

**THE INFLUENCE OF STUDENTS' PRONUNCIATION AND SELF-  
CONFIDENCE ON THEIR SPEAKING ABILITY**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of  
Bachelor of Education in English Language Education



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**UIN WALISONGO SEMARANG**

**2021**



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had been ratified by the board of examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirements for gaining the Bachelor Degree in English Language Education.

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**Wassalamu'alaikum wr.wb.**

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## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim,*

*Alhamdulillah*, all praises into Allah who always gives his mercies and blessing so that the researcher can finish in creating this thesis. Sholawat and salam always be presented to our prophet, Muhammad SAW, the last messenger of Allah, who saved the human's life from destruction to safety.

As a human being, the researcher realizes that she could not complete this thesis without support, cooperation, help, and encouragement from many people. Many people had helped the researcher during writing this thesis and it would be impossible to mention all of them one by one. Therefore, by the honor of this, the researcher wants to say grateful to the honorable:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag., as the Dean of Education and Teacher Training Faculty.
2. Sayyidatul Fadlilah, M.Pd., as the Head of English Department.
3. Dr. H. M. Nafi Annury, M.Pd., as the advisor who has been guiding me during the arrangement of this thesis.
4. All lecturers of the English Education Department and all lectures of Education and Teacher Training Faculty who have given me valuable knowledge and advice during the years of my study in UIN Walisongo Semarang.
5. My beloved family, especially for my parents (Mr. Zaenun and Mrs. Suharni), my little sisters (Vina A'izzatul Husna and Nihara Zayyinatul Husna) who always support me emotionally and materially with prayer, love, and patience.
6. All of my teachers when I studied at MI Tarbiyatus Sibyan, MTs NU Banat Kudus, MA NU Banat Kudus, and when I lived at Al- Mubarakah Boarding School Kudus, Yanaabiul Ulum Warrohmah Boarding School Kudus (PPYUR).  
*Jazakumullah khoiron.*
7. All of the fourth-semester students of English education department (PBI A, PBI B, PBI C) UIN Walisongo Semarang in the academic year 2019/2020 who have helped the researcher to collect the data needed.

8. All my beloved friends in PBI 2017 especially PBI C who become my new family. Thank you very much for your support and motivation.
9. My beloved classmates for the colorful days of laugh, jokes, tears, and togetherness, Roro, Alba, Bela, Naya, Yulia, Via, Ncak, Lutfi, who always support and understand me. And for Tata and Yaya who always remind and motivate me.
10. My beloved friends at Ma'had Al-Jami'ah Walisongo and Oemah Santri who have taught me the meaning of life.
11. All members of Perkotakan family especially Finamel, Nada, Kikik, who always support and give motivation.
12. All members of KKN-DR 75 group 10, thanks for our forty five story.
13. All parties who cannot be mentioned one by one who have provided support, motivation, and prayers to the researcher in completing this thesis.
14. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, for just being me at all times.

Finally, the researcher realizes that this thesis is still far from perfection. The writer needs some suggestions from the readers to make it perfect. The researcher hopes that this thesis would be beneficial for everyone. *Aamiin...*

Semarang, 25 Juni 2021  
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## ABSTRACT

**Title** : **The Influence of Students' Pronunciation And Self Confidence on Their Speaking Ability**

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Speaking is one of the four English skills that play an essential role in learning English. Therefore, someone must have good speaking skills to be able to formulate a speech fluently. Most students cannot speak fluently because they lack of pronunciation and lack of self-confidence. This research used to see the influence among the variables: (1) students' pronunciation (X1) and speaking ability (Y), (2) students' self-confidence (X2) and speaking ability (Y), and (3) students' pronunciation, self-confidence, and speaking ability. The method used in this research was a quantitative method and the design was a correlational study. This research population consisted of 109 fourth-semester students of English Education UIN Walisongo, Semarang in the 2019/2020 academic year. The sample in this research was 33 students who come from PBI A, PBI B, and PBI C by using a simple random sampling technique. These research instruments were students' pronunciation test, questionnaire of self-confidence, and speaking test. This research used multiple regression and correlation analysis to find out the influence between the variables. The research finding indicated that (1) there was a positive and significant influence of students' pronunciation toward their speaking ability with a correlation coefficient of 0.443 with sig. value  $0.005 < 0.05$ . (2) there was a positive and significant influence of students' self-confidence toward their speaking ability with a correlation coefficient of 0.220 with sig. value  $0.010 < 0.05$ . (3) there was a positive and significant influence of students' pronunciation and self-confidence toward their speaking ability with the multiple correlation coefficient of 0.451 with sig. value  $0.033 < 0.05$ . Since the R-Square was 0.204, it also indicated that students' pronunciation and self-confidence simultaneously had significant influence only in the level of 20.4% toward their speaking ability, and 79.6% was unexplained factors that affected students' speaking ability. Based on the research results, it is important for English teachers and students to realize that students' pronunciation and self-confidence also have a significant influence on students' speaking ability. Therefore, students need to enhance their pronunciation and self-confidence in order to have good speaking skills. Because the better the students' pronunciation and the more confident a student is, the better their speaking ability will be.

**Keywords:** **Pronunciation, Self-confidence, Speaking ability**

**MOTTO**

*If you can dream it, you can do it*

- Walt Disney -



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# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the research, the research question, the objective of the research, the reason for choosing the topic, the scope and limitation of the research, and pedagogical significance.

### A. Background of the Research

A language is a communication tool used by everyone in the world which is conveyed in the form of speech, writing, or gestures.<sup>1</sup> Everyone can explore opinions, feelings, ideas, intentions, and goals to others with language. Without language, everyone will have difficulty interacting with other people. Therefore, the existence of language is critical for everyone. Communication is said to be successful when the interlocutor understands well what is being conveyed by the speaker. With language, humans can also learn everything they want.

Furthermore, English is needed in this era of globalization, there is an increasing need to be able to converse in English because English is the largest common language used universally so that the significance of English cannot be denied or even avoided.<sup>2</sup> Also, English is a language that is used widely in all fields. Many people study English to achieve satisfactory results in their respective fields because English has many advantages. In education, English as a second language is taught and encouraged to children. Even at the university level, almost all students in many countries use English to make the material more accessible and studyable for international students. Many factors can build the success of students' ability to learn English. Many factors can build the success of students' ability to learn English. Speaking is one of the abilities that students must learn.

Moreover, one of the four skills of English that play an essential role in

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<sup>1</sup> *Oxford Learner Dictionary New Edition*, (New York: Oxford University Press, 1991)

<sup>2</sup> Rajathurai Nishanthi, "The Importance of Learning English in Today World", *International Journal of Trend in Scientific Research and Development (IJTRSD)*, (Vol. 3, Issue. 1, 2018), p. 871

learning English is speaking.<sup>3</sup> Therefore, one must have good speaking skills to be able to formulate a speech fluently. There are two types of speaking skills: receptive skills and productive skills. According to Masduqi (as cited in Aisha) receptive skills consist of listening and reading skills, which are conditions where students receive information from the teacher. Meanwhile, productive skills consist of speaking and writing skills which are where students generate language.<sup>4</sup> The students should master all of these skills, especially for English Education students. Therefore, speaking is an important role and a basic human need in running their lives as social beings.

The important role of speaking skills is increasingly being recognized because compared to other skills, speaking skills are the most important. Speaking refers to the use of verbal language used to converse with others which must be clear and understandable to the person we are talking to. Therefore, speaking skills are important to master because they can make students communicate easily. Each student has different speaking strategies to become an active speaker.<sup>5</sup> Moreover, the pronunciation of the word and grammar that students have should also be improved. Often only a few students can speak on target. They often feel afraid to reveal it for several reasons. It could be that they are afraid of being laughed at if they make errors in how to pronounce the words correctly when they are speaking. Therefore, speaking ability must be expanded together with other skills so that these integrated abilities can enhance achievement in communication. Speaking skills can also be supported by mastery of pronunciation and high self-confidence.

In particular, pronunciation must also be mastered when speaking in public because pronunciation plays a critical component of both productive and receptive communication. According to Richard and Schmidt (as cited in Maria), the manner in which a specific sound is generated is referred to as

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<sup>3</sup> Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms", *Alford Council of International English & Literature Journal (ACIELJ)*, (Vol. 2, 2019), p. 7

<sup>4</sup> Aisha Ganesh Ratnasari, "EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department", *Journal of Foreign Language Teaching and Learning*, (Vol. 5, No. 1, 2020), p. 21

<sup>5</sup> T. Taslim, A. Asrifan, Y. Chen, & N. R. Nurdania, "Correlation Between Student's Vocabulary Mastery And Speaking Skill", *Journal Of Advanced English Studies*, (Vol. 2, No. 2, 2019), p. 65-76.

pronunciation.<sup>6</sup> Understanding pronunciation is one of the fundamental needs for student competence in speaking. One of the most difficult skills to master is English pronunciation, and students must devote a substantial amount of time to improve their pronunciation.<sup>7</sup> Pronunciation in everyday communication using English must match the meaning and intonation. If there is a mispronunciation, It will alter both the means and the goal of communication. This has become a common concern among English learners regarding their oral communication confidence.

Several studies have been shown that students' pronunciation influences speaking skills, for instance, research by Sihombing stated that a substantial correlation between students' knowledge of pronunciation and their speaking ability.<sup>8</sup> Therefore, pronunciation knowledge ought to be mastered by the students as well as to develop their public speaking abilities. In addition to the importance of mastering pronunciation for students, speaking also requires high self-confidence to express what they want to talk well. In addition, successful students often have the quality of high self-confidence. Self-confidence means feeling about what can be done and not worrying about what cannot be done but always having the will to learn.<sup>9</sup> Students who have confidence in public speaking are those who are aware of their ability to express their opinions in good sentences clearly and concisely. With self-confidence in their ability to speak, a person can speak in public well. So that, a person can never practice English anywhere if someone is too afraid to speak English. Even if someone is good at writing, this skill will not guarantee that person's speaking performance.

So it is very important to have high self-confidence. Because if someone has confidence in speaking, then they will have a positive and realistic perception of themselves and their abilities. Someone will not be ashamed

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<sup>6</sup> Maria Ramasari, "Students' Pronunciation Error Made in Speaking for General Communication", *Journal of Linguistics, English Education And Art (LEEA)*, (Vol. 1, No. 1, 2017), p. 38

<sup>7</sup> Gilakjani, Abbas Pourhosein. "English Pronunciation Instruction: A Literature Review." *International Journal of Research in English Education*, (Vol. 1, No.1, 2016), p. 1-6.

<sup>8</sup> Sihombing, Meylan GNA. "The Correlation Between The Students' Pronunciation Mastery And Their Ability In Speaking." *International Conference on Education And Language (ICEL)*. Vol. 2. 2014.

<sup>9</sup> Mas Ian Rif'ati, "Benefits of Self Confidence in Public Speaking for Students", (*Researchgate Publications*, 2018).

and scared to show their abilities, ask someone something, and so on. A person will not give up if he meets failure. It will be different when one has low self-confidence. However, just having high self-confidence is not enough to make someone have good speaking skills. One needs other aspects that our speaking skills can improve such as mastering vocabulary, having good pronunciation, being able to speak fluently, etc.

Based on the researcher's experience as a student majoring in English, the researcher often sees that when students make presentations in English in front of the entire class, they often feel nervous and not confident when communicating in real situations or daily communication. This nervousness may be caused by a loss of self-confidence caused by several factors, including fear of mispronouncing some words, using inappropriate vocabulary, not being able to understand what someone is listening to, and so on.<sup>10</sup> Sometimes the idea or message cannot be conveyed to other people, this is due to the pronunciation error. As a result, other students and lecturers were confused. Here are some of the mispronunciations of English words that the researcher often found. For example, “*delete*” [dɪ'li:t/] it's often a student pronounced it [d-let] which should be pronounced [d-lit]. Word “*mosque*” [mɒsk/] were frequently pronounced [moskyu]. The proper way to pronounce this was [mosk]. Word “*answer*” [ˈɑːnsə(r)/] was often pronounced [an-swr]. The proper pronunciation was [ansr]. Word “*often*” [ˈɒfn/] was pronounced [often]. The proper pronunciation was [off-en]. And there were even more examples of other mispronounced English words.

In light of what was missed in the previous research, this research aims to analyze the influence between variables studied. Thus, the purpose of the present research aimed at analyzing pronunciation and self-confidence on their speaking ability at the fourth semester students of English education department UIN Walisongo, Semarang in the academic year of 2019/2020.

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<sup>10</sup>H. Tunçel, “The Relationship between Self-Confidence and Learning Turkish as a Foreign Language”. *Educational Research and Reviews*, (Vol. 10, No. 18, 2015), 2575-2589.

## **B. Research Questions**

Based on the background of the research above, the problems of the research are as follows:

1. How are the students' pronunciation, self-confidence, and speaking abilities at the fourth semester of the English education department UIN Walisongo Semarang in the academic year 2019/2020 ?
2. How is the influence of students' pronunciation on their speaking ability at the fourth semester English education department UIN Walisongo Semarang in the academic year 2019/2020?
3. How is the influence of students' self-confidence on their speaking ability at the fourth semester English education department UIN Walisongo Semarang in the academic year 2019/2020?
4. How are the influence of students' pronunciation and self-confidence on their speaking ability at the fourth semester English education department UIN Walisongo Semarang in the academic year 2019/2020?

## **C. Objective of the Research**

According to the research question, the objectives of this research can be stated as follow :

1. To analyze students' pronunciation, self-confidence, and speaking ability at the fourth semester of English education department UIN Walisongo Semarang in the academic year 2019/2020.
2. To analyze the influence of students' pronunciation toward their speaking ability at the fourth semester English education department UIN Walisongo Semarang in the academic year 2019/2020.
3. To analyze the influence of students' self-confidence toward their speaking ability at the fourth semester English education department UIN Walisongo Semarang in the academic year 2019/2020.
4. To analyze the influence of students' pronunciation and self-confidence toward their speaking ability at the fourth semester English education department UIN Walisongo Semarang in the academic year 2019/2020.

#### **D. Reason for choosing the topic**

1. Understanding pronunciation is one of the basic requirements for student competence in speaking.
2. Realizing that having high self-confidence is an important thing for someone to have when speaking.
3. The researcher was curious about the influence of students' pronunciation and self-confidence on their speaking ability.
4. Most students are unable to communicate effectively due to a lack of knowledge on how to pronounce words correctly, as well as a lack of self-confidence.
5. The findings of this research can support lecturers and students in the process of teaching and learning.

#### **E. Scope and Limitation of the Research**

The scope of the research is limited to the subject and object being investigated.

##### **1. Subject**

The subjects of this research were fourth-semester students majoring in English for the 2019/2020 academic year.

##### **2. Object**

The object of this research is how the students' pronunciation and students' self-confidence on their speaking ability. The researcher then analyzes the students' pronunciation on their speaking ability, students' self-confidence on their speaking ability, as well as students' pronunciation and students' self-confidence on their speaking ability in fourth-semester students of the English education department at UIN Walisongo Semarang in the 2019/2020 academic year.



## **F. Pedagogical Significance**

The researcher expects that this research will have many advantages in the field of knowledge and for people who want to be a member of an educational institution. Furthermore, all participants can benefit from this research. The researcher divides the significances into two types below :

### 1. Theoretically

The researcher hopes that the research's findings will give additional information to the readers. They will know more about the influence of students' pronunciation and self-confidence on their speaking ability.

### 2. Practically

#### a. The English lecturer and students

The researcher expects that this finding of this research expects to broaden their understanding and their ability to teaching-learning pronunciation on speaking.

#### b. The researcher

The researcher will gain precious experiences in the future as an English teacher. Furthermore, the findings can be used to enhance the researcher's knowledge and ability to teach English.

#### c. The other researcher

The researcher hopes that the results of this study can be a reference for other researchers to conduct new research in the future.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter contained a literature review, some previous research, conceptual framework, and research hypothesis.

#### A. Literature Review

##### 1. Speaking

###### a. The Concept of Speaking

Speaking is one of the linguistic abilities used in everyday life that involves two or more people communicating by expanding and providing a variety of ideas in various contexts using verbal and nonverbal symbols. Cameron explained that speaking refers to the active use of language that someone uses to convey the meaning of their conversation. According to that definition, speaking is the production of speech in order to express meaning. A good speech comes from both the speaker and the listener. Both need each other to make a conversation, a conversation commonly referred to as communication.<sup>11</sup> By using language all our goals in communicating will be conveyed to the fullest. The purpose of speaking is to convey our meaning correctly. Speaking a foreign language, particularly English will help students understand how the world is improving. English is an essential part, not only in schools but also in all parts of the world. English has evolved into the world's universal language. Speaking English requires several aspects, pronunciation, vocabulary, grammar, etc.

Nunan (as cited in Rifqi) defines speaking as a method of conveying messages verbally in order to achieve clear communication for both transactional and interpersonal objectives.<sup>12</sup> Alimi (as cited in Muttaqin) also contends that some people communicate in

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<sup>11</sup>Lynne - Cameron. "Teaching Languages To Young Learners", (Cambridge: CambridgeUniversity Press,2001), p. 40

<sup>12</sup> Rifqi Aziz Hidayat, et.al., "The Effect of Photovoice on Speaking Skill At The Secondary School Level", *Vision: Journal for Language And Foreign Language Learning*, (Vol. 8, No.2, 2018)

transactional and interpersonal processes to meet their personal needs. Talking here is the main skill for getting a good and meaningful interaction. Of course, it requires more than just confidence but how to communicate clearly by showing a good attitude, adequate facial expressions, and good gestures.<sup>13</sup> Therefore, speaking is claimed to be a productive skill that includes many components.

According to the preceding description, speaking is a communication technique that employs both verbal and nonverbal symbols in various contexts. Speaking becomes a key technique for communicating and creating meaning, speaking also becomes an active language used to convey meaning through communication. In order to communicate, a speaker must be accompanied by a listener pair. The purpose of speaking is to convey our meaning correctly. Communication will be made instantaneously by using language while speaking.

#### **b. The Aspect of Speaking**

Learning and mastering speaking skills is an essential aspect of a language. Speaking is a sound in language to convey a speaker's knowledge, thoughts, or feelings to the listener until it is understood.<sup>14</sup> Therefore, speakers must choose the correct language expressions according to the popularity and acceptance of native speakers. Pronunciation, intonation, and facial expressions help communicate the meaning of the message being conveyed by the speaker. Tuan and Mai (as cited in Lalu Bohari) explain that many elements influence students' speaking abilities, including motivation to speak, topical knowledge, instructor feedback during speaking activities, confidence, pressure to do well, and preparation time.<sup>15</sup>

Nunan said that speaking involves three fields of science: The

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<sup>13</sup>Muhammad Zayyinul Muttaqin, "Enhancing Speaking Skill in The Material of Remedial Learning Through Community Language Learning in SMP Multazam Semarang", *Vision: Journal for Language and Foreign Language Learning*, (Vol.8, No.1, 2019)

<sup>14</sup>Lai-Mei Leong and Seyedeh Masoumeh, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of Research in English Education*, (Vol. 2, No. 1, 2017), p. 34-41

<sup>15</sup>Lalu Bohari, "Improving Speaking Skills Through Small Group Discussion at Eleventh Grade Students of Sma Plus Munirul Arifin Nwpraya", *Journal of Languages and Language Teaching*, (Vol. 7, No.1, 2019)

first is mechanics (pronunciation, grammar, and vocabulary) which employs the correct words in the correct phrases with the correct pronunciation. The second is the function (transactions and interactions) which knows when communication clarity is critical (transactions) and when proper understanding is not required (interactions). The third is social, cultural rules and norms (turn-taking, speech rate, the duration of the gap between speakers, participant role relatives) that understand how to consider who is conversing with whom, under what conditions, concerning what, and for what cause.<sup>16</sup> So it can be concluded that speaking is a productive skill for construct meaning that involves producing, receive, process information, and express ideas for specific listeners' pronunciation, vocabulary, and individual voice grammar.

Harris (as cited in Kritaya) stated five components of speaking competence, all of which have their assessment criteria. The first component is pronunciation or accent, the criteria range from pronunciation that cannot make the listener understand to a level that speakers, as well as native speakers, can pronounce. Therefore, it is important to improve pronunciation skills to provide very obvious words or utterances that will make other people easy to understand. The second component is grammar, the criteria range from a level that cannot be understood by using the wrong grammar to a level where the speaker can correct the use of grammar correctly. The third component is vocabulary, the criteria range from the level of not knowing the word to the degree to which speakers can use the equivalent vocabulary, phrases, and idioms of native speakers. The fourth component is fluency. The criteria range from the level of not being able to use English to send messages or convey meaning to the audience to the level where the speaker can communicate to all listeners without problems. The fifth component is comprehension. The criteria range from being unable to use English to

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<sup>16</sup> Nunan and David, *Language Teaching Methodology: A Textbook for Teachers*, (New York: Prentice-Hall, 1998)

send messages or convey meaning to the audience to being able to communicate with all listeners without difficulty.<sup>17</sup>

It is possible to deduce that several factors affect speaking ability but all of these can be supported by mastery of speaking aspects. To master speaking skills, a person must master and pay attention to all aspects of speaking, including pronunciation, vocabulary, grammar, fluency, and comprehension. For example, if we master pronunciation, we will be able to speak English clearly and professionally in every word we pronounce. The same can be used for other aspects in order to master all aspects of speaking that have been described above.

### **c. The Problems of Speaking**

There are several problems that students face when speaking English. The problem can be caused by internal or external factors. There are several problems in getting students to speak in class as follows:

#### 1) Inhibition

Students are often hampered from trying to say something in a foreign language. They are afraid of making mistakes: fearful of criticism or just shy of the attention-grabbing of what they are talking about.

#### 2) Nothing to say

Students are at a loss for words since they have no reason in order to express themselves other than a guilty sensation that they should be speaking.

#### 3) Participation is low or uneven.

Only one participant can talk if she or he is to be heard; and in a large group, each participant will have only very little talking time. This problem is exacerbated by certain students' proclivity to dominate, while others talk very little or not at all.

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<sup>17</sup>Kritaya Sukprasert et.al., "English for Communications: Strategy for Human Resource Development in the Borderless World", *The International Journals of Humanities and Social Studies*, (Vol.7, Issue.8, 2019)

4) Mother - tongue used

Some students have the same mother language and may prefer to utilize it since it is easier. They find it strange to converse in a foreign language with one another. They, too, believe it is challenging.

**d. Teaching and Learning Speaking**

Speaking is an essential aspect of learning and as a second language English teaching. The primary goal of learning a language is its important role in students' intellectual and emotional development as well as supporting success in learning other subjects. In addition, Nafy Annury explained that the primary goal in teaching productive speaking skills is oral fluency which can communicate effectively, spontaneously, accurately, and without hesitation. Students will progress from a basic stage in which they just imitate models or respond to prompts to a stage in which they can utilize language to convey their own ideas effectively.<sup>18</sup>

In the process of learning English, a teacher should have a high level of competence because the teacher is a guide for each student so that he can be a good role model. In addition, one of the most crucial parts of the teaching process is creativity. A teacher must have good creativity in elaborating materials, media, and strategies in the learning process.<sup>19</sup> For example, a teacher makes the teaching and learning process as interesting as possible in order to help students understand the material easily in class. This can make students pleased and successful in the learning process. There are four approaches that a teacher can employ to utilize the classroom atmosphere as a social context of English in order to enhance students' speaking skills, namely:

1) Using English to manage the classroom.

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<sup>18</sup> Muhammad Nafi Annury, "The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department", *Register Journal*, (Vol 6, No 2, 2013), p. 207

<sup>19</sup> Anton Setiawan, Ahmad Munir, and Suhartono, "Creative Teachers in Teaching Speaking Performance", *Pedagogy Journal of English Language Teaching*, (Vol. 7, No. 2, 2019), p. 75

- 2) Using English as a teaching medium.
- 3) Using English in conversation or discussion sessions.
- 4) Through dialogue and role-playing about school experiences.<sup>20</sup>

Some of these approaches will make students think that they should try to speak English in class. Teachers must cultivate some effective habits to help students enhance their speaking skills in class, particularly during the process of teaching and learning. Because the system of learning to speak English must prioritize students' communication skills.

There are several strategies for teaching speaking to enhance students' speaking abilities according to Kayi:

- 1) Discussion

Discussions might take place for several reasons. Typically, the goal of their discussion group is to reach a conclusion, share thoughts about an event, or discover a solution.

- 2) Role Play

Role-playing is another approach to persuade students to talk.

- 3) Simulation

Simulations are extremely similar to role-playing games; nevertheless, simulations are more intricate than role-playing games. Students can bring items to class to create a realistic setting in the simulation.

- 4) Information Gap

Students are expected to work in pairs for this assignment. One student will have information that the other pair does not, and the two will communicate it. Information Gap activities can be used for a variety of objectives, including problem-solving and information collection.

- 5) Brainstorming

Students can develop ideas on a certain topic in a restricted amount of time.

6) Storytelling

Students can either recount a story or stories they have previously heard from others, or they can develop their own experiences to share with their classmates.

7) Interview

Students can organize interviews with a range of people on specific topics. Teachers should provide students with rubrics so that they know what types of questions to ask and which path to take.

8) Story Completion

This is a fun whole-class free-discussion activity in which students sit in a circle and talk freely.<sup>21</sup>

Because learning strategies are one of the aspects that determine the success of learning, teachers are required to have an adequate understanding and be able to apply various strategies in learning speaking skills. The learning strategy chosen by a teacher must be capable of providing the widest opportunity for students to practice speaking, not just learning about language. The right learning strategy will certainly be able to enhance students' speaking abilities.

**e. The Assessing of Speaking**

In the realm of teaching and learning, assessment is often seen as an important part. This is because the assessment aims to determine the success of teaching and learning activities. Researchers used performance appraisals to assess students' speaking skills. This performance appraisal is assessed using a speaking assessment rubric. From the speaking assessment rubric, the researcher can determine the different proficiency levels. Because it is based on a descriptive scale, scoring rubrics can support the evaluation of the degree to which the criteria were met. Likewise, the feedback given is very important because it can assist students in enhancing their performance in the

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<sup>21</sup> Nisya Anizar, "Teachers' Strategies In Teaching Speaking At Smp Negeri 18 Medan", *Jurnal Edulingua*, (Vol 6, No.2, 2019), p. 2



future.<sup>22</sup>

According to Galloway, these are some measures for people who successfully communicate orally, namely the ability to attentively articulate the phonological features of the language, mastery of stress patterns, rhythm, and intonation, an adequate and acceptable level of fluency, skills in the sense of negotiation, conversation listening skills, abilities in recognizing and negotiating discussion goals, using the right formulas and conversation filters, skills in managing interactions, ability to take both short and extended speaking turns, transactional and interpersonal skills.

The method used by researchers to assess speaking skills is a structured approach. In this approach students are requested to perform an oral communication task then the performance of the task is evaluated. Students can perform one by one. The objective of this speaking assessment is to discover whether students have the ability to interact well with the speaking aspects of the language. The speaking test should focus on a topic that all students can easily talk about or at least they should be given the opportunity to gather information on that topic. To provide significant feedback for improving student performance in the future, the researcher chose an analytic rubric. This will assess various aspects of student performance: pronunciation, vocabulary, grammar, fluency, and comprehension. The following is the performance criteria and speaking assessment rubric of Arthur Hughes that the researcher has adopted.

**Proficiency Descriptions :**

- 1) Pronunciation or accent : Pronunciation frequently unintelligible  
(1), Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition (2), Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or

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<sup>22</sup> Paul Robertson, Made Frida Yulia, "Using Performance Assessment with EFL Learners in Pronunciation Class", *Asian EFL Journal*, (Vol. 20, Issue 1, 2018), p.47-56

vocabulary (3), Marked foreign accent and occasional mispronunciations which do not interfere with understanding (4), No conspicuous mispronunciations, but would not be taken for a native speaker (5), Native pronunciation, with no trace of foreign accent (6).

- 2) Grammar : Grammar is almost entirely inaccurate except in stock phrases (1), Constant errors are showing control of very few major patterns and frequently preventing communication (2), Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding (3), Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding (4), Few errors, with no patterns of failure (5), No more than two errors during the performance (6).
- 3) Vocabulary : Vocabulary is inadequate for even the simplest conversation (1), Vocabulary limited to basic personal and survival areas (2), Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics (3), Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any nontechnical subject with some circumlocutions (4), Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations (5), Vocabulary is apparently as accurate and extensive as that of an educated native speaker (6).
- 4) Fluency : Speech is so halting and fragmentary that conversation is virtually impossible (1), Speech is very slow and uneven except for short or routine sentences (2), Speech is frequently hesitant and jerky; sentences may be left uncompleted (3), Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words (4), Speech is effortless and smooth but perceptively non-native in speed and evenness (5), Speech on all professional and general topics as effortless and smooth as a native speaker's (6).

5) Comprehension : Understands too little for the simplest type of conversation (1), Understands only slow, very simple speech on the common social and touristic topic, requires constant repetition and rephrasing (2), Understands careful, somewhat simplified speech when engaged in dialogue but may require considerable repetition and rephrasing (3), Understands quite well normal educated speech when engaged in dialogue but requires occasional repetition or rephrasing (4), Understands everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid or slurred speech (5), Understands everything in both formal and colloquial speech to be expected of an educated native speaker (6).<sup>23</sup>

## **2. Pronunciation**

### **a. The Concept of Pronunciation**

Pourhosein Gilakjani defines that pronunciation as a way of producing a sound that is utilized to convey a meaning when the speaker speaks. Pourhosein Gilakjani also considers pronunciation as an important part of communication that must be generalized such as vocabulary, grammar, reading, writing, and speaking. Pronunciation involves the consonants and vowels of the language, features of speech namely stress, timing, intonation, rhythm, expressions, and how sounds are described. Everything about pronunciation works together when the speaker is speaking so a problem in one part can affect another and this can affect how easy or difficult it is to understand someone's pronunciation. Fraser (as cited in Abbas) states that comprehensible pronunciation causes messages to be easily conveyed in spoken communication even if the speaker does not have sufficient grammar or vocabulary knowledge; while incomprehensible pronunciation can make messages incomprehensible and can lead to misunderstandings even though the speaker may have a good

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<sup>23</sup> Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 1989)

knowledge of grammar and vocabulary.<sup>24</sup> Therefore, pronunciation is one of the aspects that must be mastered by an English learner, particularly speaking abilities.

Pronunciation is a key aspect in developing oral skills because one of the micro-skills of speaking is pronunciation.<sup>25</sup> Students must comprehend it in order to have effective communication abilities. Competent speakers give the correct pronunciation, but this competency can (and should) be practiced in non-native speakers.<sup>26</sup> Pronounced acceptable and can be understood According to James (as cited in Nanda) based on levels, namely:

- 1) Level 1: What the speaker says can not be understood by everyone. The speaker uses an incorrect voice when organizing English words and sentences. If the speaker's pronunciation is below this level, he will be unable to converse without regard for his grammatical and lexical knowledge.
- 2) Level 2: People can understand what the speaker is saying, but his pronunciation is difficult to listen to since he has a weird and thick accent. This will affect the understanding of the listener.
- 3) Level 3: What the speaker says is understood because he has a clear and good accent.

Therefore, the thing that shapes pronunciation is acceptable when others can understand what we are talking about.<sup>27</sup>

Joan Morley and Celce-Murcia argue that understandable pronunciation is an important component of oral communication. Even when students produce slight inaccuracies in grammar and vocabulary, they are more likely to communicate effectively when

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<sup>24</sup> Abbas Pourhosein Gilakjani et.al., "A Survey Study of Factors Influencing Iranian Efl Learners' English Pronunciation Learning", *International Journal of Research in English Education (IJREE)*, (Iran, 2020).

<sup>25</sup> Winda Safitri1 - Aryuliva Adnan, "Teaching Pronunciation to First Year of Junior High School Students Through Children English Song", *Journal of English Language Teaching*, (Vol. 7, No.1, 2018)

<sup>26</sup> Raees Calafato, "The Non-Native Speaker Teacher As Proficient Multilingual: A Critical Review of Research From 2009-2018", *Lingua Science Direct*, (2019)

<sup>27</sup> Nanda Chandra Nugraha -Abdul Gafur Dami Amiseno, "A Need Analysis For The Development of English Vocabulary and Pronunciation E-Books for SMA/MA Students", *Advances In Social Science, Education And Humanities Research*, (Vol. 353, 2019)

they use proper pronunciation and intonation. Therefore, the most important thing for English speakers is that they can accomplish 3 things; the first is clarity, which means that the speaker generates sound patterns that are recognized as English, the second is comprehensibility, which means that the listener can understand the significance of what is being said, the third is interpretability, which means that the listener can understand the meaning of what the speaker is talking about.<sup>28</sup> Because pronunciation is the most highlighted thing by someone about English and uses a different sound from the original language, and students must recognize and pronounce it. Because students with good English pronunciation are more likely to be understood even if they make mistakes in other areas, whereas students with poor pronunciation will not be understood even if their grammar is great. Here, the brief concept of pronunciation is as follow:

**Table 2.1**

**The Pronunciation Concept**

Variable	Aspect
Students' Pronunciation (X1)	1. Vowel Sound
	2. Diphthong
	3. Consonant Sound
	4. Stress Word

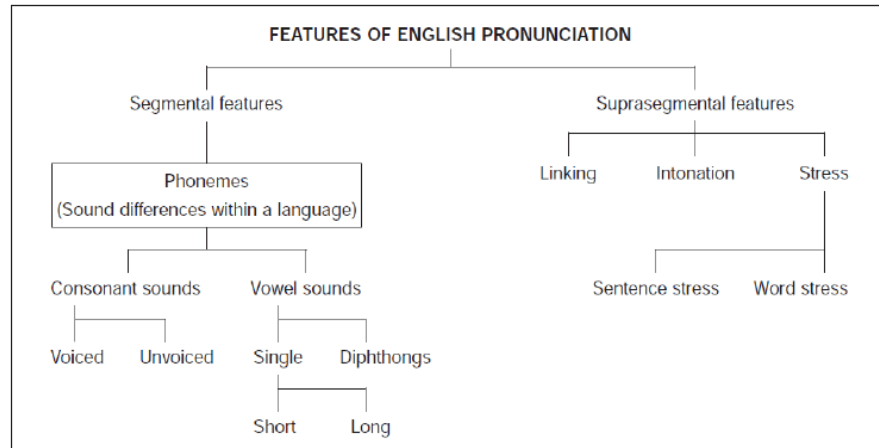
Based on the explanation above, it is important to know pronunciations' aspect. The student must know and understand those aspect to make their good pronouncing in speaking.

**b. The Features of Pronunciation**

English pronunciation has two main features which consist of segmental and suprasegmental features. The chart below describes the main features of pronunciation.

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<sup>28</sup> Tri Rahayu Mulyaningsih, "An Analysis of Factors Influencing Students' English Pronunciation Ability", *Thesis of IAIN Curup*, (2019)



**Figure 2.1: Features of English pronunciation according to Burns.<sup>29</sup>**

From the picture above, there are several explanations about each part. At the micro level, segmental features are related to sounds which refer to sound units arranged sequentially which include different sounds in a language or commonly called phonemes. Phonemes consist of vowels and consonants. Vowels are described as sounds that do not obstruct the part of air from the larynx to the lips.<sup>30</sup> Kelly (as cited in Ambalegin) explains that based on the existing articulation characteristics, There are three kinds of vowel sounds, namely closed vowels (/ i: /, / ɪ /, / ʊ /, and / u: /), middle vowel sounds (/ e /, / ə /, / ɜ: /, and / ɔ: /), and the open vowel sound (/ æ /, / ʌ /, / ɑ: /, and / ɒ /). Kelly also states that diphthong is a mixture of two vowel sounds. Diphthong sounds are categorized into three types based on their articulation characteristics: the centering diphthong (/ ɪə /, / ʊə /, and / eə /), the closing diphthong ending with / ɪ / (/ eɪ /, / ɔɪ /, and / aɪ /), and the closing diphthong that ends with / ʊ / (/ əʊ / and / aʊ /). It has been explained by McMahon that a vowel which is pointed as long is indicated by the symbol [:] and a short vowel sound. Whereas consonants are speech sounds made when there is obstruction of all or part of the air in the

<sup>29</sup> Anne Burns and Stephanie, “Clearly Speaking Pronunciation in Action for Teachers”, (Australia: AMEP, 2003), p.6

<sup>30</sup> Peter Roach, “English Phonetics and Phonology”, (United Kingdom: Cambridge University Press, 2009), p. 21

mouth. In the British English sound system there are 24 consonants in which there are 15 voiced consonants (/ b /, / d /, / dʒ /, / g /, / v /, / ð /, / z /, / ʒ /, / m /, / n /, / ŋ /, / l /, / r /, / w /, and / j /) and nine voiceless consonants (/ p /, / t /, / tʃ /, / k /, / f /, / θ /, / s /, / ʃ /, and / h /).<sup>31</sup> The table below is a breakdown of consonants and vowels along with examples.

Vowels		Diphthongs		Consonants			
i:	<u>bead</u>	eɪ	<u>cake</u>	<b>p</b>	<u>pin</u>	<b>s</b>	<u>sue</u>
ɪ	<u>hit</u>	ɔɪ	<u>toy</u>	<b>b</b>	<u>bin</u>	<b>z</b>	<u>zoo</u>
ʊ	<u>book</u>	aɪ	<u>high</u>	<b>t</b>	<u>to</u>	<b>ʃ</b>	<u>she</u>
u:	<u>food</u>	ɪə	<u>beer</u>	<b>d</b>	<u>do</u>	<b>ʒ</b>	<u>measure</u>
e	<u>left</u>	ʊə	<u>fewer</u>	<b>k</b>	<u>cot</u>	<b>h</b>	<u>hello</u>
ə	<u>about</u>	eə	<u>where</u>	<b>g</b>	<u>got</u>	<b>m</b>	<u>more</u>
ɜ:	<u>shirt</u>	əʊ	<u>go</u>	<b>tʃ</b>	<u>church</u>	<b>n</b>	<u>no</u>
ɔ:	<u>call</u>	aʊ	<u>house</u>	<b>dʒ</b>	<u>judge</u>	<b>ŋ</b>	<u>sing</u>
æ	<u>hat</u>			<b>f</b>	<u>fan</u>	<b>l</b>	<u>live</u>
ʌ	<u>run</u>			<b>v</b>	<u>van</u>	<b>r</b>	<u>red</u>
ɑ:	<u>far</u>			<b>θ</b>	<u>think</u>	<b>j</b>	<u>yes</u>
ɒ	<u>dog</u>			<b>ð</b>	<u>the</u>	<b>w</b>	<u>wood</u>

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

**Figure 2.2 : The example of vowel, diphthong, and consonant according to Gerald Kelly.<sup>32</sup>**

Suprasegmental features associated with sound at the macro level refer to linking, intonation, and stress that always accompany the production of segmental features. Linking, intonation, and stress are all important features of suprasegmental.

- 1) Linking is the process of combining the end sound of one word with the start sound of the next word. Connecting consonants to vowels, consonants to consonants, and vowels to vowels is a way to connect a speech.
- 2) Intonation is defined as the variation that occurs in the pitch of the voice in the connected utterances.
- 3) Stress refers to the superiority given to the prominence accorded to

<sup>31</sup> Ambalegin–TomiArianto, “English Vowels and Consonants Mispronunciation of the Seventh President of Republic of Indonesia in His Official English Speeches and Its Influencing Factors”, *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, (Vol.2 No.2, 2018)

<sup>32</sup> Gerald Kelly, “*How to Teach Pronunciation*”, (England: Pearson Education, 2000), p.1

specific words in an utterance. Where the emphasis is placed on the words and sentence.<sup>33</sup>

### c. The Difficulties of Pronunciation

According to Dalton and Seidlhofer (as cited in Masfa), students may have some difficulties in mastering pronunciation. These difficulties are influenced by several problems that arise from the student's personality. The first problem is the first language disorder which makes it difficult to pronounce the sounds of the target language because they are already familiar with the phonological system of their first language. The second problem is in phonological knowledge, students experience difficulties in the aspect of phonetic transcription where students are accustomed to pronouncing words according to the way they are written. The third problem is the students' lack of awareness to check the correct pronunciation in their dictionary.<sup>34</sup> This error usually cannot be separated from the language students use.

There are several problems in pronunciation according to Ramelan (as cited in Ian). First, certain sounds can be found in the prior language, were not found in the preceding language and foreign sounds which are completely new to students; for example, [tʃ] in "cheap", [dʒ] in "jewelry", [ð] in "feathers", [ʒ] in "size", and [ʃ] in "he" .; for example, [tʃ] in "cheap", [dʒ] in "jewelry", [ð] in "feathers", [ʒ] in "measure", and [ʃ] in "he". Second, in both languages, sounds have the same phonetic characteristics but are divided differently. In English, these stops occur at the pronunciation of the start, middle, and end positions. The words ending in b, d, and g in Indonesian are like the words for sebab, abad, grobag, but are pronounced as 'silent stops', namely [p], [t], and [k]. Therefore, Indonesian students usually do not differentiate between bed and bet, pig and pick, cab and cap. Third, the sounds are similar in the two languages with only minor phonetic differences; as in the word tea, he, and the chain. Fourth,

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<sup>33</sup> Ramelan, "English Phonetics", (Semarang: UPT UNNES Press, 1994), p. 22-23.

<sup>34</sup> Masfa Maiza , "An Analysis of Students' Pronunciation Errors", *Journal of English Education And Literature (JOEEL)*, (Vol. 1, No. 1, 2020)



sounds that have a similar quality in both languages can cause some learning problems if they happen in groups or order of sounds; such as the twelfth [twelveθ], world [wə: rld], and power [streŋθ].<sup>35</sup>

Therefore, to overcome the difficulties that arise in the process of pronunciation mastery students must always learn and practice regularly within a certain period so that students get used to correcting pronunciation. This means that if they rarely use and practice pronunciation, they will not have good pronunciation. Meanwhile, students who master English pronunciation well can speak English correctly and fluently.

#### **d. Teaching and Learning Pronunciation**

Pronunciation is one of the most striking challenges that English learners confront during their language learning process. According to James (as cited in Waheb), students' purpose of learning pronunciation is expected to have an accent like a native speaker.<sup>36</sup> Because accents that are too dissimilar from known standards can be confusing and it is recommended that students' accents come close to variations in standards. If the speaker has a heavy English accent, this can lead to a negative rating about his personality and competence. To learn English pronunciation students can see CNN International, BBC World News, or Sky News because these channels allow one to hear a wide range of people from Germany, France, and other English-speaking nations. All of those channels have appropriate pronunciation, which may aid in the process of pronunciation comprehension. It's the responsibility of the EFL teacher to show new sounds, words, sentences, phrases and arrange material that's suitable for understanding the pronunciation in their class. The English for Language teachers must find new methods to point out, practice, and supply feedback on English pronunciation that's appropriate for

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<sup>35</sup> Ian Antaris –Fikriani Aminun Omolu, “Factors Affecting Pronunciation Difficulties of 8<sup>th</sup> grade Students of MTSN Palu Barat”, *Journal of Foreign Language and Educational Research*, (Vol. 2, No. 2, 2019)

<sup>36</sup> Waheeb S. Albiladi, “Teaching English Pronunciation Revisited: The Challenges of Teaching EFL in Non-English-Speaking Countries”, *European Journal of Foreign Language Teaching*, (Vol. 4, Issue. 3, 2019)

college kids to find out English pronunciation easily and effectively. There are some suggestions for EFL teachers to help students enhance their pronunciation. The EFL teachers must speak slowly and clearly in their pronunciation class and they must make sure their students that their pronunciation is understandable because this can help students improve their pronunciation by listening to them carefully. Teachers must teach their students that speaking slowly with the proper pronunciation is far better than speaking fast with incorrect pronunciation. The learners must recognize that understanding is more essential than the speed of speech.

Marla mentioned in her book that to teach pronunciation correctly and effectively, the teacher must do several ways. First, find out the pronunciation information. Such as, how the speaker's mouth moves when producing language sounds, as well as how words, rhythm, connected speech, and intonation work together. Second, understand and anticipate the various types of barriers that students may experience with pronunciation and why they occur. Third, know how to teach pronunciation to students, adjust their methods according to their needs, and help them practice efficiently to overcome any obstacles they might face. Fourth, use various ways of learning pronunciation to help students understand and remember better. Fifth, teach students that speaking slowly with proper pronunciation is much better than speaking quickly with incorrect pronunciation. The students must recognize that understanding is more essential than speaking quickly. Sixth, combining pronunciation with oral communication, namely a communicative approach to pronunciation instruction, can communicate effectively and easily to understand with native speakers. Seventh, concentrate on meaningful communication practices. One effective method is to develop a technique to better integrate pronunciation lessons with other instructional components. Eighth, pay close attention to listening

instructions that focus on pronunciation.<sup>37</sup> As stated by Gilbert (as cited in Abbas), there is a close association between pronunciation and listening comprehension. If the speaker cannot be understood, they are disconnected from the conversation with native speakers.<sup>38</sup> As a result, teachers must establish attainable goals that are appropriate for their students' communication needs. They have to set an example on how to pronounce words correctly, provide feedback to their students, and gradually train them to enhance their pronunciation.

#### e. **The Assessing of Pronunciation**

Assessment is defined as a long process for determining student outcomes in the learning process. Ensure that students have enough opportunities to achieve these results; collect, analyze, and interpret data from students in a systematic manner to determine how effectively their learning corresponds to teacher expectations and the data can be used to better understand and improve student learning.<sup>39</sup>

Broughton explained that the sound system's structure involves not only segmental features, namely vowels and consonants sounds, but also suprasegmental features, namely stress, intonation, and others. This means that the pronunciation is made up of segmental and suprasegmental features. Segmental features consist of vowels and consonants sounds. Suprasegmental features consist of stress, pitch, intonation, and linking.<sup>40</sup>

According to the theories presented above, there are many aspects used to assess pronunciation. Namely vowels, consonants, stress, intonation, linking, pitch, and others. Because this research focused on pronunciation per word, the researcher focused on three aspects of pronunciation assessment, namely stress, vowels, and consonants.

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<sup>37</sup> Marla Tritch Yoshida, *Beyond Repeat After Me: Teaching Pronunciation To English Learners*, (California: Tesol Press, 2016)

<sup>38</sup> Pourhossein Gilakjani, "English Pronunciation Instruction: Views and Recommendations", *Journal of Language Teaching And Research*, (Iran, 2017)

<sup>39</sup> Linda, Suskie and Banta, *Assessing Students Learning: A Common Sense Guide*, (United State of America: Josey Bass a Wiley Imprint, 2009), p. 4

<sup>40</sup> Broughton, Geoffrey, Christopher Brumfit, Roger Flavell, Peter Hill, and Anita Pincas, *Teaching English as a Foreign Language*, (New York: Routledge, 1980), p. 52

One of the assessing pronunciations from Dauglass Brown used by the researcher is as following in table 2.2.

**Table 2.2**

**The Rating Sheet Score of Students' Pronunciation Skill**

No	Aspect	Rating Score	Comments
1	Vowel Sound	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words harder understanding
2	Diphthong	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words harder understanding
3	Consonant Sound	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words

			harder understanding
4	Stress	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words harder understanding

### 3. Self-Confidence

#### a. The Concept of Self-Confidence

Suratno and Hutabarat (as cited in Iin) explain that self-confidence is required for self-esteem and self-satisfaction in one's abilities and appearance in order to become more proficient and even productive in all aspects of life.<sup>41</sup> To build self-confidence, students need to prepare provisions to actualize themselves according to Hendriana (as cited in Iful).<sup>42</sup> Self-confidence is also defined as an evaluation or overall assessment of individuals about themselves. Whether they approve or disapprove of themselves. It is meant as a person's feelings about himself or his own worth. This means that someone who is confident and able to face words, including the belief that they will succeed or fail. Nadiah Ma'mun emphasizes that self-confidence is a sense of self-esteem that a person has for himself.<sup>43</sup>

Students can be categorized as having high self-confidence if they can control their emotions in every condition, can solve problems calmly and calmly, face life positively, and have the ability to

<sup>41</sup> Iin Seftiani, et.al., "The Correlation Between Students' Self-Confidence And Speaking Ability At Tenth Grade Students of Sman 5 Kabupaten Tangerang in Academic Year 2018/2019", *Jurnal Ilmu Pendidikan dan Ilmu Sosial (JIPIS)*, (Vol. 27, No. 1, 2018)

<sup>42</sup> Iful Rahmawati Mega - Dody Sugiarto, "Speaking Skills in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students", *Journal of Second Language Teaching and Learning*, (Vol. 5, No. 2, 2020)

<sup>43</sup> Nadiah, et.al., "The Students' Self-Confidence in Public Speaking", *Journal of English Linguistics, Literature, and Education, UIN Walisongo Semarang*, (Vol.1, No.1, 2019)

socialize and communicate with their environment. As for those who have low self-confidence, they feel uncomfortable with busy situations, they expect to fail when they get a lot of problems or mistakes, are helpless, fear failure, lack skills in social communication, and face problems negatively. They cannot solve their problems or mistakes in a positive way. So that people who have low self-confidence feel afraid of the risks they will face in the future.

Murray and Lawrence (as cited in Gaya) define that self-confidence as a strong belief about a person's abilities and talents, meaning that if someone believes he is not worried about the results because they believe in his abilities and will do well. Self-confidence concerning to choices, motivation, perseverance, vulnerability and subjective expectations, ambitions, and ambitious patterns of self-action.<sup>44</sup> Therefore, a highly confident person is more probable to get positive and successful results. With a confident attitude, students believe in their abilities because they are goal-oriented and they are optimistic that they will achieve their objectives and expectations. However, self-confidence is different in all aspects of someone's life. A person may be incredibly confident in one part of their life but not so confident in another. This may happen.

#### **b. Self-Confidence in Speaking**

One of the factors that play an essential role for students to communicate with speaking skills is self-confidence because it can provide enthusiasm, courage, and stimulation to students. If students have high self-confidence, they will achieve the best performance in speaking skills fluently. If students have high and good self-confidence, they will achieve the best performance in speaking abilities. Therefore, self-confidence affects their abilities. McIntyre in Gürler (as cited in Roysmanto) says that self-confidence will be very influential when students communicate, especially in speaking English. In learning English, students are required to have high self-

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<sup>44</sup> Gaya Tridinanti, "The Correlation Between Speaking Anxiety, Self-Confidence, And Speaking Achievement Of Undergraduate EFL Students Of Private University In Palembang", *International Journal Of Education & Literacy Studies*, (Vol. 6, Issue. 4 Issn: 2202-9478, 2018)

confidence in understanding and improving four English language skills comprehensively. In another sense, self-confidence is considered an essential characteristic for initiating an action particularly for speaking. Because high self-confidence can have a positive correlation with oral performance.<sup>45</sup> Therefore, self-confidence is a very precious attribute in the social life of the person, without self-confidence it will cause a lot of problems for someone.

There has been a lot of literature that discusses the impact of student self-confidence in the process of learning. Norman and Hyland have long researched about the significance of self-confidence in which he found that student self-confidence as a barrier to student learning can affect student participation and progress. Yashima, Zenuk-Nishide, and Shimizu also studied the influence of attitudes and their desire for communication in a second language.<sup>46</sup> Their research reveals that self-confidence is an important factor that can encourage students' willingness to participate in oral communication and activities in the class. Their research also found that students with strong self-confidence are better at learning than students with low self-confidence.

Kayaoglu and Saglamel (as cited in Gaya) found several causes for someone not being confident in speaking a language, including First, linguistic difficulties such as lack of vocabulary, grammar understanding, and bad pronunciation. Second, cognitive challenges such as feeling afraid when unable to communicate, failing exams, mispronouncing, embarrassed to speak in front of others, and low self-confidence. Third, lack of understanding of native languages. Fourth, the role and competitiveness of teachers.<sup>47</sup>

### **c. The Assessing of Self-Confidence**

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<sup>45</sup> Roysmanto, "A Correlation Between Self-Confidence And The Students' Speaking Skill", *Research And Innovation In Language Learning*, (Vol. 1, No. 1, 2018)

<sup>46</sup> Omidullah Akbari, "Students' Self-Confidence and Its Impacts on Their Learning Process", *American International Journal of Social Science Research*, (Vol. 5, No. 1, 2020)

<sup>47</sup> Gaya Tridinanti, "The Correlation Between Speaking Anxiety, Self-Confidence, And Speaking Achievement Of Undergraduate Efl Students Of Private University In Palembang", *International Journal Of Education & Literacy Studies*, (Palembang, 2018)

Self-confidence in speaking is a positive attitude to convince oneself of the ability and self-confidence to do something effectively. To be a good speaker, students must have good self-confidence. Self-confidence helps them minimize nervousness and stuttering when speaking.

Self-confidence will result in a low or high assessment of themselves with other people. The researchers used a test questionnaire to provide an assessment of students' confidence. The researcher adopted three aspects to assess students' confidence when speaking as described by Griffiee. Griffiee explained that three aspects underlie self-confidence in speaking English. The first aspect of self-confidence assessment is ability. Abilities are defined as commands for grammar, vocabulary, and pronunciation. The researcher emphasized pronunciation. The second aspect of self-assessment is assurance. A guarantee is defined as feeling safe and comfortable in speaking English. The third aspect of self-confidence assessment is willing engagement. Willing engagement is defined as a person who likes to speak English like a native English speaker.<sup>48</sup>

The purpose of language teaching is to prepare students for a variety of language settings and uses, so not only on what part of the language they encounter but also on whether they understand the more general principles that underpin them. Both pronunciation and speaking are skills that must be mastered. Because the two are related. As we know that speaking ability is comprised of several aspects such as pronunciation, grammar, vocabulary, grammar, fluency, and comprehension. By using the correct pronunciation in speaking, communication will be created well. Pronunciation is the sound production that humans employ in communicating to make words meaningful to others. English pronunciation is the only thing that makes speaking difficult if we don't master it. Because written English doesn't need to be spoken and read aloud, there's no need to be embarrassed. And whether the shyness of having low pronunciation affects the students' self-confidence

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<sup>48</sup> Nutin Nasih, "The Correlation Between Self-Confidence And Speaking Performance of The Fourth Semester Students of English Department of University of Islam Malang", *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, (Vol. 14, No.11, 2019).



who speaks. From the theory above, the researcher assumed that students must have good pronunciation and speaking ability to have confidence in speaking. So, to develop interaction among people, one has to impart their speaking skills, combined with mastery of pronunciation, and build their self-confidence. Because, pronunciation is defined as the production of sound in communication and when students have poor pronunciation, they will become meaningless or communicate with others.

## **B. Previous Research**

The researcher presents previous research related to similar topics to develop the original analysis.

*First*, relevant research was conducted by Roysmanto, Language Learning Vol. 1 January 2018 pp.1-8 entitled “A Correlation Between Self-Confidence And The Students’ Speaking Skill”.<sup>49</sup> The purpose of the research conducted by Roysmanto was to determine whether or not there is a significant correlation between self-confidence and the students' speaking ability in the third grade at Swadaya Gunung Jati University in the 2014/2015 academic year. In his study, the population was from all the third grade at Swadaya Gunung Jati University in the 2014/2015 academic year. The total population in his research is 240 students. There were 40 students as a sample. There were questionnaires and interview instruments that the researcher used to collect the data. The researcher utilized Pearson product-moment correlations to determine the correlation between speaking skill and self-confidence. The finding of the research concluded that the hypothesis alternative is accepted. There was a significant correlation between self-confidence (X) and the students’ speaking skill (Y) at the third grade of the English Department of Swadaya Gunung Jati University Cirebon in the 2014/2015 academic year. My current research has similarities and differences with the previous research. Previous research discusses the correlation between self-confidence and the ability to speak, while my current research discusses a correlational study of students' pronunciation and self-

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<sup>49</sup> Roysmanto, “A Correlation Between Self-Confidence and the Students’ Speaking Skill”, *Research and Innovation in Language Learning*, (Vol. 1, No. 1, 2018), p.1-8

confidence on speaking ability. The similarity with previous research is the inclusion of self-confidence but I add one more object that was pronunciation. The previous research used two instruments to collect the data, namely interview and questionnaire. While my current research used three instruments, namely pronunciation test, questionnaire, and speaking test. The previous research used a correlation study and my current research also use a correlation study.

*Second*, Meylan GNA Sihombing researched by the title “The Correlation Between The Students’ Pronunciation Mastery And Their Ability In Speaking”.<sup>50</sup> The purpose of this study was to determine the relationship between students' pronunciation mastery and their speaking ability in eighth grade at SMPN 21 Bandar Lampung. There are two types of tests given, namely the pronunciation test and the speaking test. Speaking tests were utilized in the pronunciation exam, and each student was requested to read 50 item phrases and sentences in English. For the speaking test, each student was also required to read a two-paragraph text. The correlational research approach was used in this study. Data were analyzed using r- Product Moment. The result of r was 0.910. The p-value in 5% was 0.361 and in 1% was 0.463. As a consequence, the results revealed that there was a substantial correlation between the students' pronunciation mastery and their speaking ability of SMPN 12 Bandar Lampung grade eight students. According to the findings of the study, it was critical for both English teachers and students to recognize that one of the variables that contributed positively to the students' ability to speak was their pronunciation mastery. The similarity with previous research is the inclusion of student’s pronunciation but I add one more object, which is self-confidence. Both of the researches were used the correlation study. The purpose of the research is to find out whether there is a correlation or not between students’ pronunciation mastery and their speaking ability. While my current research aimed to identify the influence of students' pronunciation and self-confidence on their speaking ability. The previous research used two instruments, namely pronunciation, and speaking oral test.

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<sup>50</sup> Sihombing, Meylan GNA, "The Correlation Between The Students’ Pronunciation Mastery And Their Ability In Speaking," *International Conference On Education And Language (ICEL)*, (Vol. 2. 2014)

While my current research used three instruments, namely pronunciation test, questionnaire, and speaking test.

*Third*, Gaya Tridinanti conducted a research by the title “The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang”.<sup>51</sup> The objective of the research conducted by Gaya Tridinanti was to see if there was a substantial relationship between students' speaking anxiety, self-confidence, and speaking achievement. The population in this research included all fifth-semester students of the Study Program of English Language Education of a private University in Palembang in the 2017-2018 academic year. The researcher utilized convenience non-random sampling, thus 28 students participated in the speaking exam that the researcher provided. The prior study employed correlation research. The data were gathered by interviews evaluated by two raters and two questionnaires sent to fifth-semester students (n = 28) from an Indonesian Teacher and Training Faculty. Descriptive and correlational analyses were used to analyze the data. The findings showed that there was no substantial relationship between speaking anxiety and speaking achievement. Self-confidence shows a substantial correlation with speaking achievement (p = .01). Therefore, self-assured students do better. The similarity with previous research is the inclusion of students' self-confidence and speaking ability, but this study added speaking anxiety while I added student pronunciation to my research. Previous research and mine both use correlation studies. The purpose of the study was to determine whether or not there was a relationship between students' mastery of pronunciation and their speaking ability. While my current research aims to identify the influence of students' pronunciation and self-confidence on their speaking ability. Previous research only used two instruments, namely a pronunciation test and an oral test. Meanwhile, my current research uses three instruments, namely a pronunciation test, a questionnaire, and a speaking test. In determining the sample, previous studies used convenience non-random sampling, while my study used simple random sampling.

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<sup>51</sup> Gaya Tridinanti, “The Correlation Between Speaking Anxiety, Self-Confidence, And Speaking Achievement of Undergraduate EFL Students of Private University in Palembang”, *International Journal of Education & Literacy Studies*, Issn: 2202-9478, (2018)

*Fourth*, the research of Kardelen Kilinc & Ozgur Yildirim (2020) under the title “The Effects of Test Type, Pronunciation, and Proficiency Level on EFL”.<sup>52</sup> The purpose of the research was to see the effects of test type, pronunciation, and proficiency levels of the students on speaking test scores. The research included 147 Turkish EFL students from 38 beginning, 36 elementary, 37 pre-intermediate, and 36 intermediate levels. This research’s instrument comprised a 5-8 minute presentation in front of two raters, as well as a paired speaking exam meant to allow students to demonstrate their spontaneous performances. The instruments were used to determine the effects of two distinct types of tests on test scores. Both instruments were tested using the Paired Samples t-test to determine the effects of test type and bivariate regression to determine the percentage of pronunciation aspect on total scores. The findings revealed that, while there were no changes in total scores at the beginning level, the test type generated variations in the pronunciation, vocabulary, and relevance aspects of their speaking performances. Aside from the difference in accuracy, which resulted in a substantial difference in overall scores, similar results were obtained at the elementary level. The only significant variation was seen in pronunciation at the pre-intermediate level. In contrast, at the intermediate level, all variables, including total scores, were shown to be impacted by the test format, with the exception of fluency and pronunciation. The bivariate regression analysis indicated that the influence of the pronunciation subscore on total results is substantial at each level and test type.

*Fifth*, relevant research was conducted by Iful Rahmawati Mega under the title “The Contribution of Vocabulary Mastery And Students’ Self-Confidence toward Speaking Skill” (2018).<sup>53</sup> The purpose of this study was to demonstrate, both partially and concurrently, that there was a relationship between vocabulary mastery and students’ self-confidence on the speaking ability of first-semester STKIP Muhammadiyah Bangka Belitung PGSD Study Program students. This study employed tests to get data on vocabulary

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<sup>52</sup> Kardelen Kilinc and Ozgur Yildirim, “The Effects of Test Type, Pronunciation, and Proficiency Level on EFL”, *World Journal of Education*, (Vol. 10, No. 3, 2020)

<sup>53</sup> Iful Rahmawati Mega, “The Contribution of Vocabulary Mastery And Students’ Self-Confidence toward Speaking Skill”, *Edutainment Jurnal Ilmu Pendidikan Dan Kependidikan*, (Vol.6, No. 2, 2018)

mastery and speaking abilities, as well as a questionnaire to gather information on students' self-confidence. This research's population consisted of all first-semester students, with 50 individuals chosen at random as research samples. In this research, the data were analyzed using single correlation and multiple regression. The final results show that there was a positive relationship between vocabulary mastery and students' confidence in their speaking abilities, both partially and concurrently. According to the existence of this positive relationship, vocabulary mastery and students' self-confidence tend to improve or decline in tandem with students' speaking abilities. The similarity with previous research is the inclusion of students' self-confidence and speaking ability, but this study added vocabulary mastery while I added student pronunciation to my research. Previous research and mine both use correlation studies. The purpose of the study was to prove that there was a relationship between vocabulary mastery and students' self-confidence on the speaking ability. While my current research aimed to analyze students' pronunciation and self-confidence on their speaking ability. Previous research used vocabulary test, speaking test, and questionnaire. Meanwhile, my current research pronunciation test, a questionnaire, and a speaking test.

### **C. Conceptual Framework**

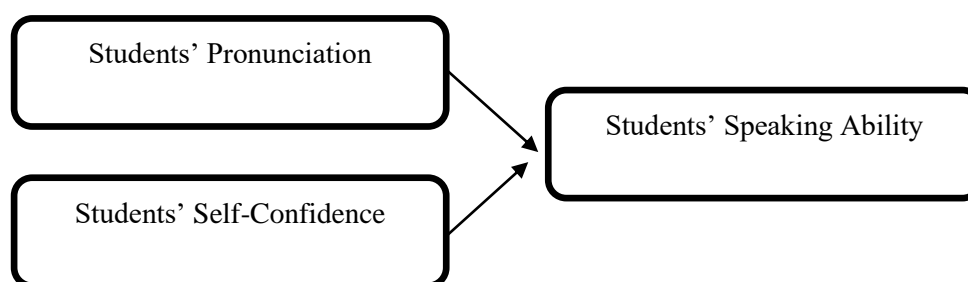
Based on several theories and previous studies that have been described above, it is necessary to conceptualize that one of the English learning skills that play an important role is speaking. Where speaking is influenced by many variables, including self-confidence and pronunciation. To obtain a good standard of communication, if the interlocutor understands well what is conveyed by the speaker as explained by Cameron in his theory. Speaking is an ability that must be mastered by students majoring in English. Often many students are still afraid to speak English in public for several reasons. It could be that they are afraid of being laughed at if they mispronounce the right words while speaking, and it may be that they feel nervous and so on.

Pronunciation is the way specific sounds and sounds are produced. Several pronunciation features that already exist in Burns' theory must be

mastered by students. Such as segmental features (phonemes consist of vowels, consonants, diphthong, etc) and suprasegmental features (linking, intonation, and stress). Although the fourth-semester students majoring in English education have studied phonology when they are in their first semester, they believe that pronouncing words correctly is not something easy. Therefore, understanding pronunciation is one of the basic competencies that students must have in speaking abilities. Because if there is a mispronunciation, it will change the way and the goal of communication. Therefore, pronunciation knowledge must be mastered by students to enhance their speaking abilities. In addition, high self-confidence is also important for students to have when speaking.

Self-confidence can be defined as feeling calm about what can be done and not worrying about what can't be done but always having a desire to learn. Many students experience nervousness when speaking because of several factors, those are lack of confidence in their abilities (ability), lack of comfort in speaking English (assurance), and lack of enthusiasm in speaking and learning English (willing engagement). As explained in Griffie's theory about the aspects of self-confidence when speaking. Therefore, one will never be able to practice English anywhere if one is too afraid to speak English. Therefore, it is very essential for students to have good confidence when speaking English.

The description of how this research was conducted is represented in the following figure :



*Figure 2.3: Conceptual Framework*

#### D. Hypothesis

Hypotheses are referred to as assumptions about something that are made to explain something that is often cut off to check.<sup>54</sup> More specifically, a hypothesis is a provisional assertion regarding the relationship between two or more variables. So it can be concluded that a hypothesis is a specific, testable prediction of what will happen in this research.

Based on the formulation of the problem above, the hypothesis that will be tested in this study can be formulated as follows:

1.  $H_0: P_{yx1} = 0$  (There was no influence of students' pronunciation on their speaking ability)  
 $H_i: P_{yx1} \neq 0$  (There was an influence of students' pronunciation on their speaking ability)
2.  $H_0: P_{yx2} = 0$  (There was no influence of students' self-confidence on their speaking ability)  
 $H_i: P_{yx2} \neq 0$  (There was an influence of students' self-confidence on their speaking ability)
3.  $H_0: r_{x12} = 0$  (There was no influence of students' pronunciation and self-confidence on their speaking ability)  
 $H_1: r_{x12} \neq 0$  (There was an influence of students' pronunciation and self-confidence on their speaking ability)

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<sup>54</sup> Sudjana, "*Metodestatistika*", (Bandung: Tarsito, 2005), p.219.

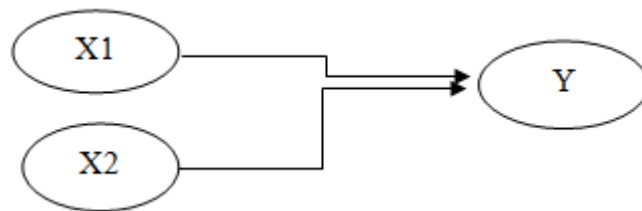
## CHAPTER III

### METHOD OF THE RESEARCH

The chapter consists of research design, the research setting, population and sample, variable and indicators, the instruments, data collection techniques, as well as data analysis techniques. Each of them is presented in the following discussion.

#### A. Research Design

The quantitative methodology was used to conduct this research, and the design was a correlational study designed by multiple regression. According to Creswell, the quantitative approach is a method of discovering knowledge by utilizing numerical data as a tool to analyze information concerning the information we want.<sup>55</sup> By collecting numerical data and showing statistical, mathematical, or computational techniques of correlation analysis, the degree of relationship between variables under study, expressed as a number indicated whether the variables under study were related or whether one can predict another. Then, the numerical data were used to analyze the influence of students' pronunciation and self-confidence toward their speaking ability at the fourth semester of English Education Department UIN Walisongo, Semarang. The research design can be seen in the figure below:



**Figure 3.1 Outline of Correlation between Variable**

Note:

X1: Students' Pronunciation

X2: Self-Confidence

Y: Speaking ability

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<sup>55</sup> Creswell, John W. , “*Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*”, (Boston: Pearson Education, Inc,) 2012 p.3



## B. Research Setting

This research was conducted in the English Education Department UIN Walisongo Semarang. The participants of this research are the fourth-semester students of English education department who registered in the 2019/2020 academic year. This research was conducted from 27 April 2021 to 27 May 2021.

## C. Population and Sample

### 1. Population

A population is defined as all members of a specific group of people, events, or objects.<sup>56</sup> The population also has certain characteristics that were investigated by the researcher.<sup>57</sup> It can be concluded that the population is all the targets that must be studied or the research subject as a whole in which the research results can be obtained in this population. The population consists of a large group of individuals who are general in nature. The population in this research was all fourth-semester students of English education at UIN Walisongo Semarang in the academic year 2019/2020. Which consists of 109 students that are divided into three classes, those are PBI A, PBI B, and PBI C. Each class consists of around 35-38 students. The population is represented in the table below:

**Table 3.1**

**The number of fourth-semester English education students at UIN Walisongo Semarang in the 2019/2020 academic year.**

No	Class	Number Student
1	PBI A	35
2	PBI B	36
3	PBI C	38
<b>Total</b>		<b>109</b>

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<sup>56</sup> Donald Ary et. Al., *“Introduction to Research in Education”*,(Canada: Wadsworth Cengage Learning, 2010), p. 148

<sup>57</sup> Wayne K. Hoy and Curt M. Adams, *“Quantitative Research in Education: A Primer, Second Ed”*, (Los Angles: SAGE Publicationss Inc, 2016), p.86.

## 2. Sample

A sample is defined as the small group that is observed and is part of the population.<sup>58</sup> According to Arikunto, if the number of respondents was fewer than 100, then all samples are collected, indicating that this research is a population study. Meanwhile, if the number of respondents is more than 100, then the sampling from the total population is 10%-15% or 20%-25% or more. It is determined by the researcher's capacity, the breadth or narrowness of the research field, and the researcher's risk.<sup>59</sup> Based on this study, because the population was more than 100 respondents, the researchers took 30% of the 109 fourth semester students of English education at UIN Walisongo Semarang for the 2020/2021 academic year, namely 33 respondents. The number of samples that the researchers took was 33 students using a simple random sampling technique. The list of respondents can be seen in *appendix 1*. In simple random sampling, each member of the population under study has an equal chance of being selected and the probability that one member of the population is selected is not affected by the selection of another member of the population.<sup>60</sup>

## D. Variable and Indicator

### 1. Variable of Research

According to Best and Khan, research variables are the conditions that are modified, controlled, or observed by the researcher in the research study.<sup>61</sup> In this study, there were two kinds of variables namely independent variable (X) and dependent variable (Y). There are three variables investigated in this research, and they are as follows:

#### a. Independent Variable

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<sup>58</sup> Moh. Kasiram, "*Metodologi Penelitian Kualitatif-Kuantitatif*", (Malang: UIN-Malang Press), p.223

<sup>59</sup> Arikunto, S, "*Prosedur Penelitian Suatu Pendekatan Praktik*", (Jakarta: Rineka Cipta, 2010).

<sup>60</sup> Louise Cohen, et.al. , "*Research Methods in Education*", (New York: Routledge) p.110

<sup>61</sup> Sugiyono, "*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*", (Bandung : Alfabeta, 2017), p. 39

Sugiyono defines the independent variable as a variable that affects and becomes the cause or emergence of a dependent variable. The independent variable in this research is students' pronunciation that is symbolized by (X1) and Self-Confidence (X2).

b. Dependent Variable

Sugiyono also defines a dependent variable as a variable that is impacted or becomes an effect of an independent variable.<sup>62</sup> The dependent variable in this research is the speaking ability (Y).

**2. Indicator Each Variable of Research**

**Table 3.2**  
**Indicator of Each Variable (X1, X2 and Y)**

No	Variable	Aspect	Indicator
1	Students' pronunciation (X1)	1. Vowel Sound	1.1 Students are able to pronounce vowels words correctly
		2. Diphthong	2.1 Students are able to pronounce diphthong words correctly
		3. Consonant Sound	3.1 Students are able to pronounce consonants words correctly
		4. Stress Word	4.1 Students are able to harden and soften sound when pronouncing the word
2	Students' self confidence (X2)	1. Ability	1.1 Students' attitude and their ability toward speaking English
		2. Assurance	2.1 Students' feelings of

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<sup>62</sup> *Ibid*, p.39

			confidence on their pronunciation in English speaking skills
		3. Willing engagement	3.1 Students' willingness to use English both inside and outside the classroom and learn more about English
3	Speaking Ability (Y)	1. Pronunciation	1.1 Students can pronounce words correctly when speaking so that what is being said will be easily understood by listeners.
		2. Grammar	2.1 Students can speak using the correct grammar so that they are easily understood by listeners.
		3. Vocabulary	3.1 Students can use the correct and precise vocabulary according to what is being conveyed.
		4. Fluency	4.1 Students can speak fluently and accurately.

		5. Comprehension	5.1 Students can understand what is being said and make people understand about what is being said.
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## E. Research Instrument

One of the most important activities in conducting research is how to obtain and collect the information needed by trying to apply several appropriate research instruments. Arikunto defines a research instrument as a tool used by researchers in collecting data to facilitate work and get better, complete, and systematic results so that data is easy to process. Data collection was carried out in several ways such as questionnaires, observations, field notes, interviews, and tests.<sup>63</sup> Before organizing the research instrument, the researcher must determine the number of variables in their research. The number of instruments required can be affected by the number of variables.

In this study, the researcher collected data using three instruments. The first instrument is an oral pronunciation test, an oral pronunciation test was used by the researcher to determine students' pronunciation skills. The second instrument was a questionnaire, this questionnaire was used by the researcher to determine students' self-confidence in speaking. The third instrument was the speaking test, which was utilized by the researcher to assess the students' speaking ability. The points of each research instrument are explained below:

### 1. Instrument of Students' Pronunciation Test

The pronunciation test aims to determine the students' ability to pronounce words. In the pronunciation test, the researcher gave each student an individual pronunciation test. The researcher provided 26 vocabulary words to the students, then the students are asked to read the

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<sup>63</sup> Suharsimi Arikunto, "*Proses Penelitian: Suatu Pendekatan Praktik*", (Jakarta: PT Rineka Cipta, 2006 ), p.149

vocabulary according to the pronunciation aspect. It can be seen in *appendix 2*. Pronunciation test conducted via zoom meeting with students one by one. The results of the test were used by researchers to analyze students' pronunciation skills.

Because this research focused on pronunciation per word, the researcher focused on three aspects of pronunciation assessment, namely stress, vowels, and consonants. These aspects were used by the researcher to choose the appropriate words to be used as pronunciation test questions. The explanation of the student's pronunciation instruments can be seen in the table below.<sup>64</sup>

**Table 3.3**

**Lattice of Students' Pronunciation Test Instrument**

No	Variable	Aspect	Indicators	Items Number	Total
	Students' Pronunciation (X1)	1. Vowel Sound	Students are able to pronounce vowels words correctly	1,2,3, 4,5	<b>5</b>
		2. Diphthong	Students are able to pronounce diphthong words correctly	6, 7, 8, 9, 10, 11, 12	<b>7</b>
		3. Consonant Sound	Students are able to pronounce consonants words correctly	13, 14, 15, 16, 17, 18	<b>6</b>
		4. Stress Word	Students are able to harden and soften sound when pronouncing the word correctly	19, 20, 21, 22, 23, 24, 25, 26	<b>8</b>
<b>Total</b>				<b>26</b>	<b>26</b>

*Source: Adapted from Marianne and Celce-Murcia*

<sup>64</sup> Marianne and Celce-Murcia, *Teaching Pronunciation*, (New York: Cambridge University Press, 1987), p. 8

## 2. Instrument of Students' Self-confidence Questionnaire.

Self-confidence will result in a low or high assessment of themselves to what they are dealing with. A questionnaire test was utilized by the researcher to measure students' self-confidence. The researcher adopted three aspects of Griffiee to assess students' self-confidence in speaking as the researcher has described above. Namely aspects of ability, guarantee, and willing engagement. The ability aspect is the students' abilities in grammar, vocabulary, and pronunciation in speaking. The aspect of assurance is characterized as a sense of security and ease when speaking English. The willing engagement aspect is defined as people who like to speak English like a native English speaker. These aspects were developed and used by the researcher to create an indicator questionnaire about self-confidence.

The researcher used a questionnaire to find out students' self-confidence in speaking. The 18 questionnaire items were given to students according to aspects and indicators of self-confidence. It can be seen in *appendix 3* and *appendix 4*. The score questionnaire was used by the researcher to analyze students' confidence. Here, the blueprint for the instrument of students' confidence in speaking can be seen clearly in the following table.

**Table 3.4**

**Lattice of Students' Self-Confidence Questionnaire Instrument**

Variable	Aspects	Indicators	Item numbers		Total of Items
			Positive	Negative	
Students' Self-Confidence in speaking (X2)	1. Ability	1.2 Students' attitude and their ability toward speaking English	1, 2, 3, 4, 5, 6, 7		7

	2. Assurance	2.1 Students' feelings of confidence on their pronunciation in English speaking skills	9, 10	8, 11, 12, 14, 15	8
	3. Willing engagement	3.1 Students' willingness to use English both inside and outside the classroom and learn more about English	16, 17, 18		3
Total numbers questionnaire					<b>18</b>

*Source: Adapted from Griffee (as cited in Doqaruni, 2014).<sup>65</sup>*

### 3. Instrument of Students' Speaking Ability Test

Speaking means verbally expressing ideas. By expressing what's on his mind, a speaker can make others understand what is on his mind. To capture and understand what he was saying verbally, a student needs to pay attention to aspects that must be considered. Therefore, the speaking test was utilized by the researcher to measure the students' speaking ability.

The researcher provided 3 general topics for the students to choose as a material for the speaking test. It can be seen in *appendix 5*. The first topic is about "people". Here students can start talking about figures/figures who are older or admired. Students can tell who he is, how long he has known him, what qualities he has, and even mention

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<sup>65</sup> Vahid Rahmani Doqaruni, "A Quantitative Action Research on Promoting Confidence in A Foreign Language Classroom: Implications for Second Language Teachers", *Inquiry in Education*, (Vol. 5, No.1, 2014)



reasons why he admires him. The second topic is about "place". Students can begin to tell stories about tourist attractions that have been visited when to visit that place, the reasons for going there, even whether they enjoyed the trip or not. The third topic is about "experience". Students can tell about their experiences. Students are given time to speak for 2-3 minutes by paying attention to the speaking aspects that are assessed, namely pronunciation, grammar, vocabulary, fluency, and comprehension. The table below provides an explanation of the student's speaking test instruments.

**Table 3.5**  
**Lattice of Students' Speaking Test Instrument**

<b>Variable</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Topic</b>	<b>Time</b>
Students' Speaking Ability (Y)	1. Pronunciation	1.1 Students can pronounce words correctly when speaking so that what is being said will be easily understood by listeners.	1. People 2. Place 3. Experience	<b>2-3 minutes</b>
	2. Grammar	2.1 Students can compose conversational sentences using correct grammar so that they are easily understood by listeners.		
	3. Vocabulary	3.1 Students can use		

		the correct and precise vocabulary according to what is being conveyed.		
	4. Fluency	4.1 Students can speak fluently and accurately.		
	5. Comprehension	5.1 Students can understand what is being said and make people understand about what is being said.		

*Source: Adapted from Marianne and Celce-Murcia*

## **F. Data Collection Technique**

The data collection technique in this research consisted of two types of instruments: a test (a test consisting of a student's oral pronunciation test and a student's speaking test) and a questionnaire. Below is an explanation of each instrument regarding data collection techniques:

### **1. Pronunciation Test**

In this research, the researcher first collected data through a pronunciation test to determine students' pronunciation. In the pronunciation test, the researcher gave a pronunciation test to 33 students orally. The researcher gave 26 vocabularies to students, then students were asked to read the vocabularies according to aspects of pronunciation. Pronunciation tests were carried out through zoom meetings with students one by one. The results of these tests were used by researchers to analyze students' pronunciation skills.

➤ **The Procedure of Students' Pronunciation Test**

- a. The researcher sorted the list of names of students who would take oral pronunciation tests in the WhatsApp Messenger to the group class.
- b. The researchers sent the zoom meeting pronunciation oral test link by WhatsApp Messenger to the class group.
- c. The students are asked one by one in sequence to enter the zoom meeting to do an oral pronunciation test.
- d. The duration of time for one student to take an oral pronunciation test is approximately 1-2 minutes to read the 26 words that have been prepared by the researcher.
- e. The researcher activated the record feature in the zoom meeting.
- f. The researcher gave the students oral pronunciation test scores.
- g. After one student finished taking the test, the researcher asked the next participant to go to the zoom meeting link to take an oral pronunciation test.
- h. And so on up to 33 students
- i. After all students completed the oral pronunciation test, the students' answers were analyzed by the researcher.

**2. Questionnaire**

Sugiono explained that the questionnaire is a data collection technique in which respondents were asked to answer a series of questions or statements.<sup>66</sup> The questionnaire is an effective data collecting technique if the researcher understands the variables being assessed and what the respondent is expected to do. Arikunto distinguishes between two sorts of surveys: open and closed-ended questionnaires. An open-ended questionnaire allows the respondent to answer the researcher's questions in his or her own words, whereas a

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<sup>66</sup> Sugiyono, "*Metode Penelitian Kuantitatif, Kualitatif dan R & D*", (Bandung: Alfabeta, 2011), p. 142

closed questionnaire only allows the respondent to select from the alternatives offered by the researcher. Therefore, in this research, the researcher used a closed questionnaire which was used to measure the variable (X2) of this research, which was about students' self-confidence in speaking.

The second data collection technique is a questionnaire. The researcher then collected data through a questionnaire to determine the students' self-confidence. In the questionnaire, the researcher gave 18 questions to students via a google form. The researcher used the result of the questionnaire to get more information about the students' self-confidence in speaking.

➤ **The Procedure of Self-Confidence Questionnaire**

- a. The researcher sent out the link of an online questionnaire (Google Form) of self-confidence questionnaire by WhatsApp Messenger into the class group.
- b. The students were asked to fill in the full name, class grade, and student number.
- c. The students were instructed to read the questionnaire's instructions.
- d. The students had to do and complete 18 self-confidence questionnaires.
- e. After the students have completed the questionnaire, the student's answers were analyzed.

**3. Speaking Skill Test**

The third data collection technique was the speaking test. The researcher collected data through the speaking test to determine the students' speaking ability. In the speaking test, the researcher asked 33 students to talk for 2-3 minutes with the themes that had been provided in turn. The researcher gave 3 topics that were chosen by students to be used as speaking test materials. The researcher assessed according to the

predetermined speaking aspect using the speaking assessment rubric. The speaking test was conducted through zoom meetings with students one by one. The researcher used the test to analyze the students' speaking abilities.

➤ **The Procedure of Speaking Test**

- a. After completing the pronunciation test and filling out the questionnaire, then a speaking test was conducted.
- b. The researcher sorted the list of names of students who would take oral pronunciation tests in the WhatsApp Messenger to the group class.
- c. The researchers sent the speaking test link via zoom meeting by WhatsApp Messenger to the class group.
- d. The students are asked one by one in sequence to enter the zoom meeting to do the speaking test.
- e. The time duration for a student for the speaking test is approximately 2- 3 minutes to speak according to the theme they have chosen by paying attention to speaking aspects.
- f. The researcher activated the record feature in the zoom meeting.
- g. The researcher gave the students' speaking test scores according to the speaking aspect.
- h. After one student finished the speaking test, the researcher told the next participant to enter the speaking test link via the zoom meeting.
- i. And so on up to 33 students
- j. After all students completed the speaking test, the students' test results were analyzed by the researcher.

**4. Assessing Pronunciation, Self-Confidence and Speaking Ability**

**a. The Assessing of Students' Pronunciation**

Pronunciation assessment as a productive aspect of language

proficiency is a type of performance-based assessment in which students are asked to speak, and their pronunciation is then evaluated based on the speaking assignment or assignment they have completed.

To assess the students' pronunciation skills, the researcher gave students an evaluation of their pronunciation. The researcher used an English spoken assessment sheet based on the segmental and suprasegmental pronunciation features of English which had been adjusted by the researcher with the arranged instrument. Because the researcher only asked students to pronounce it word for word in this research, the researcher only assessed pronunciation by focusing on the components of vowel sounds, diphthong, consonant sounds, and stress words.

In this study, the researcher used the electronic dictionary "Cambridge Advanced Learner Dictionary" as a benchmark to assist the researcher in assessing pronunciation. Because this dictionary contains references to over 170,000 words, phrases, and instances. This dictionary also includes British and American English, as well as sounds for pronouncing words.

An oral rating sheet is provided below. There are three aspects to consider: vowel sound, diphthong, consonant sounds, and stress words.

**Table 3.6**

**The Rating Sheet Score of Students' Pronunciation Skill**

No	Aspect	Rating Score	Comments
1	Vowel Sound	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words

			harder understanding
2	Diphthong	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words harder understanding
3	Consonant Sound	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words harder understanding
4	Stress Word	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistakes and disturb the meaning
		2	Many mistakes with the result that hard understanding
		1	Too much mistakes until the words harder understanding

*Source: Adapted from Dauglass Brown.<sup>67</sup>*

The results of the pronunciation test for each respondent were presented by the researcher in Microsoft Excel. To get the score

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<sup>67</sup> DouglasBrown, “*Language Assessment Principle and Classroom Practice*”, (New York: University Press; 2004), p. 172-173

generated by each respondent, the researcher calculates the number of points obtained by each respondent and then the researcher divides it by the maximum score and multiplied by 100. Researchers used the following formula:

$$\frac{\Sigma x}{\Sigma n} \times 100$$

$\Sigma x$  = The total value

$\Sigma n$  = Maximum Score

Next, the researcher presents the score obtained by each respondent in the data in tabular form.

#### **b. The Assessing Self-Confidence**

Several indicators can measure students' self-confidence in speaking. The indicators are ability, assurance, and willing involvement. That ability indicator refers to their pronunciation commands. Meanwhile, the assurance indicator refers to the sense of confidence and ease that comes from speaking English. On the other hand, the willing engagement indicator refers to the feeling of being assured that their English speaking ability can be useful for the future. The self-confidence questionnaire consists of 18 items with answer choices ranging from (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree for positive statements, and (1) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree for negative statements. It deals with the respondent's opinion in responding to the following opinion adapted from the Likert Scale. The score was arranged gradually into 5-4-3-2-1 for positive statements and 1-2-3-4-5 for negative statements. It brought the consequence that the lowest score was 20, while the highest score was 100. The Likert Scale was used to measure students' self-confidence. Hence, students' self-confidence in this study refers to students' scores of the self-confidence questionnaire result.



**Table 3.7**  
**Students' self-confidence Scale**

Statement	Score (+)	Score (-)
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

The results of the student self-confidence questionnaire for each respondent in Google form were transferred and presented by the researcher in Microsoft Excel. To get the score generated by each respondent, the researcher calculates the number of points earned by each respondent then the researcher divides it by the maximum score and it multiplies by 100. The researcher uses the following formula:

$$\frac{\sum x}{\sum n} \times 100$$

$\sum x$  = The total value

$\sum n$  = Maximum Score

Next, the researcher presents the score obtained by each respondent in the data in tabular form.

**c. The Assessing of Speaking Ability Test**

Speaking assessment is usually reported as an overall score on a band scale or score points, to provide a valid and consistent assessment result that indicates the student's speaking achievement or level. Grading scales for speaking skills can generally be distinguished between holistic and analytic. The researcher used analytical methods to assess students' speaking skills. The analytical method is used to first assess student performance and then assess the individual sections separately, then the individual scores are added together to calculate the final total score. The analytic assessment rubric consists of two parts, namely criteria and scale. This assessment method provides information about the strengths and weaknesses of the students' skills.

The researcher determined the student's performance using a numerical assessment scale, namely from a value of 1 to 6. Pronunciation, grammar, vocabulary, fluency, and comprehension are the five aspects of speaking that will be assessed. In this present research, the test was given as the last test, followed by pronunciation test and self-confidence. The following table 3.8 as follow.

**Table 3.8**

**Rubric for assessing speaking from (Arthur Hughes, 2003)**

<b>Measured Aspect</b>	<b>Indicators</b>	<b>Score</b>
<b>Pronunciation</b>	Pronunciation frequently unintelligible	1
	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
	Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
	Marked foreign accent and occasional mispronunciations which do not interfere with understanding.	4
	No conspicuous mispronunciations, but would not be taken for a native speaker.	5
	Native pronunciation, with no trace of foreign accent.	6
<b>Grammar</b>	Grammar is almost entirely inaccurate except in stock phrases.	1
	Constant errors are showing control of very few major patterns and frequently preventing communication.	2
	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	3

	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding	4
	Few errors, with no patterns of failure.	5
	No more than two errors during the performance.	6
<b>Vocabulary</b>	Vocabulary is inadequate for even the simplest conversation.	1
	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)	2
	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics	3
	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any nontechnical subject with some circumlocutions.	4
	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	5
	Vocabulary is apparently as accurate and extensive as that of an educated native speaker.	6
<b>Fluency</b>	Speech is so halting and fragmentary that conversation is virtually impossible.	1
	Speech is very slow and uneven except for short or routine sentences.	2

	Speech is frequently hesitant and jerky; sentences may be left uncompleted.	3
	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	4
	Speech is effortless and smooth but perceptively non-native in speed and evenness.	5
	Speech on all professional and general topics as effortless and smooth as a native speaker's.	6
<b>Comprehension</b>	Understands too little for the simplest type of conversation.	1
	Understands only slow, very simple speech on the common social and touristic topic, requires constant repetition and rephrasing.	2
	Understands careful, somewhat simplified speech when engaged in dialogue but may require considerable repetition and rephrasing.	3
	Understands quite well normal educated speech when engaged in dialogue but requires occasional repetition or rephrasing.	4
	Understands everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.	5
	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.	6

The results of the speaking test for each respondent were presented by the researcher in Microsoft Excel. To get the score generated by each respondent, the researcher calculates the number of points obtained by each respondent and then the researcher divides it by the maximum score and multiplied by 100. Researchers used the following formula:

$$\frac{\Sigma x}{\Sigma n} \times 100$$

$\Sigma x$  = The total value

$\Sigma n$  = Maximum Score

Next, the researcher presents the score obtained by each respondent in the data in tabular form.

## **G. Techniques of Data Analysis**

Data analysis is an important step in research. According to Kerlinger, analysis is classifying, organizing, altering, and summarizing data in order to answer research questions. The primary goal of quantitative data analysis is to summarize data in a manner that is not easy to understand and interpret.<sup>68</sup> After the researcher obtains the data based on this research instrument, the data must be analyzed. The researcher must make an unequivocal decision on the design of the analysis. The data analysis method used in this research is quantitative analysis or statistical analysis because it relates to numbers or numbers. The following actions were taken:

### **1. Preliminary Analysis**

#### **a. Test of Validity**

To conduct research, an instrument is needed. An instrument can be used to measure something if the instrument is valid. A valid instrument is a measurement that is used to acquire accurate data (survey). The term "valid" refers to the ability of the data to be utilized to measure what can be measured. According to Sugiyono, the validity test is a test step carried out on the contents of an instrument, intending to measure the accuracy of the instrument used in a study.

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<sup>68</sup> Moh Kasiram, "*Metodologi Penelitian Kualitatif – Kuntitatif*", (Malang: UIN-Malang Press, 2008), p.301

The validity test aims to determine the extent of the accuracy and accuracy of a measurement instrument in carrying out its measuring function so that the data obtained can be relevant/in accordance with the purpose of the measurement. This validity aims to determine the level of reliability test. The validity utilized in this study is constructed validity. Construct validity is the validity that concerns how far the test items are able to measure what they want to measure in accordance with a specific concept or conceptual definition that has been set.<sup>69</sup> The construct validity test can be measured using Pearson's Product Moment correlation technique. Test the validity of the product-moment Pearson correlation using the principle of correlating or connecting between each item or question score with the total score obtained from the respondents' answers to the questionnaire.<sup>70</sup> The Product Moment correlation formula is as follows<sup>71</sup> :

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

$r_{xy}$  = the correlation coefficient between variable X and variable Y

$N$  = the number of students in each group

$X$  = the score of each component of the test

$Y$  = the total score of the correct answer

$\sum X$  = the sum of total X score in each item

$\sum Y$  = the sum of total Y score from each student

$\sum XY$  = the sum of multiple scores from each student with the total score

$\sum X^2$  = the sum of the square score in each component of questionnaire

$\sum Y^2$  = the sum square of the total from each in the group

This validity test was carried out using Pearson's product-moment with the SPSS version 22 program. After that, the result of  $r_{count}$

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<sup>69</sup> Anas Sudijono, "Pengantar Evaluasi Pendidikan", (Jakarta: Raja Grafindo, 2012), p.177-178

<sup>70</sup> Asep Jihad dan Abdul Haris, "Evaluasi Pembelajaran", (Yogyakarta: Multi Presindo, 2013), p.179-180

<sup>71</sup> Arikunto, Suharsimi. "Prosedur Penelitian Suatu Pendekatan Praktik", (Jakarta: PT Rineka Cipta, 2006)

consulted to  $r_{table}$  – the critical score for an r-product moment at 5% alpha level which was tested on 30 respondents, then the  $r_{table}$  was 0.312. The categories of the obtained coefficient of correlation are: when  $r_{count} > r_{table}$ ; it means that the instrument is valid. And, when  $r_{count} < r_{table}$ ; it means that the instrument is invalid.

### b. Test Reliability

Reliability means reliable. It means numerical results produced by an indicator do not differ due to the nature of the measurement process or the measuring instrument itself.<sup>72</sup> So, a reliable instrument is one that can be used to measure the same item over time and get the same data or findings. The *Alpha Cronbach formula* was employed by the researcher to assess the reliability instrument.

*Alpha Cronbach Formula*<sup>73</sup> :

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

$r_{11}$  = index reliability

$k$  = number of items

$\sum \sigma_b^2$  = total of each items variance

$\sigma_t^2$  = total variance

To find out the variance of each item, the formula is:

$$\sigma_b^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

To find out the total variance, the formula was:

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

After that, the categories of reliable instruments are: when  $r_{11} \geq 0,70$ ; it means that the instrument is reliable. And, when  $r_{11} < 0,70$ ; it means that the instrument is unreliable.

## 2. The Normality Test

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<sup>72</sup> W Lawrence Neuman, “*Basic of Social Research Quantitative and Qualitative Approaches Second Edition*”, (Boston: Pearson Education, 2004), p. 116.

<sup>73</sup> Arikunto, “*Prosedur Penelitian Suatu Pendekatan Praktik*”, ( Jakarta: PT. Rineka Cipta, 2006), p. 196

Before implementing correlation technique analysis, the assumption that needed to be fulfilled beforehand is the normality test. To determine whether the test is normally distributed or not, the researcher used the normality test. There was students' pronunciation (X1) and speaking ability (Y) and students' self-confidence (X2) and speaking ability (Y). In this normality test, researchers used the Kolmogorov-Smirnov formula. The statistical analysis used was the Kolmogorov Smirnov using the SPSS 22 program. Data requirements are normal if the probability or  $p > 0.05$  in the normality test Kolmogorov Smirnov.

### **3. Adjusted R Square Test**

The determination coefficient, also known as the Adjusted R Square test, is used to determine how many percents of the variables influence each other. These percentages are able to illustrate how many percents that influence the variables X1 (students' pronunciation), X2 (students' self-confidence), and Y (students' speaking ability).

### **4. The Correlational Analysis**

Determining whether the correlation coefficient was significant. Pearson correlation coefficient  $r$  was a number between -1 and +1 that indicated the strength of a linear relationship between two variables; it may or may not indicate a causal relationship. For interpreting whether a relationship was strong or not, the following table 3.9 was used as the guideline to Pearson's correlation coefficient:

**Table 3. 9**  
**Interpretation of Coefficient Correlation**



Coefficient r		Strength of Association
Positive	Negative	
0.00 to 0.19	-0.00 to -0.19	Very Weak/No Correlation
0.20 to 0.39	-0.20 to -0.39	Weak Correlation
0.40 to 0.59	-0.40 to -0.59	Moderate Correlation
0.60 to 0.79	-0.60 to -0.79	Strong Correlation
0.80 to 1.00	-0.80 to -1.00	Very strong / Perfect Correlation

Adapted from: Sugiyono (2009)

## 5. The Multiple Regression Analysis

Finally, to see the influence of predictor variables toward criterion variables, the coefficient determination  $R^2$  was applied within the results of the regression. In the end, R Squared was converted to a percentage for indicating contribution between variables. Regression analysis is used to determine the impact of independent variables on dependent variables. Because the researcher employed two variables, multiple analysis linear regression was used as a statistical strategy in this research. In this research, multiple regression analysis is carried out by direct regression to know the students' pronunciation (X1) and students' self-confidence (X2) on their speaking ability (Y).

The researcher used two variables linear regression analysis technique with the following:

$$\hat{Y} = a + b_1X_1 + b_2X_2$$

$\hat{Y}$  : Projection dependent variable

X1 : Predicted independent variable (X1)

X2 : Predicted independent variable (X2)

a : Constanta value of Y if X = 0

b : Predictor

## 6. Statistical Hypothesis

The statistical hypotheses of this present research were presented below:

$H_0: P_{yx1} = 0$  (There was no influence of students' pronunciation on their speaking ability)

$H_i: P_{yx1} \neq 0$  (There was an influence of students' pronunciation on their speaking ability)

$H_0: P_{yx2} = 0$  (There was no influence of students' self-confidence on their speaking ability)

$H_i: P_{yx2} \neq 0$  (There was an influence of students' self-confidence on their speaking ability)

$H_0: r_{x12} = 0$  (There was no influence of students' pronunciation and self-confidence on their speaking ability)

$H_1: r_{x12} \neq 0$  (There was an influence of students' pronunciation and self-confidence on their speaking ability)

**CHAPTER IV**  
**RESEARCH FINDINGS AND DISCUSSION**

This chapter showed the result of data collection and data analysis to get the answer of research problem. It included some topics: research finding, discussion, and limitation of the research.

**A. Research Finding**

**1. Preliminary Analysis**

a. Validity Test

Based on the pronunciation test and questionnaire of the fourth-semester students' of English education department UIN Walisongo, Semarang in the academic year of 2019/2020, the result of  $r_{xy}$  ( $r_{count}$ ) consulted to  $r_{table} = 0,361$  – the critical score for r-product moment at 5% alpha level and  $N = 30$ . When  $r_{count} > r_{table}$  ; it means that the instrument is valid.

1) Students' Pronunciation Test (X1)

**Table 4.1.**

**The Validity Analysis of Students' Pronunciation Test (X1)**

<b>Question</b>	<b><math>r_{count}</math></b>	<b><math>r_{table}</math></b>	<b>Criteria</b>
<b>1</b>	<b>0,516</b>	<b>0,361</b>	<b>VALID</b>
<b>2</b>	<b>0,643</b>	<b>0,361</b>	<b>VALID</b>
<b>3</b>	<b>0,348</b>	<b>0,361</b>	<b>INVALID</b>
<b>4</b>	<b>0,098</b>	<b>0,361</b>	<b>INVALID</b>
<b>5</b>	<b>0,674</b>	<b>0,361</b>	<b>VALID</b>
<b>6</b>	<b>0,561</b>	<b>0,361</b>	<b>VALID</b>
<b>7</b>	<b>0,683</b>	<b>0,361</b>	<b>VALID</b>
<b>8</b>	<b>0,713</b>	<b>0,361</b>	<b>VALID</b>
<b>9</b>	<b>0,433</b>	<b>0,361</b>	<b>VALID</b>
<b>10</b>	<b>0,557</b>	<b>0,361</b>	<b>VALID</b>
<b>11</b>	<b>0,713</b>	<b>0,361</b>	<b>VALID</b>

12	0,510	0,361	VALID
13	0,558	0,361	VALID
14	0,538	0,361	VALID
15	0,359	0,361	INVALID
16	0,581	0,361	VALID
17	0,677	0,361	VALID
18	0,665	0,361	VALID
19	0,413	0,361	VALID
20	0,464	0,361	VALID
21	0,525	0,361	VALID
22	0,438	0,361	VALID
23	0,573	0,361	VALID
24	0,466	0,361	VALID
25	0,262	0,361	INVALID
26	0,643	0,361	VALID
27	0,615	0,361	VALID
28	0,514	0,361	VALID
29	0,674	0,361	VALID
30	0,561	0,361	VALID

From the result of the validity analysis, the researcher concluded that the valid questions were 26 items and the invalid questions were 4 items. Based on the validity analysis above the researcher can reduce items based on the necessity of each instrument item. Overview calculations by using SPSS 22 software. The complete calculations can be seen in *appendix 6*. So, the students' pronunciation test question instruments used are presented in the table below:

**Table 4.2**

**The valid student pronunciation test instrument (X1)**

Number of Question			Criteria
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<b>Before</b>	<b>After</b>	<b><math>r_{\text{count}}</math></b>	<b><math>r_{\text{table}}</math></b>	
<b>1</b>	<b>1</b>	<b>0,516</b>	<b>0,361</b>	<b>VALID</b>
<b>2</b>	<b>2</b>	<b>0,643</b>	<b>0,361</b>	<b>VALID</b>
<b>5</b>	<b>3</b>	<b>0,674</b>	<b>0,361</b>	<b>VALID</b>
<b>6</b>	<b>4</b>	<b>0,561</b>	<b>0,361</b>	<b>VALID</b>
<b>7</b>	<b>5</b>	<b>0,683</b>	<b>0,361</b>	<b>VALID</b>
<b>8</b>	<b>6</b>	<b>0,713</b>	<b>0,361</b>	<b>VALID</b>
<b>9</b>	<b>7</b>	<b>0,433</b>	<b>0,361</b>	<b>VALID</b>
<b>10</b>	<b>8</b>	<b>0,557</b>	<b>0,361</b>	<b>VALID</b>
<b>11</b>	<b>9</b>	<b>0,713</b>	<b>0,361</b>	<b>VALID</b>
<b>12</b>	<b>10</b>	<b>0,510</b>	<b>0,361</b>	<b>VALID</b>
<b>13</b>	<b>11</b>	<b>0,558</b>	<b>0,361</b>	<b>VALID</b>
<b>14</b>	<b>12</b>	<b>0,538</b>	<b>0,361</b>	<b>VALID</b>
<b>16</b>	<b>13</b>	<b>0,581</b>	<b>0,361</b>	<b>VALID</b>
<b>17</b>	<b>14</b>	<b>0,677</b>	<b>0,361</b>	<b>VALID</b>
<b>18</b>	<b>15</b>	<b>0,665</b>	<b>0,361</b>	<b>VALID</b>
<b>19</b>	<b>16</b>	<b>0,413</b>	<b>0,361</b>	<b>VALID</b>
<b>20</b>	<b>17</b>	<b>0,464</b>	<b>0,361</b>	<b>VALID</b>
<b>21</b>	<b>18</b>	<b>0,525</b>	<b>0,361</b>	<b>VALID</b>
<b>22</b>	<b>19</b>	<b>0,438</b>	<b>0,361</b>	<b>VALID</b>
<b>23</b>	<b>20</b>	<b>0,573</b>	<b>0,361</b>	<b>VALID</b>
<b>24</b>	<b>21</b>	<b>0,466</b>	<b>0,361</b>	<b>VALID</b>
<b>26</b>	<b>22</b>	<b>0,643</b>	<b>0,361</b>	<b>VALID</b>
<b>27</b>	<b>23</b>	<b>0,615</b>	<b>0,361</b>	<b>VALID</b>
<b>28</b>	<b>24</b>	<b>0,514</b>	<b>0,361</b>	<b>VALID</b>
<b>29</b>	<b>25</b>	<b>0,674</b>	<b>0,361</b>	<b>VALID</b>
<b>30</b>	<b>26</b>	<b>0,561</b>	<b>0,361</b>	<b>VALID</b>

2) Students' Self-Confidence Questionnaire (X2)

**Table 4.3**

**The Validity Analysis of Students' Self-Confidence Questionnaire  
(X2)**

<b>Questionnaire</b>	<b><math>r_{\text{count}}</math></b>	<b><math>r_{\text{table}}</math></b>	<b>Criteria</b>
1	0,374	0,361	VALID
2	0,445	0,361	VALID
3	0,491	0,361	VALID
4	0,271	0,361	INVALID
5	-0,098	0,361	INVALID
6	0,028	0,361	INVALID
7	0,453	0,361	VALID
8	0,229	0,361	INVALID
9	0,425	0,361	VALID
10	0,330	0,361	INVALID
11	0,522	0,361	VALID
12	0,301	0,361	INVALID
13	0,478	0,361	VALID
14	-0,060	0,361	INVALID
15	-0,094	0,361	INVALID
16	0,282	0,361	INVALID
17	0,581	0,361	VALID
18	0,653	0,361	VALID
19	0,487	0,361	VALID
20	0,508	0,361	VALID
21	0,579	0,361	VALID
22	-0,135	0,361	INVALID
23	0,469	0,361	VALID
24	0,226	0,361	INVALID
25	0,635	0,361	VALID
26	0,219	0,361	INVALID
27	0,548	0,361	VALID
28	0,283	0,361	INVALID
29	0,309	0,361	INVALID
30	-0,040	0,361	INVALID
31	0,286	0,361	INVALID

32	0,152	0,361	INVALID
33	-0,108	0,361	INVALID
34	0,273	0,361	INVALID
35	-0,114	0,361	INVALID
36	0,197	0,361	INVALID
37	0,374	0,361	VALID
38	0,445	0,361	VALID
39	0,491	0,361	VALID
40	0,271	0,361	INVALID

From the result of validity analysis, the researcher concluded that the valid instruments were 18 items and the invalid instruments were 22 items. Based on the validity analysis above the researcher can reduce items based on the necessity of each instrument item. Overview calculations by using SPSS 22 software. The complete calculations can be seen in *appendix 7*. So, the students' self-confidence questionnaire used are presented in the table below:

**Table 4.4**

**The valid student self-confidence questionnaire instrument (X2)**

Number of Question		$r_{\text{count}}$	$r_{\text{table}}$	Criteria
Before	After			
1	1	0,374	0,361	VALID
2	2	0,445	0,361	VALID
3	3	0,491	0,361	VALID
7	4	0,453	0,361	VALID
9	5	0,425	0,361	VALID
11	6	0,522	0,361	VALID
13	7	0,478	0,361	VALID
17	8	0,581	0,361	VALID
18	9	0,653	0,361	VALID
19	10	0,487	0,361	VALID

<b>20</b>	<b>11</b>	<b>0,508</b>	<b>0,361</b>	<b>VALID</b>
<b>21</b>	<b>12</b>	<b>0,579</b>	<b>0,361</b>	<b>VALID</b>
<b>23</b>	<b>13</b>	<b>0,469</b>	<b>0,361</b>	<b>VALID</b>
<b>25</b>	<b>14</b>	<b>0,635</b>	<b>0,361</b>	<b>VALID</b>
<b>27</b>	<b>15</b>	<b>0,548</b>	<b>0,361</b>	<b>VALID</b>
<b>37</b>	<b>16</b>	<b>0,374</b>	<b>0,361</b>	<b>VALID</b>
<b>38</b>	<b>17</b>	<b>0,445</b>	<b>0,361</b>	<b>VALID</b>
<b>39</b>	<b>18</b>	<b>0,491</b>	<b>0,361</b>	<b>VALID</b>

b. Test of Reliability

1) The result of the analysis of the reliability coefficient of students' pronunciation with 26 questions is  $r_{11}=0,919$  and  $r_{table}=0,361$ . The computation is as follow:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_{t^2}} \right)$$

$$r_{11} = \left( \frac{26}{26-1} \right) \left( 1 - \frac{8,2931}{71,2885} \right)$$

$$r_{11} = (1,04)(0,88367)$$

$$r_{11} = 0,919$$

It can be concluded that  $r_{11} > r_{table}$ , it means that the instrument is reliable. Overview calculations by using SPSS 22 software. The complete calculations can be seen in *appendix 8*.

2) The result of the analysis of the reliability coefficient of students' self-confidence with 18 questions is  $r_{11}=0,846$  and  $r_{table}=0,361$ .

The computation is as follow:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_{t^2}} \right)$$

$$r_{11} = \left( \frac{18}{18-1} \right) \left( 1 - \frac{12,7931}{63,5126} \right)$$

$$r_{11} = (1,05882)(0,79857)$$

$$r_{11} = 0,846$$

It can be concluded that  $r_{11} > r_{table}$ , it means that the instrument is reliable. Overview calculations by using SPSS 22 software. The complete calculations can be seen in *appendix 9*.



## 2. Descriptive Analysis (X1, X2, Y)

The sample in this research were 33 students at the fourth semester of the English education department UIN Walisongo, Semarang in the academic year of 2019/2020. The variables of this research consisted of three variables namely students' pronunciation (X1), students' self-confidence (X2), and students' speaking ability (Y). Here is the result of the pronunciation test, questionnaire, and speaking test from the students. This data is used as primary data for the hypothesis test.

**Table 4.5**

**The Score of Students' Pronunciation (X1), Students' Self Confidence (X2), and Students' Speaking Ability (Y) at the fourth-semester students of English education department UIN Walisongo, Semarang in the academic year of 2019/2020.**

No	Respondent	Score		
		Students' Pronunciation (X1)	Students' Self-confidence (X2)	Students' Speaking Ability (Y)
1	R1	88	84	77
2	R2	85	82	73
3	R3	94	82	80
4	R4	86	68	73
5	R5	86	63	73
6	R6	89	83	77
7	R7	97	89	80
8	R8	98	69	80
9	R9	82	73	73
10	R10	89	79	77
11	R11	86	73	70
12	R12	89	72	73
13	R13	87	71	73
14	R14	90	83	73

15	R15	82	64	73
16	R16	95	81	80
17	R17	87	76	73
18	R18	85	82	63
19	R19	96	73	80
20	R20	84	84	90
21	R21	88	69	80
22	R22	85	77	77
23	R23	86	77	80
24	R24	92	69	90
25	R25	97	88	93
26	R26	87	71	73
27	R27	93	80	83
28	R28	90	67	73
29	R29	82	74	77
30	R30	84	58	77
31	R31	81	74	80
32	R32	84	81	73
33	R33	88	70	83
N		33		
The Highest Score (H)		97	89	93
The Lowest Score (L)		81	58	63
Total ( $\Sigma$ )		2915	2489	2553
Mean		88	75	77

Based on the table above, the highest score of students' pronunciation is 97, the students' self-confidence is 89, and the students' speaking ability is 93. The lowest score of students' pronunciation is 81, the students' self-confidence is 58, and the students' speaking ability is 63. The average of students' pronunciation is 88, students' self-confidence is 75, and students' speaking ability is 77. The analysis result of each variable can be seen in *appendix 10, 11, 12*.

**Table 4.6**  
**The Classification of Students' Score**

No.	Interval score	Classification
1	85-100	<i>Very high</i>
2	69-84	<i>High</i>
3	52-68	<i>Moderate</i>
4	36-51	<i>Low</i>
5	20-35	<b>Very low</b>

(Sugiyono, 2008:137)

Based on the table above, it can be concluded that the students' pronunciation is in the very high category with an average score of 88, the students' self-confidence is in the high category with an average score of 75, and the students' speaking ability is in the high category with an average score of 77.

### 3. Inferential Analysis

#### a. Assumption Test

##### 1) Normality Test

The normality test is carried out to test whether, in the regression model, the independent and dependent variables have a normal data distribution. The normality test is used to determine whether the analyzed data is normally distributed or not. Data normality statistical tests were performed using the Kolmogorov-Smirnov non-parametric statistical test with the criteria for a significant  $p\text{-value} > 0.05$ . The  $p\text{-value}$  does the basis for decision-making. If Sig (1 tailed) is more than 0.05, then  $H_0$  is accepted. It indicates that the residual data is normally distributed. The data was calculated by SPSS 22 program to find the normality. The result of the data is as follow :

**Table 4.7****One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual X1 on Y	Unstandardized Residual X2 on Y
N		33	33
Normal Parameters <sup>a,b</sup>	Mean	,0000000	,0000000
	Std. Deviation	5,42678442	5,90440747
Most Extreme Differences	Absolute	,177	,109
	Positive	,177	,105
	Negative	-,105	-,109
Test Statistic		,177	,109
Asymp. Sig. (2-tailed)		.100 <sup>c</sup>	.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

a) X1 on Y

The data presented in table 4.7 shows that the statistical value of the Kolmogorov- Smirnov test shows Asymp. Sig (1-tailed) of X1 on Y is 0.100 and  $0.100 > 0.05$ . It is known the score of significance is 0.100 which is higher than 0.05. So it can be concluded that the data X1 on Y were normally distributed.

b) X2 on Y

The data presented in table 4.7 shows that the statistical value of the Kolmogorov- Smirnov test shows Asymp. Sig (1-tailed) of X1 on Y is 0.200 and  $0.200 > 0.05$ . It is known the score of significance is 0.200 which is higher than 0.05. So it can be concluded that the data X2 on Y were normally distributed.

b. Testing Hypotheses

To see the correlation between variables under research, The Pearson product-moment correlation coefficient was applied for hypotheses testing. The Pearson correlation was a number between -1 and +1 that indicated the strength of a linear relationship between two variables; it may or may not indicate a causal relationship. The negative correlation indicated that both variables moved in the opposite direction, whereas, the positive correlation indicated that both variables moved in the same direction. In hypotheses testing, the significance level was 0.05. The significance level  $\alpha 0.05 = 5\%$  was the probability

of making a wrong decision when the null hypothesis was true, meaning 95% confidence level that the analysis was correct. In hypothesis testing, the decision-making process was presented as the following:

- 1) If the p-value was less than  $\alpha$  0.05, then the null hypothesis ( $H_0$ ) was rejected in favor of the alternative hypothesis ( $H_1$ ).
- 2) If the p-value was greater than  $\alpha$  0.05, then the null hypothesis ( $H_0$ ) was not rejected.

Furthermore, to see the influence of predictor variables toward criterion variables, regression analysis was applied. For interpreting whether a relationship was strong or not, the following table 4.8 was the guidelines to Pearson's correlation coefficient:

**Table 4.8**  
**Interpretation of Coefficient Correlation**

Coefficient r		Strength of Association
Positive	Negative	
0.00 to 0.19	-0.00 to -0.19	Very Weak/No Correlation
0.20 to 0.39	-0.20 to -0.39	Weak Correlation
0.40 to 0.59	-0.40 to -0.59	Moderate Correlation
0.60 to 0.79	-0.60 to -0.79	Strong Correlation
0.80 to 1.00	-0.80 to -1.00	Very strong / Perfect Correlation

1) Hypothesis 1

- The Correlation Analysis X1 on Y

For the first hypothesis testing of research question number 1 through correlation analysis, the statistical hypothesis of this present study was presented below:

$H_0$  = There was no influence of students' pronunciation on their speaking ability.

$H_1$  = There was an influence of students' pronunciation on their speaking ability.

**Table 4. 9**  
**Coefficient Correlation X1 on Y**

		X1	Y
X1	Pearson Correlation	1	.443**
	Sig. (1-tailed)		,005
	N	33	33
Y	Pearson Correlation	.443**	1
	Sig. (1-tailed)	,005	
	N	33	33

\*\*. Correlation is significant at the 0.01 level (1-tailed).

Based on data presented in table 4.9, it showed that the Pearson correlation coefficient of students' pronunciation on their speaking ability was 0.443 which indicated a moderate positive correlation. Then, the p-value 0.005 indicated that it was less than 0.05. Thus, for the first hypothesis testing research question number 1,  $H_0$  was rejected in favor of  $H_i$ , since sig. value  $0.005 < 0.05$ . If the conclusion was rejecting the null hypothesis ( $H_0$ ), it suggested that the alternative hypothesis ( $H_i$ ) which stated that there was an influence of students' pronunciation on their speaking ability might be true.

- Adjusted R Square

In other words, there was sufficient statistical evidence to conclude that there was a moderate positive linear relationship of students' pronunciation on their speaking ability at the significance level 5%. Since the findings showed a positive relationship between the two variables, regression analysis to see the influence of predictor variables toward criterion variable was conducted and the result was presented in the following table 4.10

**Table 4.10**  
**Model Summary of Students' Pronunciation**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443 <sup>a</sup>	.196	.170	5,514

a. Predictors: (Constant), X1

b. Dependent Variable: Y

Based on data from table 4.10, the R-Square 0.196 indicated that students' pronunciation had significant influence only in the level of 19.6% toward speaking ability, and 80.4% was unexplained factors. Therefore,  $H_0$  was rejected for the first hypothesis research question number 1.

To sum up, there was sufficient statistical evidence to conclude that there was a moderate positive linear relationship of students' pronunciation toward their speaking ability at the significance level 5% of the fourth semester of English Education Department students at UIN Walisongo Semarang. Since the R-Square was 0.196, it also indicated that students' pronunciation toward speaking ability had significant influence only in the level of 19.6 % toward their speaking ability, and 80.4% was unexplained factors that affected students' speaking ability.

2) Hypotheses 2

- The Correlation Analysis X2 on Y

For the second hypothesis testing of research question number 2 through correlation analysis, the statistical hypothesis of this present study was presented below:

$H_0$  = There was no influence of students' self-confidence on their speaking ability

$H_i$  = There was an influence of students' self-confidence on their speaking ability

**Table 4. 11**  
**Coefficient Correlation X2 on Y**

		Correlations	
		X2	Y
X2	Pearson Correlation	1	.220**
	Sig. (1-tailed)		.010
	N	33	33
Y	Pearson Correlation	.220**	1
	Sig. (1-tailed)	.010	
	N	33	33

\*\*. Correlation is significant at the 0.01 level (1-tailed).

Based on data presented in table 4.11, it showed that the Pearson correlation coefficient of students' self-confidence on their speaking ability was 0.220 which indicated a weak positive correlation. Then, the p-value 0.010 indicated that it was less than 0.05. Thus, for the first hypothesis testing research question number 2,  $H_0$  was rejected in favor of  $H_i$ , since sig. value  $0.010 < 0.05$ . If the conclusion was rejecting the null hypothesis ( $H_0$ ), it suggested that the alternative hypothesis ( $H_i$ ) which stated that there was influence of students' self-confidence on their speaking ability might be true.

- Adjusted R Square Test

In other words there was sufficient statistical evidence to conclude that there was a weak positive linear relationship of students' self-confidence on their speaking ability at the significance level 5%. Since the findings showed a positive relationship between the two variables, regression analysis to see the influence of predictor variables toward criterion variable was conducted and the result was presented in the following table 4.12.



**Table 4. 12**

**Model Summary of students' self-confidence**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.220 <sup>a</sup>	.049	.018	5,999

a. Predictors: (Constant), X2

b. Dependent Variable: Y

Based on data from table 4.12, the R-Square 0.049 indicated that students' self-confidence had significant effect only in the level of 4.9 % on their speaking ability, and 95.1% was unexplained factors. Therefore,  $H_0$  was rejected for the second hypothesis research question number 2.

To sum up, there was sufficient statistical evidence to conclude that there was a weak positive linear relationship of students' self-confidence toward speaking ability at the significance level 5% of the fourth semester of English Education Department students at UIN Walisongo Semarang. Since the R-Square was 0.049, it also indicated that students' self-confidence had a significant effect only in the level of 4.9 % toward their speaking ability, and 95.1% was unexplained factors that affected students' speaking ability.

3) Hypotheses 3

- The Multiple Regression Test

For the third hypothesis testing of research question number 3 through correlation analysis, the statistical hypothesis of this present study was presented below:

$H_0$  = There was no influence of students' pronunciation and self-confidence on their speaking ability

$H_1$  = There was an influence of students' pronunciation and self-confidence on their speaking ability

**Table 4.13**  
**Model Summary of Multiple Correlation Analysis**

Model Summary <sup>b</sup>									
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	.451 <sup>a</sup>	.204	.150	5,579	.204	3,833	2	30	.033

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Based on data presented in table 4.13, sig. F change  $0.033 < 0.05$  indicated  $H_a$ , which stated there was an influence of students' pronunciation and self-confidence on their speaking ability was accepted since 0.033 was less than 0.05. To sum up, data from statistical evidence as presented in table 4.12 for the third hypothesis testing research question number 3 showed that  $H_0$ , was rejected in favor of  $H_1$  since sig. value  $0.033 < 0.05$ . If the conclusion was rejecting the null hypothesis ( $H_0$ ), it suggested that the alternative hypothesis ( $H_1$ ) which stated that there was an influence of students' pronunciation and self-confidence on their speaking ability might be true for fourth semester of English Education Department students at UIN Walisongo Semarang. Also, the multiple correlation coefficient value was 0.451. It showed a moderate correlation categorized. Since the R-Square was 0.204, it also indicated that students' pronunciation and self-confidence simultaneously had a significant effect only in the level of 20.4% on their speaking ability, and 79.6% was unexplained factors that affected students' speaking ability.

## **B. Discussion**

This current research investigated the influence of students' pronunciation and self-confidence on their speaking ability in the fourth-semester students of English Education at UIN Walisongo Semarang in the academic year 2019/2020. In this research, students' pronunciation and students' self-confidence as independent variables and speaking ability as the dependent variable. This research aimed to determine the relationship between the two variables with speaking ability. After analyzing the data, the researcher has already answered the research hypothesis. The following is an explanation of the findings was describe as follows:

### **1. Students' Pronunciation, Self-Confidence And Speaking Ability**

Based on the students' pronunciation test results, students' self-confidence questionnaire, and the students' speaking ability, the researcher concluded that : The highest score of students' pronunciation is 97, the students' self-confidence is 89, and the students' speaking ability is 93. The lowest score of students' pronunciation is 81, the students' self-confidence is 58, and students' speaking ability is 63. The average of students' pronunciation is 88, students' self-confidence is 75, and students' speaking ability is 77. According to the classification of students' scores by Sugiyono, the researcher concluded that the students' pronunciation is in the very high category with an average score of 88, the students' self-confidence is in the high category with an average score of 75, and the students' speaking ability is in the high category with an average score of 77.

### **2. The Influence of Students' Pronunciation on Their Speaking Ability**

The results of the first hypothesis confirmed that  $H_1$  is accepted. It meant that there was an influence of students' pronunciation on their speaking ability. The single regression results showed a significant influence of students' pronunciation toward their speaking ability. The correlation coefficient was 0.443 with the p-value  $0.005 < 0.05$ . In addition, the relationship between variables was a moderate categorized relationship, and the single regression results showed that students' pronunciation contributes to speaking ability. The value of R square is

0.196 or 19.6%. This means that speaking ability is influenced by students' pronunciation by 19.6%, while 80.4% is influenced by other variables not investigated in this research.

The statement above is supported by research conducted by Siti Rosidah, 2020 as stated in her research. That there is a significant correlation between pronunciation ability and speaking achievement. The lack of students' understanding and skills on aspects of pronunciation causes their speaking abilities and achievements to be low, so students should learn more about pronunciation so that their speaking quality increases.

The results of the study are in accordance with the theories that have been put forward in the literature review. This is in line with Pourhosein Gilakjani who argues that pronunciation is an important part of communication and is interconnected. Joan Morley and Celce-Murcia argue that comprehensible pronunciation is an important component of speaking ability. Even when students produce slight inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation. Burns argues that there are two features of pronunciation that must be mastered, such as segmental features consisting of consonants, vowels, diphthongs, etc., and suprasegmental features consisting of linking, intonation, and stress. Aspects of pronunciation should be mastered by students to increase knowledge about pronunciation and help improve the quality of their speaking ability better.

From the research results, it was known that students' pronunciation significantly influences their speaking ability. This means that the more pronunciation knowledge students have, the better their speaking ability. In conclusion, students' pronunciation is one of the factors that correlate with speaking ability. The number of correlation percentages is moderate, but it influence.

### **3. The Influence of Students' Self-Confidence on Their Speaking Ability**

The results of the second hypothesis confirmed that  $H_1$  is accepted. It meant that there was an influence of students' self-confidence on their speaking ability. The single regression results showed a significant influence of students' self-confidence on their speaking ability. The correlation coefficient was 0.220 with the p-value  $0.010 < 0.05$ . In addition, the relationship between variables was a low categorized relationship, and the single regression results showed that students' self-confidence contributes to speaking skills. The value of R square is 0.049 or 4.9%. This means that speaking ability is influenced by students' self-confidence by 4.9%, while 95.1% is influenced by other variables not investigated in this research.

The statement above is supported by research conducted by Roysmanto, 2018 as stated in his research. That there is a significant relationship between students' self-confidence and speaking skills. Lack of self-confidence causes students' speaking skills to be low, so students must practice speaking in front of the class more during the learning process so that the quality of their confidence increases.

McIntyre explained that self-confidence is one of the factors that play an important role in speaking skills. If students have high self-confidence, they will achieve the best performance in fluent speaking skills. Because high self-confidence can have a positive correlation with oral performance. Griffie explained that there are three aspects that underlie confidence in speaking English. The first aspect of self-confidence assessment is ability. Abilities are defined as commands for grammar, vocabulary, and pronunciation. The researcher emphasizes pronunciation. The second aspect of self-assessment is assurance. A guarantee is defined as a feeling of security and comfort in speaking English. The third aspect of self-confidence assessment is a willingness to engage. Willing engagement is defined as people who like to speak English like a native English speaker.

From the results of the study, it is known that students' self-confidence has a significant influence on their speaking ability. This means that the more confident a student is, the better their speaking

ability will be. In conclusion, students' self-confidence is one of the factors that correlate with speaking ability. The number of percentage correlations is weak, but it influence.

#### **4. The Influence of Students' Pronunciation And Self-Confidence on Their Speaking Ability**

The results of the third hypothesis confirmed that  $H_i$  is accepted. It meant that there was an influence of students' pronunciation and self-confidence on their speaking ability. The multiple regression results showed a significant influence of students' pronunciation and self-confidence on their speaking ability. The multiple correlation coefficient was 0.451 with the p-value  $0.033 < 0.05$ . In addition, it showed a moderate correlation categorized, and the multiple regression results showed that students' pronunciation and self-confidence contribute to speaking ability. The value of R square is 0.204 or 20.4%. This means that speaking ability is influenced by students' pronunciation and students' self-confidence by 20.4%, while 79.6% is influenced by other variables not investigated in this research.

From the results of the research, it is known that students' pronunciation and self-confidence have a significant influence on their speaking ability. This means that the better the pronunciation of students and the more confidence a student is, the better their speaking ability will be. In conclusion, students' pronunciation and students' self-confidence are factors that correlate with speaking ability. The number of percentage correlations is moderate, but it influence.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the data of research findings, this chapter presented two sections: conclusions, and suggestions. Those two sections are presented below:

#### **A. Conclusion**

Based on the results of the students' pronunciation test, students' self-confidence questionnaire, and students' speaking ability, the researcher concluded according to the classification of students' score by Sugiyono that the students' pronunciation is in the very high category with an average score of 88, the students' self-confidence is in the high category with an average score of 75, and the students' speaking ability is in the high category with an average score of 77.

Then, based on the findings of hypothesis testing, the three proposed hypotheses can be accepted significantly. The first hypothesis was that there was an influence of students' pronunciation (X1) on their speaking ability (Y). The second hypothesis was that there was an influence of students' self-confidence (X2) on their speaking ability (Y). The third hypothesis was that there was an influence of students' pronunciation and self-confidence on their speaking ability.

Thus, it can be concluded: First, there was a positive and significant influence of students' pronunciation on their speaking ability with a correlation coefficient of 0.443 with the p-value  $0.005 < 0.05$ . Second, there was a positive and significant influence of students' self-confidence on their speaking ability with a correlation coefficient of 0.220 with the p-value  $0.010 < 0.05$ . Third, there was a positive and significant influence of students' pronunciation and self-confidence on their speaking ability by analyzing the multiple correlation coefficient tests applied through SPSS 22 and finding that the multiple correlation coefficient (R) was 0.451. The p-value is  $0.033 < 0.05$  which indicated a relationship between these variables. The value of R square is 0.204 or 20.4%. This means that speaking ability is influenced by students' pronunciation and self-confidence by 20.4%, while 79.6% is

influenced by other variables not investigated in this research. There was an influence of students' pronunciation and self-confidence toward their speaking ability of the fourth-semester students of English Education at UIN Walisongo Semarang in the academic year 2019/2020.

Based on the description of the statistical analysis above regarding students' pronunciation, self-confidence, and speaking ability of fourth-semester students of English Education at UIN Walisongo Semarang in the academic year 2019/2020, the following conclusions can be drawn:

1. Students' pronunciation has a significant influence on their speaking ability. Students' speaking ability was determined by students' pronunciation. As a result, the increase in students' pronunciation contributes to the students' speaking ability. On the other hand, in learning English, the variable of students' pronunciation plays an important role in improving the quality of students' speaking ability.
2. Self-confidence has a significant influence on their speaking ability. Students' self-confidence also influenced students' speaking ability. Therefore, self-confidence plays an important role in contributing to the quality of students' speaking ability.
3. Based on the results of hypothesis testing and data analysis of research results, both students' pronunciation and students' self-confidence, there was a significant influence on their speaking ability.

## **B. Suggestion**

Based on the conclusion in this present research, suggestions were proposed to the following :

1. For English lectures  
The lecturers should know their students' self-confidence and often ask students to try and practice speaking in English so that they have good pronunciation quality and good self-confidence.
2. For students  
The students should improve their self-confidence and pronunciation in order to improve their English speaking ability.
3. For institutions



This research can contribute to all educational institutions having good and creative teaching and learning strategies in the teaching and learning process.

4. For further researchers

The results of this study are expected to be used as consideration or preview for future researchers in conducting research in the same field with different research objects.

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## APPENDIXES

### *Appendix 1*

#### LIST OF RESPONDENTS

<b>NO</b>	<b>CODE</b>	<b>CLASS</b>
1	R1	PBI 4A
2	R2	PBI 4A
3	R3	PBI 4A
4	R4	PBI 4A
5	R5	PBI 4A
6	R6	PBI 4A
7	R7	PBI 4A
8	R8	PBI 4A
9	R9	PBI 4A
10	R10	PBI 4A
11	R11	PBI 4A
12	R12	PBI 4B
13	R13	PBI 4B
14	R14	PBI 4B
15	R15	PBI 4B
16	R16	PBI 4B
17	R17	PBI 4B
18	R18	PBI 4B
19	R19	PBI 4B
20	R20	PBI 4B
21	R21	PBI 4B
22	R22	PBI 4B
23	R23	PBI 4C
24	R24	PBI 4C
25	R25	PBI 4C
26	R26	PBI 4C
27	R27	PBI 4C
28	R28	PBI 4C



29	R29	PBI 4C
30	R30	PBI 4C
31	R31	PBI 4C
32	R32	PBI 4C
33	R33	PBI 4C

Appendix 2

**INSTRUMENT OF PRONUNCIATION TEST**

**NAME** : \_\_\_\_\_

**STUDENT NUMBER** : \_\_\_\_\_

**Direction:** Pay attention to the following words and read the lists of words to know the pronunciation!

<b>Vowel</b>	<b>Diphthong</b>
1. Bad 2. Love 3. Hurt 4. Heart 5. Seat	6. Sail 7. Pie 8. Beard 9. Poor 10. Air 11. Know 12. Now
<b>Consonant</b>	<b>Stress Word</b>
13. Think 14. Breathe 15. Church 16. Shame 17. Measure 18. Decision	19. Important 20. Photographer 21. University 22. Person 23. Education 24. Decrease 25. Hotel 26. Tomorrow

*Source: Adapted from Marianne and Celce-Murci*

Appendix 3

**THE INSTRUMENT OF SELF-CONFIDENCE**  
(English Version)

This questionnaire is used to determine the level of students' confidence on speaking English. Filling out this questionnaire does not affect the scores in any subject. Fill in the questionnaire honestly according to the conditions you experience.

**NAME** : \_\_\_\_\_

**STUDENT NUMBER** : \_\_\_\_\_

**Instructions :**

- Read each statement carefully.
- positive statements without highlight, negative statements with grey highlight
- Select the answer to the statement by clicking on the alternative answer best suited to your circumstances, with the following options:

- |                       |                       |
|-----------------------|-----------------------|
| 5 = Strongly Agree    | 1 = Strongly Agree    |
| 4 = Agree             | 2 = Agree             |
| 3 = Neutral           | 3 = Neutral           |
| 2 = Disagree          | 4 = Disagree          |
| 1 = Strongly Disagree | 5 = Strongly Disagree |

No	Statements	Positive				Negative					
		5	4	3	2	1	1	2	3	4	5
1	I like to speak English.										
2	I think learning English is very important when I want to speak English fluently.										
3	I think to speak English fluently, I don't need to master aspects of speaking English.										
4	I find it easy to imitate the pronunciation spoken by the lecturer in speaking English.										
5	I always look up how to pronounce a word in the dictionary when I come across a new word that is in a book.										

6	I learned independently how to say the new word.																		
7	I remember how new words are pronounced.																		
8	I only dare to speak English in front of one person.																		
9	I always pay attention to my pronunciation when I talk.																		
10	I always check the pronunciation of words or ask my friends how to pronounce words that I don't know how to pronounce correctly before I present or speak to the class.																		
11	I started to panic when suddenly the lecturer called me to speak in front of the class without preparation.																		
12	Even though I am well prepared to speak, I still feel anxious if I make a mistake while speaking.																		
13	I feel my friend's English speaking ability is better than mine.																		
14	I became nervous and unfocused because I lost confidence when I made a mistake while speaking.																		
15	I was afraid other students would laugh at me when I stuttered while speaking English.																		
16	I can criticize or correct my friends if they are wrong when speaking English.																		
17	I believe I will be a person who can speak English fluently in front of many people in the future.																		
18	I will study English to support my ability to face future jobs.																		

*Source: Adapted from Griffie (as cited in Doqaruni, 2014)*

Appendix 4

**INSTRUMEN PERCAYA DIRI**  
**(Versi Bahasa Indonesia)**

Angket ini digunakan untuk mengetahui tingkat kepercayaan diri siswa terhadap pronounciationya ketika berbicara Bahasa Inggris. Pengisian angket ini tidak mempengaruhi nilai pada mata pelajaran apapun. Isilah angket sejujur-jujurnya sesuai kondisi yang anda alami.

**NAMA** : \_\_\_\_\_

**NIM** : \_\_\_\_\_

**PETUNJUK PENGISIAN**

- bacalah setiap pernyataan dengan seksama.
- pernyataan positif tanpa warna, pernyataan negatif dengan warna abu-abu
- pilih jawaban pernyataan dengan klik pilihan pada alternatif jawaban yang paling sesuai dengan keadaan anda, dengan pilihan :

- 5 = Sangat setuju                      1 = Sangat Setuju  
4 = Setuju                                2 = Setuju  
3 = Netral                                 3 = Netral  
2 = Tidak Setuju                        4 = Tidak Setuju  
1 = Sangat Tidak Setuju                5 = Sangat Tidak Setuju

No	Pernyataan	Positif					Negatif				
		1	2	3	4	5	6	7	8	9	10
1	Saya menyukai berbicara Bahasa Inggris.										
2	Saya rasa belajar bahasa Inggris adalah hal yang sangat penting ketika saya ingin lancar dalam berbicara bahasa inggris.										
3	Saya rasa untuk lancar berbicara dalam bahasa inggris, saya tidak perlu menguasai aspek-aspek berbicara bahasa inggris.										
4	Saya merasa mudah menirukan pelafalan										

	yang diucapkan oleh dosen dalam berbicara Bahasa Inggris.																		
5	Saya selalu mencari tahu cara mengucapkan suatu kata di kamus ketika saya menemukan kata baru yang terdapat di dalam buku.																		
6	Saya belajar secara mandiri cara mengucapkan kata baru tersebut.																		
7	Saya mengingat cara pengucapan kata-kata baru.																		
8	Saya hanya berani berbicara Bahasa Inggris di depan satu orang saja.																		
9	Saya selalu memperhatikan pengucapan saya ketika saya akan berbicara.																		
10	Saya selalu mengecek pelafalan kata atau bertanya kepada teman saya bagaimana cara mengucapkan kata-kata yang saya belum tahu cara mengucapkannya dengan benar sebelum saya presentasi atau berbicara di depan kelas.																		
11	Saya mulai panik ketika tiba-tiba dipanggil dosen untuk berbicara di depan kelas tanpa persiapan.																		
12	Sekalipun saya sudah siap dengan baik untuk berbicara, saya tetap merasa cemas jika saya melakukan kesalahan saat berbicara.																		
13	Saya merasa kemampuan berbicara Bahasa Inggris teman saya lebih baik daripada saya.																		
14	Saya menjadi gugup dan menjadi tidak fokus karena kehilangan kepercayaan diri ketika saya melakukan suatu kesalahan																		

	saat berbicara.											
15	Saya takut siswa lain akan menertawakan saya ketika saya terbata-bata saat berbicara bahasa inggris.											
16	Saya dapat mengkritik atau mengoreksi teman saya apabila mereka salah dalam menggunakan Bahasa Inggris mereka.											
17	Saya percaya saya akan menjadi seorang yang mampu berbicara Bahasa Inggris di depan banyak orang kemudian hari.											
18	Saya akan belajar Bahasa Inggris untuk mendukung kemampuan saya menghadapi pekerjaan di masa depan.											

*Appendix 5*

**SPEAKING TEST**

Time Allocation : 2-3 minutes

The students choose one of the provided topics below :

- a. People
- b. Place
- c. Experience

**NAME** : \_\_\_\_\_

**STUDENT NUMBER** : \_\_\_\_\_

**SELECTED TOPIC** : \_\_\_\_\_

**TITTLE** : \_\_\_\_\_



Appendix 6

The Validity Analysis of Students' Pronunciation Test (X1)

		TOTAL						
Question01	Pearson Correlation	.516*	Question11	Pearson Correlation	.713*	Question22	Pearson Correlation	.438*
	Sig. (2-tailed)	.004		Sig. (2-tailed)	.000		Sig. (2-tailed)	.018
	N	30		N	30		N	30
Question02	Pearson Correlation	.643*	Question12	Pearson Correlation	.510*	Question23	Pearson Correlation	.573*
	Sig. (2-tailed)	.000		Sig. (2-tailed)	.004		Sig. (2-tailed)	.001
	N	30		N	30		N	30
Question03	Pearson Correlation	.348	Question13	Pearson Correlation	.558*	Question24	Pearson Correlation	.466*
	Sig. (2-tailed)	.059		Sig. (2-tailed)	.001		Sig. (2-tailed)	.009
	N	30		N	30		N	30
Question04	Pearson Correlation	.098	Question14	Pearson Correlation	.538*	Question25	Pearson Correlation	.262
	Sig. (2-tailed)	.608		Sig. (2-tailed)	.002		Sig. (2-tailed)	.162
	N	30		N	30		N	30
Question05	Pearson Correlation	.674*	Question15	Pearson Correlation	.359	Question26	Pearson Correlation	.643*
	Sig. (2-tailed)	.000		Sig. (2-tailed)	.051		Sig. (2-tailed)	.000
	N	30		N	30		N	30
Question06	Pearson Correlation	.561*	Question16	Pearson Correlation	.581*	Question27	Pearson Correlation	.615*
	Sig. (2-tailed)	.001		Sig. (2-tailed)	.001		Sig. (2-tailed)	.000
	N	30		N	30		N	30
Question07	Pearson Correlation	.683*	Question17	Pearson Correlation	.677*	Question28	Pearson Correlation	.514*
	Sig. (2-tailed)	.000		Sig. (2-tailed)	.000		Sig. (2-tailed)	.004
	N	30		N	30		N	30
Question08	Pearson Correlation	.713*	Question18	Pearson Correlation	.665*	Question29	Pearson Correlation	.674*
	Sig. (2-tailed)	.000		Sig. (2-tailed)	.000		Sig. (2-tailed)	.000
	N	30		N	30		N	30
Question09	Pearson Correlation	.433*	Question19	Pearson Correlation	.413	Question30	Pearson Correlation	.561*
	Sig. (2-tailed)	.017		Sig. (2-tailed)	.023		Sig. (2-tailed)	.001
	N	30		N	30		N	30
Question10	Pearson Correlation	.557*	Question20	Pearson Correlation	.484*	TOTAL	Pearson Correlation	1
	Sig. (2-tailed)	.001		Sig. (2-tailed)	.010		Sig. (2-tailed)	
	N	30		N	30		N	30
Question21	Pearson Correlation	.525*	Question21	Pearson Correlation	.525*			
	Sig. (2-tailed)	.003		Sig. (2-tailed)	.003			
	N	30		N	30			

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
 \* . Correlation is significant at the 0.05 level (2-tailed).

The Validity Analysis of Students' Self-Confidence Questionnaire (X2)

Aspect		TOTAL	
Ability	Questionnaire01	Pearson Correlation	.374*
		Sig. (2-tailed)	.042
		N	30
	Questionnaire02	Pearson Correlation	.445**
		Sig. (2-tailed)	.014
		N	30
	Questionnaire03	Pearson Correlation	.491**
		Sig. (2-tailed)	.008
		N	30
	Questionnaire04	Pearson Correlation	.271
		Sig. (2-tailed)	.147
		N	30
	Questionnaire05	Pearson Correlation	-.098
		Sig. (2-tailed)	.606
		N	30
	Questionnaire06	Pearson Correlation	.028
		Sig. (2-tailed)	.885
		N	30
	Questionnaire07	Pearson Correlation	.453*
		Sig. (2-tailed)	.012
N		30	
Questionnaire08	Pearson Correlation	.229	
	Sig. (2-tailed)	.224	
	N	30	
Questionnaire09	Pearson Correlation	.425*	
	Sig. (2-tailed)	.019	
	N	30	
Questionnaire10	Pearson Correlation	.330	
	Sig. (2-tailed)	.075	
	N	30	

Questionnaire11	Pearson Correlation	.522**
	Sig. (2-tailed)	.003
	N	30
Questionnaire12	Pearson Correlation	.301
	Sig. (2-tailed)	.108
	N	30
Questionnaire13	Pearson Correlation	.478**
	Sig. (2-tailed)	.008
	N	30
Questionnaire14	Pearson Correlation	-.060
	Sig. (2-tailed)	.755
	N	30
Questionnaire15	Pearson Correlation	-.094
	Sig. (2-tailed)	.621
	N	30
Questionnaire16	Pearson Correlation	.282
	Sig. (2-tailed)	.131
	N	30
Questionnaire17	Pearson Correlation	.581**
	Sig. (2-tailed)	.001
	N	30
Questionnaire18	Pearson Correlation	.653**
	Sig. (2-tailed)	.000
	N	30
Questionnaire19	Pearson Correlation	.487**
	Sig. (2-tailed)	.006
	N	30
Questionnaire20	Pearson Correlation	.508**
	Sig. (2-tailed)	.004
	N	30

Assurance	Questionnaire21	Pearson Correlation	.579**	Willing	Questionnaire31	Pearson Correlation	.288
		Sig. (2-tailed)	.001			Sig. (2-tailed)	.128
		N	30			N	30
	Questionnaire22	Pearson Correlation	-.135		Questionnaire32	Pearson Correlation	.152
		Sig. (2-tailed)	.476			Sig. (2-tailed)	.424
		N	30			N	30
	Questionnaire23	Pearson Correlation	.469**		Questionnaire33	Pearson Correlation	-.108
		Sig. (2-tailed)	.009			Sig. (2-tailed)	.571
		N	30			N	30
	Questionnaire24	Pearson Correlation	.226		Questionnaire34	Pearson Correlation	.273
		Sig. (2-tailed)	.230			Sig. (2-tailed)	.144
		N	30			N	30
	Questionnaire25	Pearson Correlation	.635**		Questionnaire35	Pearson Correlation	-.114
		Sig. (2-tailed)	.000			Sig. (2-tailed)	.549
		N	30			N	30
	Questionnaire26	Pearson Correlation	.219		Questionnaire36	Pearson Correlation	.197
		Sig. (2-tailed)	.246			Sig. (2-tailed)	.297
		N	30			N	30
	Questionnaire27	Pearson Correlation	.548**		Questionnaire37	Pearson Correlation	.374
		Sig. (2-tailed)	.002			Sig. (2-tailed)	.042
		N	30			N	30
	Questionnaire28	Pearson Correlation	.283		Questionnaire38	Pearson Correlation	.445
		Sig. (2-tailed)	.129			Sig. (2-tailed)	.014
		N	30			N	30
	Questionnaire29	Pearson Correlation	.309		Questionnaire39	Pearson Correlation	.491*
		Sig. (2-tailed)	.097			Sig. (2-tailed)	.008
		N	30			N	30
	Questionnaire30	Pearson Correlation	-.040		Questionnaire40	Pearson Correlation	.271
		Sig. (2-tailed)	.835			Sig. (2-tailed)	.147
		N	30			N	30
				TOTAL	Pearson Correlation	1	
					Sig. (2-tailed)		
					N	30	
					*. Correlation is significant at the 0.05 level (2-tailed).		
					**. Correlation is significant at the 0.01 level (2-tailed).		

**The Reliability Analysis of Students' Pronunciation Test (X1)**

**Reliability  
Scale: ALL VARIABLES**

Case Processing Summary

		N	%
Cases	Valid	30	100,0
	Excluded <sup>a</sup>	0	0,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,919	26

HASIL	
0,919	Very Reliabel

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question01	99,37	66,033	,492	,917
Question02	99,60	65,214	,642	,914
Question03	99,23	65,151	,662	,914
Question04	99,43	65,426	,537	,916
Question05	99,57	64,668	,665	,914
Question06	99,83	64,626	,674	,913
Question07	99,53	69,568	,303	,919
Question08	99,40	66,386	,472	,917
Question09	99,83	64,626	,674	,913
Question10	99,50	68,397	,457	,917
Question11	99,23	64,875	,561	,916
Question12	99,97	66,240	,461	,917
Question13	100,07	65,995	,534	,916
Question14	99,37	64,585	,645	,914
Question15	99,63	65,068	,625	,914
Question16	99,70	68,907	,394	,918
Question17	99,47	68,189	,442	,917
Question18	99,50	66,534	,416	,918
Question19	99,87	67,706	,374	,918
Question20	100,00	66,276	,507	,916
Question21	99,53	65,982	,410	,919
Question22	99,60	65,214	,642	,914
Question23	99,80	65,752	,566	,915
Question24	99,47	67,223	,419	,918
Question25	99,23	65,151	,662	,914
Question26	99,43	65,426	,537	,916

Appendix 9

The Reliability Analysis of Students' Self-Confidence Questionnaire (X2)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

]

Reliability Statistics

Cronbach's Alpha	N of Items
.846	18

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Questionnaire1	628.667	59.154	.365	.841
Questionnaire2	621.333	60.464	.456	.841
Questionnaire3	646.333	57.275	.437	.838
Questionnaire4	635.333	58.051	.487	.837
Questionnaire5	630.667	57.995	.416	.839
Questionnaire6	627.667	57.013	.434	.838
Questionnaire7	629.333	58.823	.395	.840
Questionnaire8	640.333	55.757	.501	.835
Questionnaire9	628.000	55.614	.591	.831
Questionnaire10	628.667	56.671	.466	.837
Questionnaire11	633.333	55.057	.443	.839
Questionnaire12	632.667	54.271	.589	.830
Questionnaire13	631.000	55.128	.485	.836
Questionnaire14	631.667	55.592	.532	.833
Questionnaire15	637.333	55.237	.364	.846
Questionnaire16	628.667	59.154	.365	.841
Questionnaire17	621.333	60.464	.456	.841
Questionnaire18	646.333	57.275	.437	.838

Appendix 10

The Result Analysis of Students' Pronunciation Test (X1)

No	Respondents	Vowel					Diphthong						Consonant						Stress Word						Total	Score				
		Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Q 21	Q 22	Q 23			Q 24	Q 25	Q 26	
		[æ]	[ʌ]	[ɑ:]	[ɜ:]	[i:]	/ɛɪ/	/aɪ/	/ɪə/	/ʊə/	/eə/	/əʊ/	/aʊ/	/θ/	/ð/	/tʃ/	/ʃ/	/z/												
1	R1	3	4	5	5	3	5	5	4	4	5	5	5	5	3	3	5	4	4	5	5	5	5	4	5	4	5	115	88	
2	R2	5	3	5	5	5	5	5	3	4	5	3	3	5	3	3	3	5	4	5	5	5	4	4	5	4	5	111	85	
3	R3	5	4	5	5	5	5	5	3	4	5	5	5	5	3	5	5	5	5	5	5	5	4	5	5	4	5	122	94	
4	R4	3	4	5	3	3	5	5	5	5	5	5	5	5	3	3	5	4	3	4	5	5	4	5	4	5	4	112	86	
5	R5	3	5	5	3	5	5	5	3	4	3	5	5	5	3	3	5	5	4	5	4	4	4	5	5	4	5	112	86	
6	R6	5	3	5	3	3	5	5	3	4	3	5	5	5	4	5	5	5	5	5	5	5	5	5	4	4	5	116	89	
7	R7	5	5	5	5	5	5	5	3	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	126	97	
8	R8	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	127	98
9	R9	3	5	3	3	5	3	5	3	4	5	5	5	4	3	3	3	5	3	4	5	5	4	5	5	4	5	107	82	
10	R10	4	5	5	3	3	5	5	3	4	5	5	5	5	3	3	5	4	4	5	5	5	5	5	5	5	5	116	89	
11	R11	5	5	5	3	5	5	5	3	4	5	5	5	5	3	3	3	4	4	4	5	5	4	5	4	4	4	112	86	
12	R12	5	5	5	3	5	5	5	3	4	4	5	5	5	5	3	5	5	4	5	4	5	4	4	4	4	5	116	89	
13	R13	3	5	5	3	5	5	5	3	4	5	5	5	5	3	3	5	4	4	5	5	5	4	5	4	4	4	113	87	
14	R14	5	5	5	5	5	5	3	5	4	5	3	5	5	3	5	5	4	4	4	5	5	5	5	5	4	4	117	90	
15	R15	5	5	3	3	3	3	3	4	5	3	3	5	5	4	5	4	4	4	5	4	4	4	4	5	5	5	107	82	
16	R16	5	5	5	3	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	4	5	5	4	5	124	95
17	R17	4	5	3	5	5	5	5	3	4	5	5	3	4	5	5	4	4	4	5	4	5	4	4	4	5	4	113	87	
18	R18	5	3	5	5	5	5	5	5	3	4	5	3	5	3	4	3	4	4	4	5	4	5	4	5	4	4	111	85	
19	R19	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	3	5	5	5	5	4	5	5	5	5	125	96	

20	R20	3	3	5	3	5	5	3	3	4	3	5	5	3	5	5	3	4	4	5	4	5	5	5	4	5	5	109	84
21	R21	5	4	5	3	5	5	5	3	4	4	5	5	5	5	3	4	4	4	5	5	5	5	4	4	4	4	114	88
22	R22	5	5	3	5	3	5	5	3	4	5	5	5	4	4	3	3	4	4	4	5	5	4	5	4	4	5	111	85
23	R23	5	5	5	3	3	5	5	3	4	5	3	5	5	3	3	5	4	5	4	5	5	4	4	5	4	5	112	86
24	R24	5	5	5	5	3	5	5	5	5	4	5	5	5	5	4	3	3	5	5	4	5	5	5	5	4	5	120	92
25	R25	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5	126	97
26	R26	5	5	5	3	3	5	5	3	4	5	5	3	5	3	3	5	5	5	5	5	5	4	5	4	4	4	113	87
27	R27	4	5	5	5	3	5	5	5	4	5	5	5	5	4	3	5	5	5	5	5	5	4	5	5	4	5	121	93
28	R28	5	5	5	5	3	5	3	3	4	5	4	3	5	5	5	3	5	5	5	5	5	4	5	5	5	5	117	90
29	R29	5	5	3	3	3	5	5	3	4	5	5	3	5	3	3	3	5	5	5	4	4	4	5	4	4	4	107	82
30	R30	5	5	3	3	3	5	3	3	4	5	5	5	5	3	3	3	5	4	5	4	5	5	4	4	5	5	109	84
31	R31	3	3	5	5	5	3	3	4	5	3	3	5	3	4	3	3	4	4	5	5	5	4	5	4	5	4	105	81
32	R32	5	4	3	3	5	4	4	5	3	5	5	3	5	4	3	5	3	4	5	4	5	5	4	5	4	4	109	84
33	R33	3	5	3	5	5	5	5	3	5	5	5	5	5	3	3	5	4	5	4	5	5	4	5	4	5	4	115	88
<b>Total Score</b>																											<b>2915</b>		

Appendix 11

The Result Analysis of Students' Self-Confidence Questionnaire (X2)

No	Respondents	Ability							Assurance								Willing Engagement			Total	Score
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18		
1	R1	5	5	2	4	3	4	4	4	3	5	5	5	5	4	5	3	5	5	76	84
2	R2	3	5	3	4	5	5	4	3	5	5	5	5	5	4	4	2	3	4	74	82
3	R3	3	5	2	4	4	4	4	4	4	4	5	5	4	5	4	3	5	5	74	82
4	R4	3	5	2	3	3	3	3	3	3	3	1	4	4	4	4	3	5	5	61	68
5	R5	4	4	2	3	3	4	4	2	3	3	3	2	4	3	2	3	4	4	57	63
6	R6	5	5	5	3	4	5	4	2	5	5	3	3	3	4	4	5	5	5	75	83
7	R7	4	5	2	4	5	5	4	5	5	3	5	4	5	5	5	4	5	5	80	89
8	R8	3	5	1	2	4	5	5	2	4	2	2	4	5	5	2	3	4	4	62	69
9	R9	4	5	3	3	4	4	4	3	4	4	4	3	3	3	3	3	5	4	66	73
10	R10	3	5	2	3	3	3	3	5	4	5	5	4	5	4	4	3	5	5	71	79
11	R11	3	4	2	4	4	4	4	3	4	4	4	4	4	4	4	2	4	4	66	73
12	R12	3	4	3	4	4	4	3	4	3	3	4	3	4	3	3	3	5	5	65	72
13	R13	5	5	3	4	5	4	4	2	4	3	2	2	3	2	2	4	5	5	64	71
14	R14	5	5	4	4	4	5	5	4	4	4	4	4	5	3	2	3	5	5	75	83
15	R15	3	4	3	3	4	4	3	4	2	2	4	4	4	2	2	2	4	4	58	64
16	R16	4	5	2	4	5	5	4	3	4	5	4	3	4	4	3	4	5	5	73	81
17	R17	5	5	2	4	4	3	4	4	4	3	4	4	3	4	2	3	5	5	68	76
18	R18	4	5	2	3	4	4	3	4	4	3	5	5	5	5	5	3	5	5	74	82
19	R19	4	5	2	3	4	5	4	2	4	4	4	3	4	4	2	4	4	4	66	73



20	R20	4	5	3	3	5	5	4	3	5	5	5	5	5	4	4	2	4	5	76	84
21	R21	4	4	1	3	3	5	4	2	3	2	5	3	4	3	4	3	4	5	62	69
22	R22	3	5	2	3	4	4	4	4	5	5	3	5	5	3	4	2	4	4	69	77
23	R23	4	4	2	4	4	4	4	2	4	4	3	4	4	3	4	5	5	5	69	77
24	R24	4	5	2	4	3	4	4	2	4	2	2	4	4	3	2	3	5	5	62	69
25	R25	5	4	4	4	5	5	5	4	4	4	4	4	4	5	5	3	5	5	79	88
26	R26	5	5	2	3	5	5	5	1	4	4	2	3	2	1	3	4	5	5	64	71
27	R27	4	5	1	4	5	4	3	4	5	4	5	5	3	4	4	2	5	5	72	80
28	R28	4	4	2	4	4	4	3	2	4	3	2	4	4	3	2	3	4	4	60	67
29	R29	4	4	2	4	3	4	3	2	4	3	4	4	4	4	3	5	5	5	67	74
30	R30	4	4	2	3	4	4	4	1	3	4	1	1	4	1	1	3	4	4	52	58
31	R31	4	5	2	4	4	4	4	3	4	4	3	3	4	3	4	3	4	5	67	74
32	R32	4	4	1	4	5	4	4	4	4	4	5	4	5	4	5	4	4	4	73	81
33	R33	5	5	2	3	4	4	4	2	4	4	3	2	3	2	2	4	5	5	63	70
<b>Total Score</b>																				<b>2489</b>	

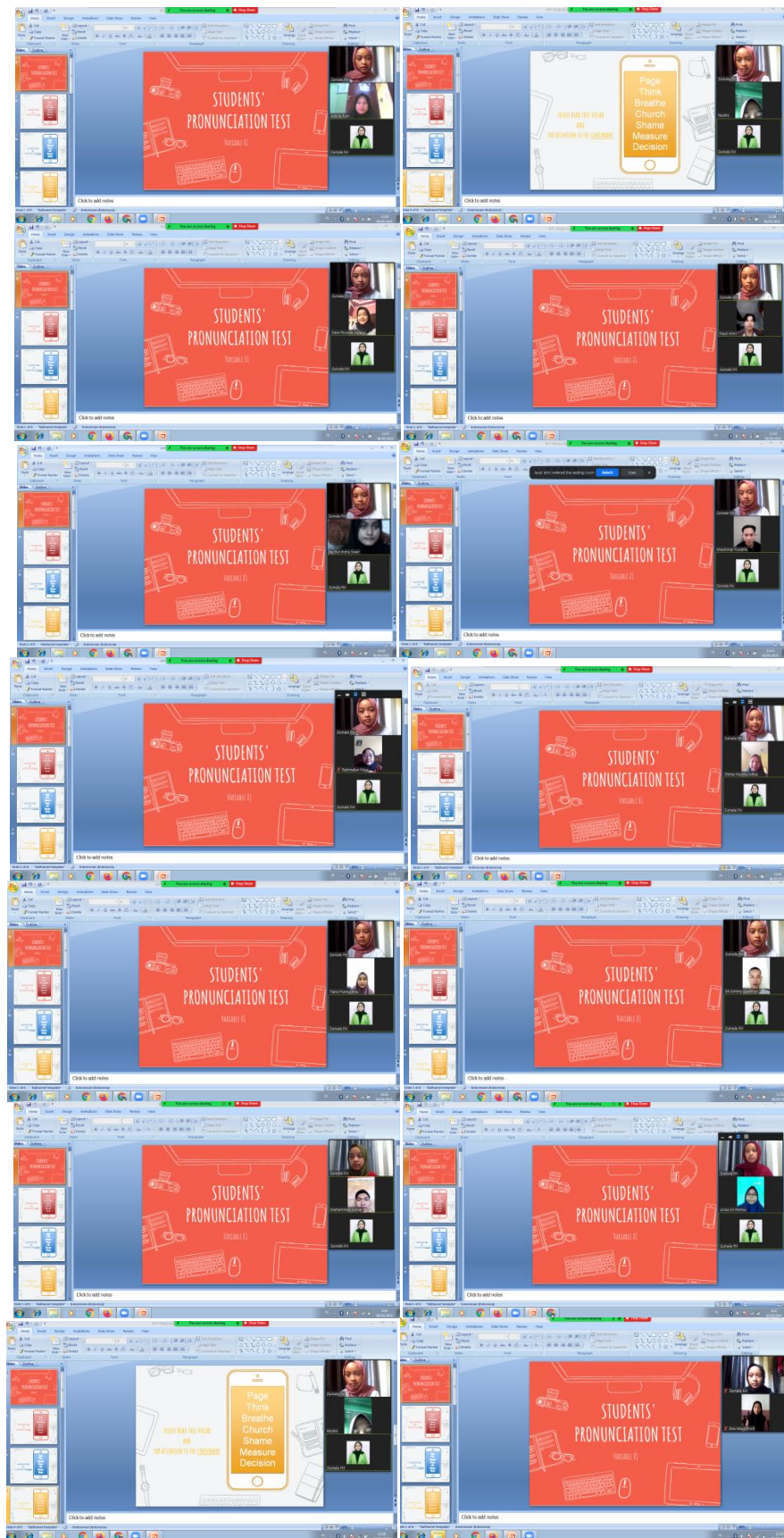
Appendix 12

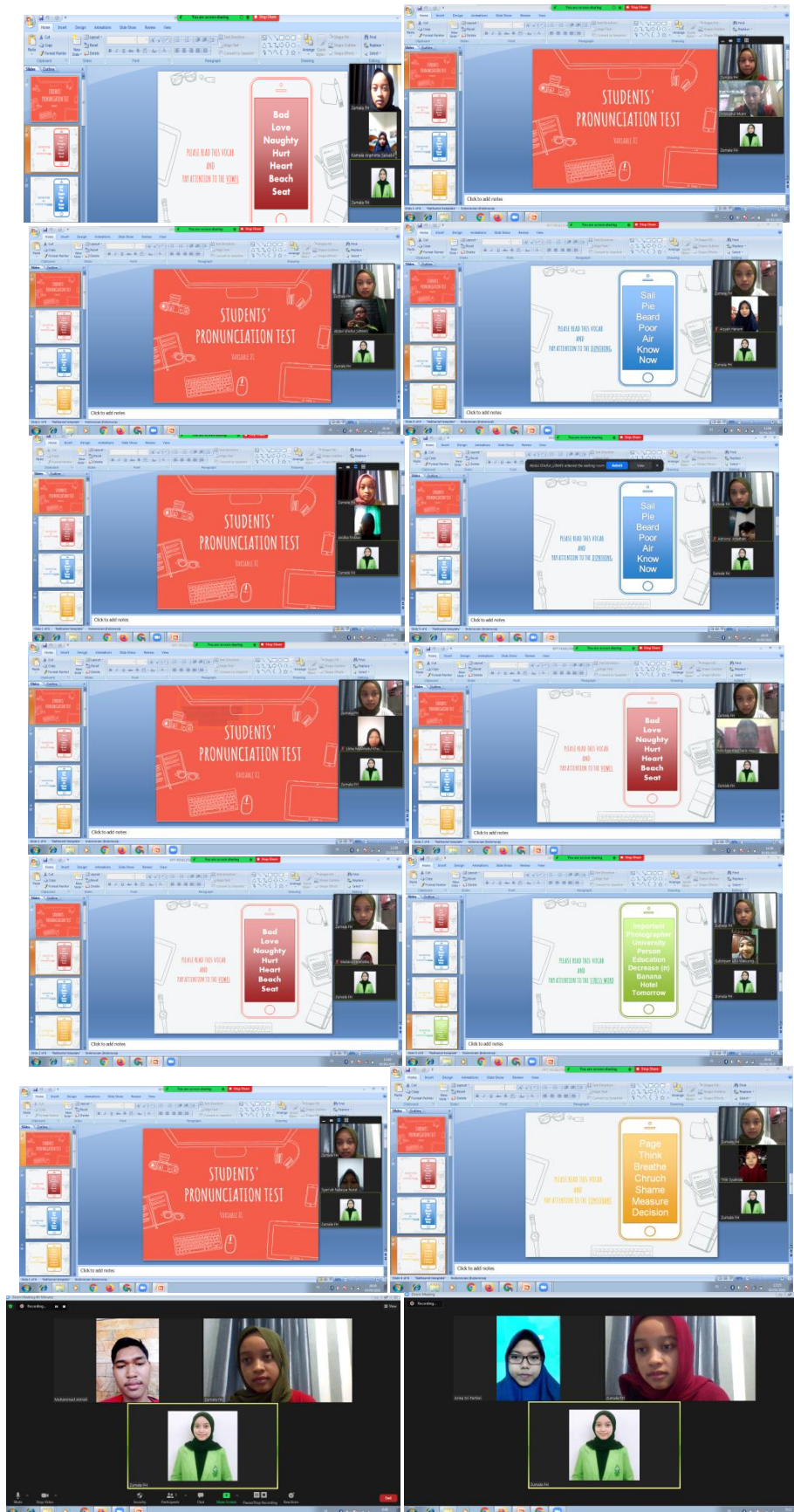
**The Result Analysis of Students' Speaking Test (Y)**

No	Respondents	Accent	Grammar	Vocabulary	Fluency	Comprehensive	Total	Score
1	R1	4	5	5	4	5	23	77
2	R2	5	4	5	4	4	22	73
3	R3	5	5	5	4	5	24	80
4	R4	4	5	4	4	5	22	73
5	R5	5	5	4	4	4	22	73
6	R6	5	4	5	4	5	23	77
7	R7	5	5	4	5	5	24	80
8	R8	5	5	5	5	4	24	80
9	R9	4	4	5	4	5	22	73
10	R10	5	4	4	5	5	23	77
11	R11	4	4	5	3	5	21	70
12	R12	5	4	5	4	4	22	73
13	R13	5	4	4	4	5	22	73
14	R14	4	5	4	4	5	22	73
15	R15	4	4	5	4	5	22	73
16	R16	5	5	5	4	5	24	80
17	R17	5	4	4	4	5	22	73
18	R18	4	4	4	3	4	19	63
19	R19	5	5	5	5	4	24	80
20	R20	5	6	5	6	5	27	90
21	R21	5	5	5	4	5	24	80

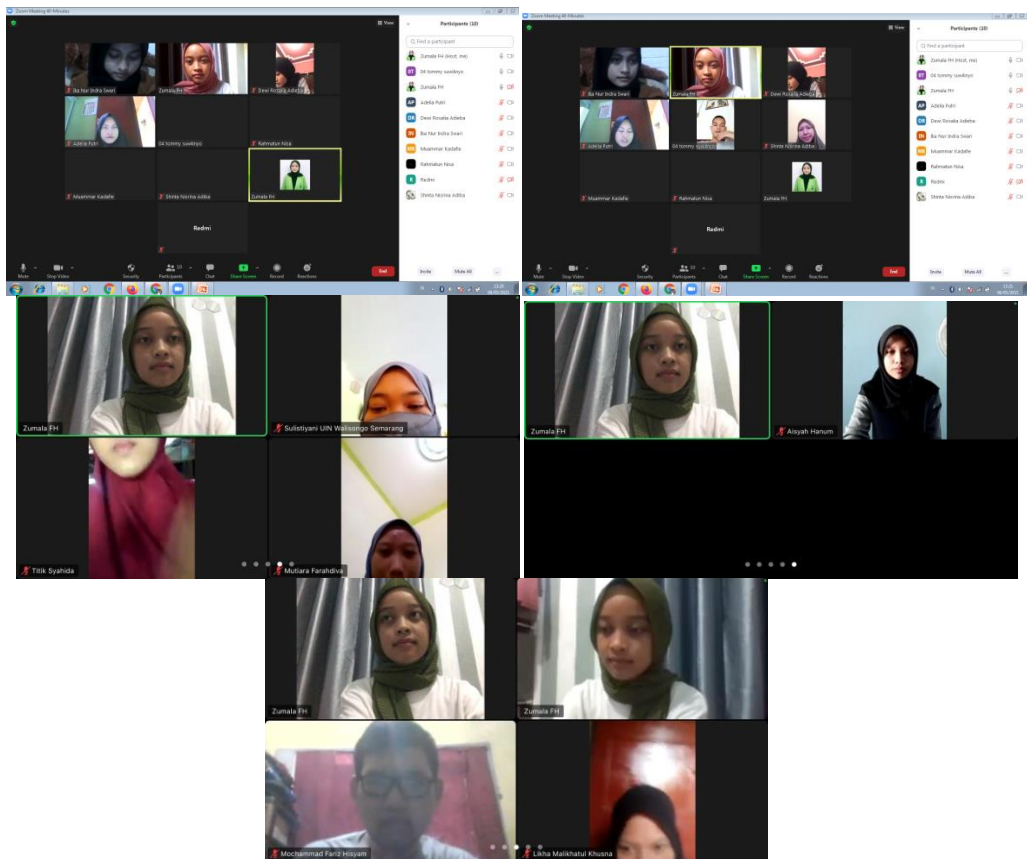
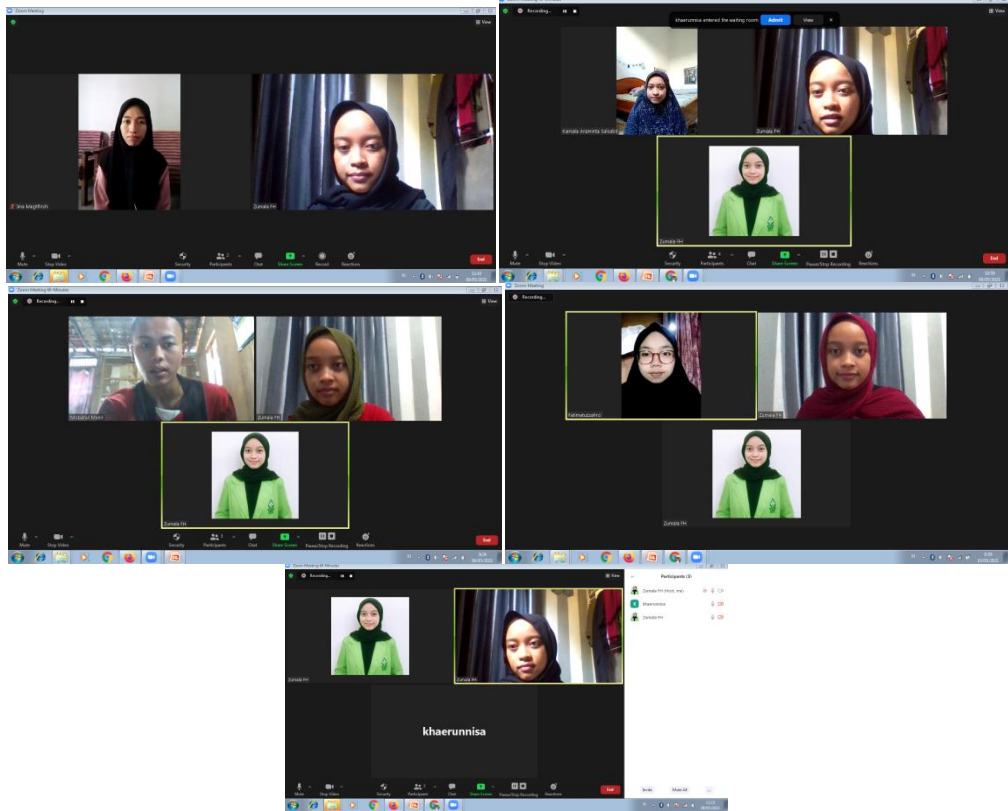
22	R22	4	5	5	4	5	23	77
23	R23	5	4	5	5	5	24	80
24	R24	5	6	5	6	5	27	90
25	R25	6	6	5	6	5	28	93
26	R26	4	5	4	4	5	22	73
27	R27	5	5	5	5	5	25	83
28	R28	5	4	4	4	5	22	73
29	R29	5	5	4	4	5	23	77
30	R30	5	5	4	4	5	23	77
31	R31	5	4	5	5	5	24	80
32	R32	5	4	4	4	5	22	73
33	R33	5	5	5	5	5	25	83
<b>Total Score</b>								<b>2553</b>

## RESEARCH DOCUMENTATION











STUDENTS'  
PRONUNCIATION AND  
SELF-CONFIDENCE ON  
SPEAKING ABILITY : A  
CORRELATIONAL STUDY AT  
THE FOUR SEMESTER OF  
ENGLISH EDUCATION  
DEPARTMENT UIN  
WALISONGO, SEMARANG IN  
THE ACADEMIC YEAR OF  
2019/2020

Assalamu'alaikum Wr. Wb

Nama saya Zumala Fajriyyatul Husna, saya mahasiswa Jurusan Pendidikan Bahasa Inggris UIN Walisongo Semarang. Saat ini saya sedang melakukan penelitian skripsi yang berjudul "Students' pronunciation and self-confidence on speaking ability : a correlational study at the four semester of english education department uin walisongo, semarang in the academic year of 2019/2020".

Anda diundang untuk berpartisipasi dalam penelitian ini yang berfokus pada kepercayaan diri Anda dalam berbicara. Partisipasi Anda melibatkan penyelesaian survei yang memakan waktu sekitar 10-15 menit. Tanggapan Anda bersifat rahasia dan tidak akan dibagikan dengan siapa pun dengan cara apa pun yang mengidentifikasi Anda sebagai individu dalam laporan hasil. Hasil penelitian ini akan dilaporkan dalam bentuk skripsi. Partisipasi Anda bersifat sukarela dan tidak akan memengaruhi nilai Anda.

Terima kasih.

Wassalamu'alaikum Wr. Wb

QUESTIONNAIRE OF STUDENTS' SELF-CONFIDENCE IN  
SPEAKING (VARIABLE X2)

Angket ini digunakan peneliti untuk mengetahui lebih banyak informasi tentang kepercayaan diri mahasiswa dalam berbicara.

Nama \*

Jawaban Anda

Jurusan \*

Jawaban Anda

Dengan ini, saya secara sukarela setuju untuk berpartisipasi dalam penelitian ini \*

Ya dan saya siap mengisi kuesioner ini

Berikutnya

## CURRICULUM VITAE

### 1. Personal Details

Name : Zumala Fajriyyatul Husna  
Student's Number : 1703046106  
Place and Date of Birth : Pati, 06 Mei 1999  
Home Address : Ds. Ketanggan Kec. Gembong Kab. Pati  
Gender : Female  
Marital Status : Single  
Religion : Moslem  
Phone : 082243088272  
E-mail : zumalafh@gmail.com

### 2. Education Details

#### - Formal education

- a. TK Tarbiyatus Sibyan Ketanggan
- b. MI Tarbiyatus Sibyan Ketanggan
- c. MTs NU Banat Kudus
- d. MA NU Banat Kudus
- e. Education and Teacher Training Faculty Walisongo State Islamic University Semarang

#### - Informal education

- a. Pondok Pesantren Al-Mubarakah Kudus
- b. Pondok Pesantren Yanaabiul Ulum Warohmah (PPYUR) Kudus
- c. Ma'had Al-Jami'ah Walisongo Semarang