

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer presented the data which had been collected from the research in the field of study. The data were the result of EFL learners' oral communication proficiency, the result of EFL learners' self-confidence, , the result of normality and homogeneity, testing linearity, testing of normality, testing of homogeneity, testing hypothesis using manual calculation, testing hypothesis using SPSS program, interpretation of the result, and discussion.

A. The Result of EFL Learners' Self-Confidence

The writer did the test of students' self-confidence by distributing the questionnaire to the fourth semester students of English study program of IAIN Tulungagung in the academic year 2017/2018. The researcher was distributing the questionnaire at five classes. The students directly was answered the question in their own paper. The test was held three times, first test was on Monday, May 14, 2018; at 14.40 p.m. The second test was on Wednesday, May 16, 2018; at 08.40 a.m. and the third Thursday, May 17, 2018; at 10.20 a.m.

Based on the data it can be seen that the students' highest score was 178 and the students' lowest score 126. To determine the range of score, the class interval of temporary, the writer calculated using formula as follows:

The highest score (H) = 178

The Lowest score (L) = 126

$$\begin{aligned}
 \text{The total range (R)} &= (H - L) + 1 \\
 &= (178 - 126) + 1 \\
 &= 52 + 1 \\
 &= 53
 \end{aligned}$$

The interpretation score was rated as follow :

123 - 134 = very low

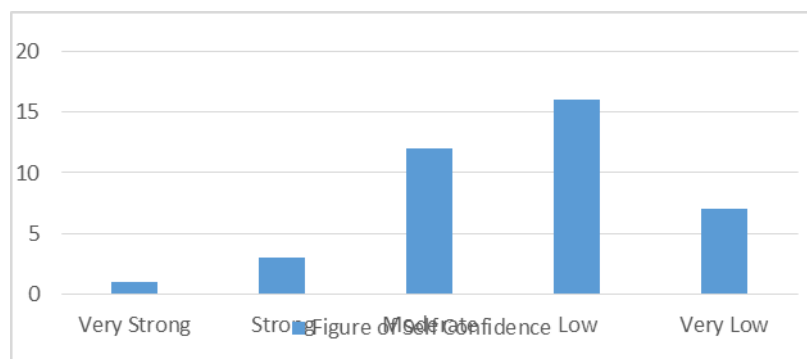
135 - 145 = low

146 - 156 = moderately

157 - 167 = strong

168 - 178 = very strong

Figure 4.1
The Frequency Distribution of Self-Confidence Score of Each students

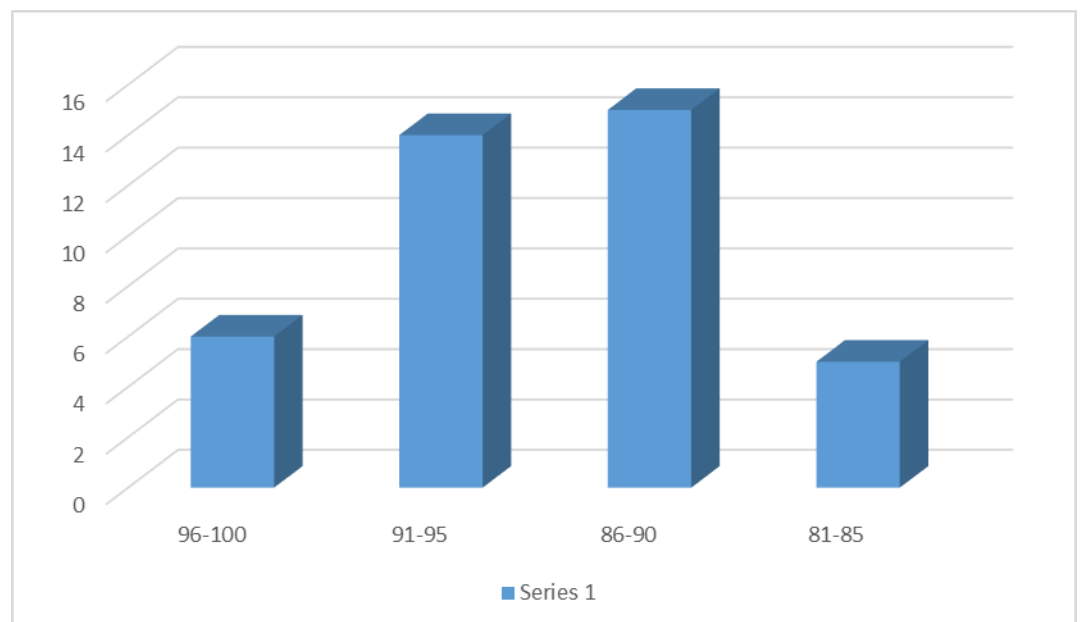


It can be seen from the figure above, the students score of self-confidence, there were 1 students having very strong confidence, and there were 3 students having strong confidence, and there were 12 students having moderate confidence, and there were 16 students having low confidence and there were 7 students having very low confidence.

B. The Result of EFL Learners' Oral Communication Proficiency

The score of EFL learners' oral communication proficiency was taken from students' document score of public speaking in the final exam of the fourth semester of IAIN Tulungagung in the academic year 2017/2018. The researcher took the score document in the public speaking's lecture. And then the writer made a classification oral communication proficiency score as follow :

Figure 4.2
The Classification of Oral Communication Proficiency's Score



It can be seen from figure, three were 7 students got score 96 – 100, it indicated as the highest score and three were 5 students got score 81 – 85 it indicated in the lowest score.

C. The Data Analysis

As stated in the earlier page, the writer takes 20 % from 5 classes as a sample. It is about 50 students. After presenting the questionnaire, the writer counted and analyzed the result of the questionnaire that has been answered by the students as the data description. Before calculate the data analysis using Spearman's rho to know the hypothesis testing, the writer should test the data by linearity, normality and then homogeneity testing.

1. Testing Linearity

According to Sudjana (2003:331), testing linearity is to measure the linearity of the data that have been analyzed. Test of linearity aims to determine whether two variables have a significant linear relationship or not. Testing on SPSS by using Test of Linearity with at the level of significant of 0.05. Two variables are said to have a linear relationship if the significant level is less than 0.05.

Table 4.1
Testing Linearity of Self-Confidence and Oral Communication Proficiency

ANOVA Table						
			Sum of Squares	df	Mean Square	F
Oral_communication_proficiency * Self_confidence	Between Groups	(Combined)	510.145	22	23.188	1.426
		Linearity	142.119	1	142.119	8.739
		Deviation from Linearity	368.025	21	17.525	1.078
	Within Groups		292.733	18	16.263	
Total			802.878	40		

Based on the table above, it could be seen that the P value (Sig.) of the test scores of the linearity is 0,440. which are higher than the level of significance (0,05). It means the data in the present study had linear association between variable x (self-confidence level) and variable y (oral communication proficiency)

2. Testing Normality

According Sujianto (2009:77) testing normality is a test to measure whether our data has a normal distribution. To know the normality, the researcher used One-Sample Kolmogorov-Smirnov test with SPSS 16.00.

Table 4.2
Testing Normality of Self-Confidence and Oral Communication Proficiency

One-Sample Kolmogorov-Smirnov Test			
		Self_confidence	Oral_communica tion_proficiency
N		41	41
Normal Parameters ^a	Mean	144.0000	90.3171
	Std. Deviation	10.98180	4.48017
Most Extreme Differences	Absolute	.114	.110
	Positive	.114	.063
	Negative	-.097	-.110
Kolmogorov-Smirnov Z		.730	.703
Asymp. Sig. (2-tailed)		.662	.706

Based on the table above, it could be seen that the P value (Sig.) of the test scores of self-confidence is 0.662 and Oral Communication Proficiency is 0.706 which are higher than the level of significance (0,05). Thus, it could be concluded that the null hypothesis was accepted and the data was normally distributed

3. Testing Homogeneity

Homogeneity testing is intended to make sure that the collected manipulation data in analysis is truly taken from a population which is too different each other. Especially in a correlative study which is predictive, the model which is used must be appropriate with the composition and its distribution (Sujianto:112). To know the normality, the researcher used One Way Anova with SPSS.

In Testing the homogeneity of the scores test on SPSS for windows was employed. Firstly, the hypothesis was stated as follows:

Ha: There is a significant statistical correlation between EFL learners' self-confidence and oral communication proficiency at IAIN Tulungagung.

After that, the homogeneity variance was computed. The next steps compared the result of homogeneity test with the level of significance at 0.05. The result can be seen in table below.

Table 4.3
Testing Homogeneity of Self-Confidence and Oral Communication Proficiency

Test of Homogeneity of Variances			
Oral_communication_proficiency			
Levene Statistic	df1	df2	Sig.
2.049	9	18	.093

The significance value of test shown in the table is 0.093. Since the significance value was higher than the level of significance (0.05). Therefore, the null hypothesis of oral communication proficiency could be accepted in which the variance of self-confidence in both classes were homogeneous.

D. Testing Hypothesis Using SPSS Program

The data was used are ordinal in self-confidence test and interval in oral communication proficiency test. So, the calculation of correlation using

Spearman's rho in SPSS program. Hauke (2011) stated that unlike Pearson's product-moment correlation coefficient, Spearman does not require the assumption that the relationship between the variables is linear, nor does it require the variables to be measured on interval scales; it can be used for variables measured at the ordinal level.

The writer also applied SPSS 16.0 program to calculate correlation "r" Spearman's rho in testing hypothesis of the study. The result of statistical correlation is shown as below :

Table 4.4
Testing Hypothesis of Self-Confidence and Oral Communication Proficiency

Correlations				
			Self_confidence	Oral_communica tion_proficiency
Spearman's rho	Self_confidence	Correlation Coefficient	1.000	.373*
		Sig. (2-tailed)	.	.016
		N	41	41
	Oral_communication_proficiency	Correlation Coefficient	.373*	1.000
		Sig. (2-tailed)	.016	.
		N	41	41

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

E. Interpretation of The Result

The writer calculated the significant correlation between self-confidence and oral communication proficiency by using Spearman's rho in SPSS 16.0 program . This is aimed to prove statistically whether there is any significant correlation between EFL learners' self-confidence and oral communication proficiency.

The correlation coefficient in SPSS 16.0 showed 0.373. It means that EFL learners' self-confidence have correlation between EFL learners' oral communication proficiency. The strength of this correlation is weak. The number 0.373 shown the low strength of this correlation. Low correlation meant that self-confidence have weak relationship with oral communication proficiency. So, the higher self-confidence have the small contribution with students score of oral communication proficiency.

The sign of this calculation is positive. Those two organizationally variables have each contribution and also have the same direction. It means that the higher the EFL learners' self-confidence, the better score of learners' oral communication proficiency who have low self-confidence they would get poor score of oral communication proficiency.

The result of calculation using SPSS 16.0 in Spearman's rho should show whether H_0 is rejected meanwhile H_a is accepted. Based on the computation output, the significant value was 0.007. It means that the level significant was smaller than 0.05 ($0.007 < 0.05$). It is interpreted that the null hypotheses (H_0) stating that there is no significant statistical correlation between EFL learners' self-confidence and oral communication proficiency at IAIN Tulungagung was rejected and the alternative hypothesis (H_a) stating that there is a significant statistical correlation between EFL learners' self-confidence and oral communication proficiency at IAIN Tulungagung was accepted. Thus, it can be concluded that the self-confidence gave significance

positive correlation on EFL learner oral communication proficiency at IAIN Tulungagung.

F. Discussion

After conducting this research, the researcher can prove that EFL learners' self-confidence has any contribution with students' oral communication proficiency. Students who get the good score in academic material especially in speaking area must study hard with more practice. The researcher thought that the students' readiness in learning will improve learner's ability in every area. Also the EFL learners' self-confidence will bring the students' readiness to show their potency.

According to Brown (2000: 145), self-confidence is probably the most pervasive aspect of any human behavior. Self-confidence gives the most powerfull contribution in better life, the one is public speaking. The best speaker always gives the best perception about his self and also believing self. So, speaker will feel comfortable and enjoyable with the moment when he conduct the public speaking. EFL learner also will easy when he conduct presentation or discussion during the process of learning.

Clement (1994) yielded that self-confidence is operationally defined as low anxiety and high self-evaluation of L2 competence. It also correlates with the result of this study. Self-confidence build motivation in learner's life, so they do not feel anxiety. Because he was known that anxiety just make negative perception in self. It made learner more passive during the process of learning. So, we must build our self-cofidence to make our life better.

Sofia D, Sofia T, Evangelos P, et al (2017) explained that the Spearman's rank order test revealed significant negative correlation between anxiety and self-esteem ($p=-0.63$, $p<0.001$), with students having higher anxiety scores tending to present lower self-esteem scores, and vice versa. It was have different sign with this research. Positive correlation is a correlation in the same direction. Therefore the self-confidence in this reseach have the same direction with oral communication proficiency. It means the higher self-confidence also higher the oral communnication proficiency.

Anissa (2011) yielded that Pearson correlation coefficients were calculated the three dimensions of self-concept (emotional, academic, social) were individually correlated with both the general grades and English grades of the students. So, the writer have the same result with this statement that our self is determine the better life. Learner must build their motivation to improve their self. It can change any behaviour be more positively during in class activities.

Salim (2015) explained that general self-confidence also have positive correlation with students' academic achievement using Pearson Product Moment formula. It can be seen from this study that self-confidence is the great thing that influence students motivation in life. Students' oral interaction in class is influenced with their self-confidence.

Molberg (2010) indicated that motivation and self-confidence indeed have a consequence for oral interaction in the classroom. It is hard to measure how motivation affects the pattern of interaction, but it appears as though the

pupils with higher integrative motivation have a high level of oral interaction. It is supported this study that EFL learners' oral interaction in class is helped by students' self-confidence. Bsecause they can say anything that they want to talk without any afraid and anxiety.

Al-Hebaish (2012) showed that language instructors are recommended to focus on building their students' self-confidence through creating a supportive classroom environment that encourages them to speak and participate in oral activities without fear. So, students can build their self-confidence by the teacher instruction in class. It also will improve students awareness in self. It like as stimulus to build students motivation conduct the process of learning.

Tunçel (2015) showed that the number of foreign languages learned has a positive effect on achieving success in learning Turkish. The succes of learning can be seen from students able to speak during the class activities. Active students usually seen when they can more speak in class and also it because thier confidence in self.

Considering from the explanation above, it can be concluded that EFL learners' self-confidence is have relationship with student's oral interaction. It can be seen from the students score in speaking test and made the statistical correlation with learners' self-confidence. In process of learning, learners' self-confidence is seen from their public speaking. It expected that the teachers are recommended to build students' self-confidence with any model of teaching that can improve learners' motivation in class activities.

Students are motivated, relaxed and enjoy in learning when they have self-confidence. Self-confidence made learners' interest for expressing their idea, and the discussion.