	2	1	2	5	1	5	1	5	2	5	2	3	3	1	3	5	3	5	4	4	3	5	3	2	3	3	2	93
34	afiffah	7e	3	3	4	2	1	2	1	1	4	1	4	3	4	2	2	3	3	4	3	2	4	3	4	3	4	3	5	2	3	3	86
35	edwin	7e	3	3	2	3	5	2	1	1	2	1	4	3	3	3	2	5	2	5	5	3	3	3	4	2	2	5	1	3	2	3	87
36	febryansyah	7e	4	2	4	3	5	4	5	3	4	2	4	3	4	3	2	3	4	3	2	3	2	4	4	3	4	3	4	3	4	2	100
37	ridwan	7e	1	1	5	3	5	1	1	1	1	1	5	1	3	3	3	5	4	4	4	1	4	1	5	1	1	1	4	1	1	1	73
38	lenny	7f	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	150
39	wahyunin	7f	2	2	4	3	5	1	1	1	1	1	2	4	1	1	1	2	1	3	3	4	4	5	1	1	4	3	5	1	3	5	75
40	cantika	7f	5	4	4	2	5	2	5	1	5	1	4	3	5	5	2	4	5	5	5	4	4	3	4	4	4	4	5	2	3	2	111
			0,485851	0,380963	0,32588	0,479054	0,355894	0,642985	0,462203	0,53827	0,436249	0,340123	0,39018	0,424496	0,380854	0,398208	0,414996	0,550179	0,326821	0,481339	0,361973	0,51772	0,515511	0,492573	0,366228	0,358935	0,428344	0,581634	0,333271	0,414772	0,47679	0,471452	
			0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	
			valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	
41	fitri	7f	4	4	4	2	4	2	4	1	5	1	4	3	3	2	2	3	4	4	4	4	5	3	4	4	4	3	5	3	5	4	104
42	tiara putri	7f	4	4	4	2	5	2	5	1	5	1	4	3	3	3	3	3	4	4	4	4	3	4	4	4	4	5	3	3	5	3	107
43	masya	7f	4	4	4	2	5	2	5	1	5	1	4	3	3	3	4	5	5	5	4	4	3	4	4	4	4	5	5	5	5	5	115
44	nindi	7f	4	2	4	1	5	1	5	1	5	1	5	3	4	3	3	4	5	3	4	4	4	5	5	3	2	5	4	5	5	5	109
45	tiara canti	7f	4	2	4	1	5	5	5	1	5	1	5	4	4	1	3	3	4	3	5	3	3	2	5	3	4	2	5	2	5	2	101
46	meisya	7g	4	2	5	1	5	1	5	1	5	1	5	3	1	3	3	5	5	4	1	3	5	3	3	5	5	5	3	5	5	5	107
47	catur	7g	4	2	2	2	5	3	5	1	5	1	5	4	4	2	5	2	3	1	5	3	5	2	5	1	5	2	5	4	5	1	98
48	zahra	7g	4	2	3	1	5	1	5	2	4	1	5	2	4	2	3	3	4	3	3	3	4	4	4	3	4	3	4	2	3	2	94
49	elinda	7g	4	2	3	2	5	1	5	2	4	1	4	2	4	2	3	3	4	3	3	3	3	4	4	5	3	5	1	3	2	2	94
50	nafa	7g	4	2	4	2	5	1	5	2	4	1	4	4	4	3	3	2	3	4	3	4	4	4	4	4	4	4	3	2	3	3	100
51	salsa	7g	4	2	4	2	5	1	5	2	4	1	4	4	4	3	3	2	3	4	3	4	4	4	4	4	4	4	3	2	3	3	100
52	gabriel	7g	4	1	5	2	5	2	5	1	5	5	3	2	3	4	2	4	5	5	4	2	4	2	5	5	4	2	5	2	5	5	108
53	tama	7g	5	4	3	2	5	5	5	5	4	1	5	2	3	3	2	5	4	5	5	5	5	5	4	5	3	3	4	5	5	5	122
54	wawan	7g	5	5	4	3	5	4	4	2	5	5	4	4	4	3	2	4	2	5	4	4	4	2	4	2	4	3	5	5	5	5	112
			0,503327	0,406252	0,301193	0,379208	0,353092	0,56212	0,446113	0,458389	0,438531	0,309863	0,349208	0,368456	0,245061	0,422082	0,281465	0,510786	0,369827	0,455771	0,318388	0,545962	0,502356	0,42568	0,309671	0,364494	0,323144	0,505323	0,304269	0,467278	0,482917	0,531985	
			0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	
			valid	valid	tdk	valid	valid	valid	valid	valid	valid	tdk	valid	valid	tdk	valid	tdk	valid	valid	valid	valid	valid	valid	valid	tdk	valid	valid	valid	tdk	valid	valid	valid	

no	nama	kelas	Y Test Speaking					total
			Y.1	Y.2	Y.3	Y.4	Y.5	
1	alisa	7a	1	3	4	5	2	15
2	advia	7a	3	2	2	5	2	14
3	aqila	7a	4	3	3	4	4	18
4	nafa	7a	4	5	5	5	5	24
5	salsa	7a	4	4	4	5	5	22
6	anggita	7a	4	5	5	4	5	23
7	arve	7a	4	4	4	4	5	21
8	hanib	7a	4	4	4	4	5	21
9	alima	7a	5	4	4	4	5	22
10	danesa	7b	5	2	2	2	3	14
11	anggita	7b	5	3	4	1	2	15
12	asyila	7b	3	3	3	3	4	16
13	erika	7b	3	2	2	2	4	13
14	dinda	7b	4	4	4	5	4	21
15	michella	7b	4	3	3	5	3	18
16	amelia	7c	4	3	3	4	3	17
17	sirin	7c	3	4	4	2	5	18
18	vanesa	7c	3	2	2	4	3	14
19	kesa	7c	4	4	1	3	2	14
20	adinda	7c	3	2	2	3	2	12
21	arga	7c	4	3	3	2	4	16
22	anis	7d	4	3	4	1	5	17
23	aisyah	7d	4	4	4	3	5	20
24	arhan	7d	4	4	4	4	5	21
25	era	7d	4	3	3	4	4	18
26	fahri	7d	4	3	3	4	3	17
27	anisa	7e	5	5	5	3	3	21
28	niken	7e	2	3	4	4	3	16
29	bintari	7e	5	4	5	4	5	23
30	avansa	7e	5	5	5	4	5	24
31	nazwa	7e	4	3	3	2	4	16
32	mareta	7e	5	5	5	4	5	24
33	arizka	7e	5	5	5	5	5	25
34	afiffah	7e	5	5	5	5	5	25
35	edwin	7e	5	3	3	2	4	17
36	febryansy	7e	3	4	3	1	4	15
37	ridwan	7e	5	4	4	4	5	22
38	lenny	7f	5	5	5	5	3	23
39	wahyunin	7f	5	1	1	2	2	11
40	cantika	7f	5	1	1	2	2	11
			0,415166	0,901512	0,89054	0,582799	0,761805	
41	fitri	7f	5	2	2	2	2	13
42	tiara putri	7f	5	2	2	2	2	13
43	masya	7f	5	2	2	2	2	13
44	nindi	7f	5	2	4	3	2	16
45	tiara canti	7f	4	2	1	4	3	14
46	meisya	7g	2	5	1	2	4	14
47	catur	7g	3	5	5	3	5	21
48	zahra	7g	4	5	5	4	4	22
49	elinda	7g	4	5	5	4	4	22
50	nafa	7g	3	5	4	3	5	20
51	salsa	7g	5	4	3	3	2	17
52	gabriel	7g	4	3	3	3	3	16
53	tama	7g	4	3	3	4	3	17
54	wawan	7g	4	3	3	3	3	16

Appendix 5. Students Answer Sheet

5.1 Students Answer Sheet Vocabulary Mastery

5.2 Students Answer Sheet Self-Confidence

5.3 Students Answer Sheet Speaking Achievement

High Score   Low Score

VOCABULARY TEST

NAME : Salsabila Annisa Nuraini
STUDENT'S NUMBER : 20
CLASS : VII A

Instruction

Terdapat 30 soal vocabulary test yang bisa langsung dikerjakan,pilihlah jawaban yang sesuai dengan pertanyaan dibawah ini. Selamat Mengerjakan.

Choose the correct answer for the option a,b,c, or d (number 1-30).

1. Ronald . . . the match in Olympic Games. He is very happy.
   a. Won
   b. Lost
   c. Celebrated
   d. Jumped

2. A: can you help me?
   B: yes, of course. What can I do for you, Sir?
   A: please . . . this book to my room.
   B: Yes, Sir.
   a. Help
   b. Have
   c. Bring
   d. Give

3. I want to dentist today because my . . . were in pain.
   a. Ears
   b. Eyes
   c. Fingers
   d. Teeth

4. The doctor's duty is to . . . the patient in the hospital.
   a. Teach
   b. Treat
   c. Work
   d. Make

5. This exercise was to . . . for me. So I got score 55.

VOCABULARY TEST

NAME : Fehrwansyach S.A
STUDENT'S NUMBER : 14
CLASS : 7B

Instruction

Terdapat 30 soal vocabulary test yang bisa langsung dikerjakan,pilihlah jawaban yang sesuai dengan pertanyaan dibawah ini. Selamat Mengerjakan.

Choose the correct answer for the option a,b,c, or d (number 1-30).

1. Ronald . . . the match in Olympic Games. He is very happy.
   a. Won
   b. Lost
   c. Celebrated
   d. Jumped

2. A: can you help me?
   B: yes, of course. What can I do for you, Sir?
   A: please . . . this book to my room.
   B: Yes, Sir.
   a. Help
   b. Have
   c. Bring
   d. Give

3. I want to dentist today because my . . . were in pain.
   a. Ears
   b. Eyes
   c. Fingers
   d. Teeth

4. The doctor's duty is to . . . the patient in the hospital.
   a. Teach
   b. Treat
   c. Work
   d. Make

5. This exercise was to . . . for me. So I got score 55.

High Score

Nama : Lenny Anisyah Danik Istiani
Kelas/No Absen : VIIf . 17
Total : 150

Questionnaire

Petunjuk Pengisian

1. Jawablah pertanyaan dibawah ini dengan sejujur-jujurnya.
2. Berikan tanda check list (√) pada jawaban yang anda anggap paling benar.

Keterangan

Pertanyaan	
A : Sangat Setuju	5
B : Setuju	4
C : Ragu-ragu	3
D : Tidak Setuju	2
E : Sangat Tidak Setuju	1

No	PERTANYAAN	A	B	C	D	E
1	Saya akan selalu bertanya ketika tidak mengerti materi Bahasa Inggris yang disampaikan	√				
2	Saya lebih suka diam saat saya tidak mengerti tentang materi yang sedang disampaikan				√	
3	Saya tidak pernah malu pada teman-teman atau guru ketika selalu bertanya		√			
4	Saya tidak suka pelajaran Bahasa Inggris karena terlalu sulit untuk dipahami				√	
5	Saya mempunyai tujuan untuk mencapai peringkat pertama dikelas	√				
6	Saya hanya mencari penghargaan dan hadiah saja atau apa yang saya kerjakan				√	
7	Saya akan mencoba belajar karena kelak akan sangat penting dalam karir saya	√				
8	Saya tidak memikirkan bahwa pelajaran mempengaruhi masa depan saya					√
9	Saya selalu ingin tahu dalam materi pembelajaran supaya memudahkan saya untuk memahami	√				
10	Saya berfikir bahwa tidak ada gunanya saya belajar					√
11	Dengan usaha saya yang sungguh-sungguh saya yakin hasil dari tugas saya selalu memuaskan	√				
12	Saya selalu pasrah dengan hasil pekerjaan sekolah saya					√
13	Saya akan mendengarkan penjelasan yang detail dan terlalu panjang	√				
14	Saya tidak suka penjelasan yang detail dan terlalu panjang			√		
15	Saya selalu senang berkomunikasi dengan bahasa inggris					

Low Score

Nama : Tedmnsyach S.A
Kelas/No Absen : 7B/14
Total : 75

Questionnaire

Petunjuk Pengisian

1. Jawablah pertanyaan dibawah ini dengan sejujur-jujurnya.
2. Berikan tanda check list (√) pada jawaban yang anda anggap paling benar.

Keterangan

Pertanyaan	
A : Sangat Setuju	5
B : Setuju	4
C : Ragu-ragu	3
D : Tidak Setuju	2
E : Sangat Tidak Setuju	1

No	PERTANYAAN	A	B	C	D	E
1	Saya akan selalu bertanya ketika tidak mengerti materi Bahasa Inggris yang disampaikan		√			
2	Saya lebih suka diam saat saya tidak mengerti tentang materi yang sedang disampaikan				√	
3	Saya tidak pernah malu pada teman-teman atau guru ketika selalu bertanya		√			
4	Saya tidak suka pelajaran Bahasa Inggris karena terlalu sulit untuk dipahami			√		
5	Saya mempunyai tujuan untuk mencapai peringkat pertama dikelas	√				
6	Saya hanya mencari penghargaan dan hadiah saja atau apa yang saya kerjakan		√			
7	Saya akan mencoba belajar karena kelak akan sangat penting dalam karir saya	√				
8	Saya tidak memikirkan bahwa pelajaran mempengaruhi masa depan saya			√		
9	Saya selalu ingin tahu dalam materi pembelajaran supaya memudahkan saya untuk memahami	√				
10	Saya berfikir bahwa tidak ada gunanya saya belajar				√	
11	Dengan usaha saya yang sungguh-sungguh saya yakin hasil dari tugas saya selalu memuaskan		√			
12	Saya selalu pasrah dengan hasil pekerjaan sekolah saya		√			
13	Saya akan mendengarkan penjelasan yang detail dan terlalu panjang			√		
14	Saya tidak suka penjelasan yang detail dan terlalu panjang				√	
15	Saya selalu senang berkomunikasi dengan bahasa inggris					

High Score

Low Score

High Score

Nama : Afifah Alnaf no 02 (VII E)
Arika Sahrani Oktaviana no 06 (VII E)

Afifah : "Arika, let's go to school early tomorrow, so we can study together before the english test."

Arika : " I'm sorry. I can't. I help my mom wash the dishes before I go to school."

Afifah : "Do you always help your mother every morning?"

Arika : "Yes, I do. I always help my mom whenever I can."

Afifah : "That's great"

Arika : "Hey, let's study together this afternoon. We don't need to wait until tomorrow."

Afifah : "Yes, sure. That's a great idea"

Afifah : G : 5 P = 5f : 5 V : 5 t : 5
Arizka : G : 5 P : 5 f : 5 V : 5 C : 5

Score : 25 ×4. = 100. (Arizka)

Afifah. : 25 × 4 : 100 (Afifah)

Low Score

Name : NINDi Rahasya 2ain and Tiara cantika Dewi
Class : 7F
No : 21 and 27.

Nindi : G : 5 P : 5 t : 5 V : 5 C : 5
Tiara cantika : G : 5 P : 3 f : 2 V : 5 C : 9

NiNDi : How Are You, Tiara ?
Tiara : I'm Fine, With You ?
NiNDi : I am okey, too
Tiara : Oh Yeah, tell me where are you going nin ?
NiNDi : I want to visit my aunt's house, then where are you going ?
Tiara : IF I want to buy sugar at the shop because my mother told me to
NiNDi : Yes, let's Finish our conversation First, It's not good if your mom waits for a long time
Tiara : Yes, be careful on the road, See You later.
NiNDi : Yes You too, and If I have free time I will visit You
Tiara : ok Fine, See You late
NiNDi : See You too

Score : 11 × 4 : 44. (Tiara cantika)

Score : 16 × 4 : 64 (Nindi).

PEACE TO ACHIEVE GOAL   VISION

Appendix 6. Pictures