

CHAPTER III

RESEARCH METHOD

This chapter presents research methods including Research Design, Population, Sampling, and Sample of the Study, Variable, Research Instrument, Validity and Reliability Testing, Try Out, Data Collecting Method, Data Analysis and Hypothesis Testing.

A. Research Design

This current research used quantitative approach and descriptive method to analyze the data that have been collected. A quantitative approach and descriptive method were used in this research because the main purpose of this research was to find out whether there was any correlation between students' self-efficacy, language awareness and students' speaking achievement or not. In order to find out the correlation, a correlation research design was used in this study. Creswell (2012, p. 21) explained that a correlation research design is a procedure in quantitative research in which the researcher measures the degree of association or relationship between two or more variables using the statistical procedure of correlation analysis, and the result of the data is numeric data.

In addition, correlational research involves the calculation of a correlation coefficient which is a measure of the extent to which variables vary in the same way (Anderson & Arsenault, 1998). Correlation coefficients range from - 1.0 to +1.0 with 0 meaning no relationship between the variables, and 1.0 meaning a perfect relationship, one to the other. A positive correlation is one in which a

higher score on one variable is related to a higher score on the other. This is expressed by a positive value for the correlation coefficient. When there is a negative sign, as one variable increases, scores on the other decrease. Therefore, since the goals of this study is to find out whether there was any correlation between students' self-efficacy, language awareness and students' speaking achievement, the elaboration from experts above strengthens the reason why correlation method is perceived the best to answer the research formulations of this study.

B. Population and Sample

1. Population

Population, sample, and sampling were critical important factors must be included in order to conduct this research. Ary et al., (2002: 148) defined population as all members of any well-defined class of people, events, or objects. Meanwhile, Creswell (2012: 142) stated a population is a group of individuals who have the same characteristic. In accordance, a research population is a collection of individuals or objects known to have similar characteristics.

In this study, the population was 11th graders students of MA AT-THOHIRIYAH Ngantru-Tulungagung in the academic year 2019/2020. The total numbers of population were 40 students with 23 of female and 17 of male.

2. Sampling

In this research, the sampling technique used is purposive sampling. Purposive sampling is the process of selecting a sample by taking the subject that

is not based on level area, but it is taken based on the specific purpose (Arikunto, 2010: 183).

Purposive sampling technique is used because the sample chosen by the researcher fits the purpose of the study. Since the purpose of this study is to know the correlation between students' self-efficacy, language awareness, and English speaking achievement of the 11th graders' students of MA AT-THOHIRIYAH Ngantru, therefore the researcher chooses 11th grade students which consist of 40 students. The researcher selects this subject based on the recommendation from the teacher, that they are the most active class and enable them to be studied.

3. Sample

The sample of this research was 11th graders of MA AT-THOHIRIYAH Ngantru, which consist of 40 students. According to Arikunto, (2002 : 109) sample is a part of the population representative of it. The researcher chose them as the sample of the study because they fit with the research objective and also based on the recommendation of the English teacher.

C. Variable

The research variable is an attribute or nature or value of people, objects, or activities that have certain variations specified for study and draw conclusions (Sugiyono, 2013). Research variables can be some factors that are considered as the object of this study. In this research, there are three variables. The predictor variables are academic self-efficacy and language awareness, then the criterion variable is the students' speaking achievement.

D. Research Instrument

In conducting research, instrument played a huge role as a tool with regard to obtain the involved data. It deals with the statement of Wilkinson and Birmingham (2003) who defined research instruments as the simply devices for obtaining information relevant to the research projects, and there are many alternatives from which to choose.

In this research, the researcher used two kinds of questionnaires as the instrument of the research. In this case, the first questionnaire is used to gather data about students' self-efficacy, and the second is used to gather data about students' language awareness. In addition, to gather data about students' speaking achievement, the researcher used speaking tests.

1. Questionnaire

According to Brinkman (2009), questionnaires have obtained a rather ambivalent reputation as a research instrument. The two forms of the questionnaires used in this study are closed questionnaires. This means that the questionnaires will be in the form of a list of questions provided by the researcher to the students as a research subject. It served the answers and allowed the respondents to be able to choose one of the available options.

To collect quantitative data, the researcher used a self-efficacy questionnaire, modified from self-efficacy questionnaire made by Alavi, Sadighi & Samani, (2004) and a self-confidence questionnaire (SCQ) which was developed by Akin (2007) and used in some studies (Gurler, 2013; Ucar and Duy, 2013). The questionnaire has twenty questions for the learners to indicate their

beliefs regarding their speaking abilities, which may be divided into five sub-skills: pronunciation, comprehension, fluency, grammar, and vocabulary. With the form of a statement, students were asked to fulfill the questionnaire by choosing and the answer related to their agreement. The researcher provided 5 options for each statement; strongly agree, agree, are undecided, disagree, or strongly disagree.

Table 3.1 Blueprint of Self Efficacy Questionnaire

Variables	Theories	Aspects	Indicators	Statements
Self-efficacy	-Bandura (1997) defines self-efficacy as referring to self-perceptions or beliefs of capability to learn or perform tasks at designated levels. -(Bandura, 1997) said that, those who fail in their work, they usually regain their self-efficacy as quickly after experiencing failures -Bandura (1991), explaining self-efficacy judgments in reference to the learner's judgment of his or her competency for successful task completion.	-Motivation	-Students believe, they can doing the tasks well	1. Saya yakin dengan kemampuan saya dalam menyelesaikan tugas 18. Saya merasa tidak mampu, ketika melihat ada teman yang lebih pintar (<i>speaking</i>)
			-Students think, they can answer teacher question's well	16. Saya bisa menjawab pertanyaan dari guru di kelas.
			-Students understand, the materials given by the teacher	4. Saya menguasai hampir seluruh kosa kata yang diberikan oleh guru. 20. Saya dapat menerapkan ketrampilan baru yang telah dipelajari disekolah
			-Students can do, what the teachers are saying	2. Saya yakin bisa mengucapkan sebuah kalimat dengan tata bahasa yang

				<p>benar.</p> <p>11. Ketika guru memerintahkan siswa secara acak untuk membuat sebuah kalimat, saya orang pertama yang akan melakukannya.</p>
			<p>-Students believe with their capability in learning English</p>	<p>4. Saya menguasai hampir seluruh kosa kata yang diberikan oleh guru.</p> <p>5. Ketika saya mengucapkan sebuah kalimat sederhana, saya bisa melafalkan hampir semua kata dengan benar.</p> <p>6. Saya merasa percaya diri terhadap kemampuan saya dalam belajar bahasa Inggris.</p> <p>7. Saya yakin saya bisa melakukan percakapan (conversation) di depan teman-teman kelas saya.</p> <p>12. Menurut saya, mengucapkan sebuah kalimat dalam bahasa Inggris itu tidak sulit.</p> <p>14. Menurut saya, menghafal kosa kata itu sulit,</p>

				tapi saya yakin bisa melakukannya. 15. Saya tidak percaya diri ketika melafalkan kosa kata dalam bahasa inggris.
		-Thought patterns and responses	-Students believe tasks to be easier than they actually are	8. Saya memposisikan tugas-tugas dari guru, adalah tugas yang mudah 10. Ketika guru menggunakan kalimat percakapan sehari-hari untuk bertanya, saya bisa menjawabnya menggunakan bahasa inggris dengan mudah.
			-Students can identify their mistakes in speaking	13. Saya mengetahui kesalahan saya dalam berbicara bahasa Inggris.
			- Students tend to take a wider view of a task in order to determine the best plan.	17. Dengan kekurangan yang saya miliki, saya akan lebih giat untuk belajar supaya dapat prestasi yang lebih baik
		-Work performance	-Student can get good achievement in speaking class	3. Saya yakin akan mendapat nilai yang bagus dalam kategori berbicara (speaking).
			-students can	20. Saya dapat

			apply new skills that have been learned	menerapkan ketrampilan baru yang telah dipelajari di sekolahan
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For measuring students' language awareness, the researcher distributed the second questionnaire. It concerns the aspect of language awareness based on the definition from KAL; e.g. van Lier & Corson (1997). The researcher also provide questionnaire about twenty questions containing explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use, then students were asked to fulfill the questionnaire by choosing and writing down the answer related to their agreement. The researcher provided 5 options for each statement; strongly agree, agree, are undecided, disagree, or strongly disagree.

Table 3.2 Blueprint of Language Awareness questionnaire

Variables	Theories	Aspects	Indicators	Statements
Language awareness	Language awareness, or 'explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use' (ALA, 2009),	-Cognitive	-Students are able to identify the function of English	1. Saya mengetahui, bahasa inggris adalah bahasa universal 2. Saya menyadari pentingnya belajar bahasa inggris 3. Dengan bahasa inggris, pengetahuan saya lebih meningkat 4. Dengan menguasai bahasa inggris, saya lebih mudah berkomunikasi 5. Saya lebih percaya diri, ketika bisa berkomunikasi dengan bahasa inggris 6. Saya lebih giat belajar bahasa inggris, supaya bisa kuliah diluar negri 8. Dengan bahasa inggris, kemampuan

				teknologi saya meningkat
			-Students are able to apply the target language	10. Saya memiliki pengetahuan yang luas terkait cara melafalkan kata-kata dalam bahasa inggris 11. Saya memiliki pengetahuan yang luas terkait intonasi saat berbicara menggunakan bahasa inggris 17. Saya memiliki pengetahuan yang luas terkait kosa kata dalam bahasa inggris
			-Students are able to determine the elements of language	9. Saya memiliki pengetahuan yang luas terkait struktur tata bahasa dari bahasa inggris
		- Metacognitive opportunities	-Students are motivated to study English	7. Saya termotivasi untuk belajar bahasa inggris
			-Students are able to evaluate their skills of English	12. Saya melakukan evaluasi diri terhadap penguasaan bahasa inggris saya 14. Saya mampu memperbaiki kesalahan saya dalam berbicara menggunakan bahasa inggris
			-Students are able to plan their future	16. Saya memiliki harapan suatu saat dapat menguasai bahasa inggris dengan baik
			Students are able to improve their effectiveness by learning English	13. Saya meningkatkan daya konsentrasi saya dengan belajar bahasa inggris
			-Affective	15. Saya menyadari bahwa mempelajari bahasa tidak terbatas pada menghafal

			language	vocabulary, grammar dan lain sebagainya, tetapi juga mempraktikkannya dalam kehidupan sehari-hari
			-Students are able to interact each other	18. Saya akan bertanya kepada guru, ketika saya tidak paham tentang materi yang disampaikan 19. Saya bisa berinteraksi dengan guru memakai bahasa inggris 20. Saya mampu menirukan drill materi dari guru (<i>vocabulary</i>)

Likert scale was used for determining the interval score of the questionnaire set. Ary (2006: 209) stated that “likert scale assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, are undecided, disagree, or strongly disagree. The various agree - disagree responses are assigned a numeric value, and the total scale score is found by summing the numeric responses given to each item. This total score assesses the individual’s attitude toward the topic”. Thus, all answers of 2 questionnaires above would be organized as score to deal with the easier way. A five Likert scale was used to map and interpret students’ response. The interpretation was as follows:

1. SD = Strongly Disagree= denotes very low self-efficacy (under 1.55)
2. D = Disagree = denotes low self-efficacy (1.56 – 2.55)
3. M = Moderate = denotes moderate self-efficacy (2.56 - 3.55)
4. A = Agree = denotes high self-efficacy (3.56 - 4.55)
5. SA = Strongly Agree = denotes very high self-efficacy (above 4.55)

2. Speaking Test

To gather data about students' speaking achievement, the researcher administered a speaking test. The test was developed by the researcher from 11th grade basic competence in the second semester. The researcher conducted speaking test through online media, it can be *whatsapp or zoom* and it is divided into 3 part of test: part 1, part 2 and part, then the researcher will give questions and instructions which must be answered or completed by participants in English.

In order to know the result of the tests, the researcher uses a scoring rubric for the speaking test. The scoring rubric was adapted from Brown, (2001, p 406-407) included grammar, vocabulary, pronunciation, fluency. The scoring rubric above wasin terms of the aspect, score, and some criteria. There were some changes in the term of criteria for some aspects. It considers the students basic ability in speaking, therefore the researcher did not adopt, but only adapt the scoring rubric for speaking test by Brown (2001).

Table 3.3 Scoring Rubric for Speaking Test

No	Aspects of Speaking Mastery	Score	Criteria
1.	Grammar 30%	25-30	No errors in grammar, as equivalent to an educated native speaker.
		19-24	Errors in grammar are quite rare.
		13-18	Errors in grammar are rare. Student can speak with sufficient structural accuracy.
		7-12	Errors in grammar are frequent, but the utterance still can be understood.
		1-6	Errors in grammar are very frequent, the utterance is difficult to be understood.
2.	Comprehension 25%	21-25	Can understand the statements delivered in normal rate of speech as equivalent to an educated native speaker.

		16-20	Can understand the statements delivered in normal rate of speech, without need any repetition.
		11-15	Can understand the statements delivered in normal rate of speech, but still need any repetition.
		6-10	Can understand the statements delivered in slowed speech, without any repetition.
		1-5	Can understand the statements delivered in slowed speech, repetition, or paraphrase.
3.	Vocabulary 20%	17-20	Student can participate well in any conversation due to the breadth of vocabulary.
		13-16	Student can speak with very sufficient vocabulary and participate in any conversation.
		9-12	Student can speak with sufficient vocabulary to participate effectively.
		5-8	Some difficulties arose due to limited vocabulary or bad diction.
		1-4	Communication is severely hampered due to lack of vocabulary.
4.	Pronunciation 15%	13-15	No errors in pronunciation, as equivalent to an educated native speaker.
		10-12	Errors in pronunciation are quite rare.
		7-9	Errors in pronunciation are rare. The errors rarely disturb the speaker.
		4-6	Errors in pronunciation are frequent, but the utterance still can be understood.
		1-3	Errors in pronunciation are very frequent, the utterance is difficult to be understood.
5.	Fluency 10%	9-10	Student can speak fluently without any hesitation, and no paused for groping words.
		7-8	Quite rarely has to grope for words. There might be short paused.
		5-6	Rarely has to grope for words. There might be little long paused.
		3-4	Some efforts were required to maintain the spoken. There were few long paused.
		1-2	Much efforts were required to maintain the spoken. There were many long paused.

E. Data Collection Technique

The data collection technique used by the researcher to obtain the data. Arikunto (2013) data collection technique is ways that are traveled and the tools used by researchers in collecting data. Then, in this research the technique of data collection:

1. Distributing Questionnaires

Questionnaire is one of ways to gather the data regarding academic self-efficacy and language awareness. According to Sugiyono (2013) Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. Through a questionnaire, the researcher got all information that the researcher wants to know. There are two kinds of questionnaires used in this research. The first is a questionnaire used in order to know the students' opinion related to their academic self-efficacy. Then, the second is a questionnaire used in order to know the students' opinion related to their language awareness.

2. Conducting Speaking Test

The speaking test conducted by the researcher which referred to the criteria of students' speaking ability; pronunciation, fluency, grammar, and vocabulary. The researcher used online media to test students' speaking, it's just like a video call in WhatsApp or Zoom application. The researcher divided the test into 3 parts of tests: part 1, part 2, and part 3. Before starting the test, the researcher explained to the students about the role of examination and the researcher estimated the time to carry out this test is about 10-15 minutes.

The first part, the examiner opened the first session by giving greetings and asking general questions about their family and it may take duration about 1-2 minutes, such as:

-How are you today?

-How is your family?

-How many sisters / brothers do you have?

The second part, the examiner asked the students about what is the reason they are interested in learning English, such as:

-How interested are you in studying English?

While in the second part of the test, students are allowed to explain any reasons related to the given by the researcher, and this may take about 3-4 minutes.

In the third part, the examiner asked some questions related to the second part. In this section, the examiner and participants communicated each other and discussed the questions raised by the examiner. Participants must be able to think and speak directly actively in English, such as:

-What is your favorite lesson? Why ...

-Who is favorite teacher?

- In which way has he become an inspiration for you?

In the last part, students are required more active to communicate with the researcher and it may take about 3-4 minutes. And after conducting this test, the researcher will give thanks and highly appreciated all students who have participated in this test.

F. Validity and Reliability Testing

1. Validity

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretation (Ary, 2010:224). There are two

kinds of validity in this research, those are face validity, content validity and construct validity.

a. Face Validity

Mousavi in Brown (2004:26) stated that face validity refers to which a test looks right and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use and other psychometrically unsophisticated observers. In this research, the researcher used face validity by consulting self-efficacy and language questionnaires with the expert as a validator. The result of the validator, there were some correction about the validity of some questions, and researcher revised it to make it being valid. And some mistake in the instrument like mistyping and grammar. Overall the instruction was very clear.

b. Content validity

The test can be said to have content validity if the content of the test match or appropriate with the sample of language skill. Ary et al (2010:226) stated that to have a content validity, the instruments are representative of some defined universe or domain of content. In this research, the researcher conclude that the test are valid in content validity because the materials tested have been taught to the students. The researcher took the material and the items test which was given to the students from students' workbook and developed this test based on the course objective in the syllabus of second semester of MA AT-THOHIRIYAH Ngantru. Therefore, this is valid in term of content validity.

Table 3.4 Blueprint of Speaking Test

NO	KEMPETENSI DASAR	MATERI	INDIKATOR	KETERANGAN
1.	<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>>Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb.</p> <p>>Struktur Teks Memulai, Menanggapi (diharapkan/di luar dugaan)</p> <p>>Unsur Kebahasaan Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., thanks to ...</i></p> <p>>Nominal singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <p>>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>>Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<p>3.7.3 Siswa mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya</p> <p>4.7.3 Siswa mampu mengungkapkan/ menceritakan suatu teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	-SPEAKING TEST

c. Construct Validity

Construct validity is a concept or theory that basis of use skill of language. Brown (2000) a construct in any theory, hypothesis, or model that attempts to explain observed phenomena in our universe or perception. In other words, construct validity is about ensuring that the method of measurement matches the construct that wants to measure. In this research, to know the students' speaking achievement, the researcher tested students' speaking by face to face technique, they communicated directly using WhatsApp or Zoom application. Meanwhile, the technique of scoring the speaking ability based on the five components of speaking; they are vocabulary, grammar, comprehension, fluency, and pronunciation. Since the scoring criteria for speaking test has been categorized by Brown (2001).

2. Reliability

Reliability shows the understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is already good, according to Arikunto (2013). After knowing the validity of the instrument and every item, the researcher went to the next step that measured the reliability of the instrument.

These instruments was tested using the Cronbach Alpha formula because the research instrument was in the form of a questionnaire and multilevel scale. If the value of $\alpha > 0.7$ means that reliability is sufficient (sufficient reliability) while if $\alpha > 0.80$ suggests all items are reliable and all tests consistently have strong reliability.

In other statement said, if $\alpha > 0.90$ then reliability is perfect. If α is between 0.70 - 0.90 then reliability is high. If α is 0.50 - 0.70, the reliability is moderate. If $\alpha < 0.50$ then reliability is low. If α is low, chances are one or more items are not reliable.

Table 3.5 Reliability of Self Efficacy Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.910	20

Table 3.6 Reliability of Language Awareness Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.935	20

Based on the table 3.5 and 3.6, the cronbach's α of the instrument is 0.910. It is higher than r_{table} , 0.312. It can be concluded that the first instrument is very reliable. And based on the table 3.6, the cronbach's α of the instrument is 0.935. It is higher than r_{table} , 0.312. It can be concluded that the second instrument is very reliable.

Having known the value results from the reliability coefficient, the researcher surely concluded that the instrument used in this study was very reliable based on the Cronbach Alpha's value interpretation from Arikuto (2006).

To check the speaking test reliability, the researcher used inter-rater reliability because the score gotten from the test was evaluated by two raters. According to Sari Luoma (2004, p. 179) inter-rater reliability means that different raters rate performances similarly. Then, the researcher analyzed the correlation

between score of Rater 1 and the score of the Rater 2 by Cohens' Kappa in SPSS 22.00 version, as table 3.7:

Table 3.7 Cohens' Kappa Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.668*
	Sig. (2-tailed)		.035
	N	10	40
Rater2	Pearson Correlation	.668*	1
	Sig. (2-tailed)	.035	
	N	40	10

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

From table 3.7, we can see that the coefficient result is 0.668. Based on the Landis and Koch table (1977) that we use as a reference above, the coefficient shows that the inter-rater reliability level of the two rater in this try out. A more complete interpretation list from Landis and Konch (1997):

Table 3.8 Interpretation of level Agreement

Coefficient of Reliability	Reliability Degree
<0.20	Poor
0.00-0.20	Slight
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Substantial
0.81-1.00	Almost Perfect

Based on table 3.8, the researcher concluded that the instrument of this research was reliable because $0.61 < 0.668 < 0.80$, it means that there was substantial agreement between two Raters' scores.

G. Try Out

Validity and reliability are the two criteria used to judge the quality of all pre-established quantitative measures. Before using these instruments, the researcher conducts try out to 10 students, with purposed to test the validity and reliability of every items from these questionnaires and to measure whether the instrument appropriate or not for them. Then, the researcher processes the data gained from the try out by using SPSS 22.0 to check its validity. And the results as follow:

Table 3.9 Items' Description of Self Efficacy

$R_{\text{count}} > R_{\text{table}} = \text{Valid}$

$R_{\text{count}} < R_{\text{table}} = \text{Not Valid}$

No	Items	R table 5% (N=40)	R count	Criteria
1.	Item 1	0.312	0.646	Valid
2.	Item 2	0.312	0.516	Valid
3.	Item 3	0.312	0.609	Valid
4.	Item 4	0.312	0.718	Valid
5.	Item 5	0.312	0.571	Valid
6.	Item 6	0.312	0.491	Valid
7.	Item 7	0.312	0.458	Valid
8.	Item 8	0.312	0.665	Valid
9.	Item 9	0.312	0.484	Valid
10.	Item 10	0.312	0.783	Valid
11.	Item 11	0.312	0.718	Valid
12.	Item 12	0.312	0.324	Valid
13.	Item 13	0.312	0.484	Valid
14.	Item 14	0.312	0.543	Valid
15.	Item 15	0.312	0.458	Valid
16.	Item 16	0.312	0.493	Valid
17.	Item 17	0.312	0.390	Valid
18.	Item 18	0.312	0.406	Valid
19.	Item 19	0.312	0.516	Valid
20.	Item 20	0.312	0.533	Valid

Table 3.10 Items' Description of Language Awareness

No	Items	R table 5% (N=40)	R count	Criteria
1.	Item 1	0.312	0.812	Valid
2.	Item 2	0.312	0.579	Valid
3.	Item 3	0.312	0.808	Valid

4.	Item 4	0.312	0.779	Valid
5.	Item 5	0.312	0.644	Valid
6.	Item 6	0.312	0.748	Valid
7.	Item 7	0.312	0.292	Valid
8.	Item 8	0.312	0.682	Valid
9.	Item 9	0.312	0.702	Valid
10.	Item 10	0.312	0.790	Valid
11.	Item 11	0.312	0.696	Valid
12.	Item 12	0.312	0.605	Valid
13.	Item 13	0.312	0.687	Valid
14.	Item 14	0.312	0.789	Valid
15.	Item 15	0.312	0.783	Valid
16.	Item 16	0.312	0.534	Valid
17.	Item 17	0.312	0.418	Valid
18.	Item 18	0.312	0.403	Valid
19.	Item 19	0.312	0.666	Valid
20.	Item 20	0.312	0.789	Valid

H. Data Analysis

After the research data has been collected, the next step is analyzing the data. This activity is a data processing process that has been collected to answer the hypotheses that have been proposed:

1. Descriptive Analysis

According to Sugiyono (2014) Descriptive statistics are statistical analyzes that are used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that are applicable to the public or generalizations.

Descriptive data presented from the results of this study is to provide a general description of the distribution of data obtained in the field. The data presented is in the form of raw data that is processed using descriptive analysis techniques.

2. Test Prerequisite Analysis

This analysis prerequisite test serves to find out whether the data collected has met the requirements to continue testing the hypothesis by using a regression model. The analysis pre-test consists of: (a) Normality Test; (b) Linear Test; (c) Heteroscedasticity Test; and (d) Multicollinearity Test;

(a) Normality test

Normality test is done with the aim to find out whether the regression variables are independent and bound / both have normal distribution or not. The researcher uses *One-Sample Kolmogorov-Smirnov test* in IBM SPSS Statistics 22.0 program. Normality test calculations are performed towards the Students' Self Efficacy, Language awareness and speaking achievement score. The guidelines for this test are significance > 0.05 , then the data is normally distributed, if the significance value < 0.05 , then the data are not normally distributed.

(b) Linear Test

The linearity test is one of the classical assumptions of the regression analyst assumptions. The purpose of linearity is whether the regression model between X and Y forms a linear line or not. If it is not linear, then the regression analysis cannot be continued (Sugiyono, 2015: 256). Tests carried out on data independent variables X1, X2, and the dependent variable Y.

(c) Multicollinearity Test

Multicollinearity is a state in which there is a perfectly linear relationship or near perfect between independent variables in the regression model. Multicollinearity test is intended to prove or test whether there is a linear

relationship or one independent variable with other independent variables. A good regression model does not occur between independent (independent) variables.

(d) Heteroscedasticity Test

Heteroscedasticity is a condition where in the regression model there is a variance between the residuals in one observation to another. Heteroscedasticity test aims to test whether in the regression model there is an unequal variance from the residuals of one observation to another.

To detect the presence or absence of heteroscedasticity in this study using the Glejser Test. The Glejser Test is carried out by regressing the independent variable with its absolute residual value. If the significance value between the independent variables with absolute residuals is more than 0.05 then heteroscedasticity does not occur.

3. Hypothesis Testing

The hypothesis is interpreted as a temporary answer to the formulation of the research problem (Sugiyono, 2015: 24). The hypothesis can be interpreted as a statement that is still weak in truth and needs to be proven or allegations that are still temporary. Hypothesis testing is used to ensure the relationship between the independent variables and the dependent variable both partially and simultaneously.

In this research, the researcher applied correlation analysis by using Spearman Rank Correlation technique. The researcher used it because the data obtained from the three variables was exposed in term in quantitative score, and

the data was using in ordinal data. Spearman rank correlation is a non-parametric test that is used to measure the degree of association between three variables.

In addition, F-test in this research showed the impact of the independent variables in simultaneously affecting the dependent variables. If the significance value of F is $< 0,05$, then the dependent variables simultaneously affect the independent variables.

By using thus formulas, it could be identified the correlation between students' self-efficacy and their speaking achievement, the correlation between language awareness and speaking achievement, and the correlation between students' self-efficacy, language awareness and their speaking achievement.

After the correlation coefficient had been obtained, then the researcher tested the hypothesis using SPSS program 22.0. It could be identified whether the null hypothesis is rejected or accepted.

The null hypothesis for this study can be stated as the followings:

1. There is no positive correlation between self-efficacy and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru.
2. There is no positive correlation between language awareness and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru.
3. There is no positive correlation between self-efficacy, language awareness and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru.