

**THE CONTRIBUTION OF USING SPEECH PRACTICE TOWARD
STUDENTS' SELF CONFIDENCE IN SPEAKING ABILITY
AT THE SECONDYEAR OF SMAN 2SIAK HULU
KAMPAR REGRNCY**



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PEKANBARU
1434 H/2013 M**

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A Thesis

Submitted as Partial Fulfillment of the Requirements

For Undergraduate Degree of Education

(S.Pd.)



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The title of this thesis is the contribution of using speech practice toward students' self confidence in speaking ability at the second year of SMA N 2 Siak Hulu Kampar Regency.

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May Allah Almighty, the lord of universe bless you all. Amin..

Pekanbaru, 01, Juni, 2012
The writer

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ABSTRACT

Firmansyah (2012): The Contribution of Using Speech Practice Toward Student's self Confidence in Speaking Ability at the Second Year of SMA N 2 Siak Hulu Kampar Regency

Based on the writer's preliminary study, it was found that the students were nervous when speech delivery or they were not confident. This problem was caused by some factors. For example, some students did not have preparation before speech delivery. So, the writer was interested in carrying out the research about this problem.

The research was administered at SMA N 2 Siak Hulu Kampar Regency. The subject of the research was the second year of SMA N 2 Siak Hulu Kampar Regency, and the object of this research was the contribution of using speech practice toward students' self confidence in speaking ability.

The population of this research was all of the second year students. The total number of population was 122 students. Because the number of population was large, the writer took 30% of population as sample. In this case, the writer used cluster sampling technique. It was 33 students. In collecting data, the writer used questionnaire. The questionnaire was obtained the students' speech practice and self confidence. The data were analyzed with linear regression technique with the least square method and product moment by using SPSS 16.0 Version

Based on the data analysis, the researcher concluded that coefficient score is 0.000 which is lower than 0.05, it means that alternative hypothesis is accepted and null hypothesis is rejected. The coefficient contribution was 0.612, categorized into good. The conclusion is that there is significant contribution of using speech practice toward students self confidence in speaking ability.

ملخص

فيرماتشاه (2012): مساهمة استخدام ممارسة الخطبة المنبرية إلى زيادة ثقة الطلاب في التكلم بالمدرسة العالية الحكومية 2 سيك هولو منطقة كمبار.

كشف الباحث مبنيا على الدراسات الأولية أن الطلاب يقلقون عند الخطبة المنبرية و تأتي هذه المشكلات من عدة العوامل: بعض الطلاب لا يستعدون قبل الخطبة المنبرية و مع ذلك رغب الباحث في أداء هذا البحث عن المشكلات السابقة.

انعقد هذا البحث بالمدرسة العالية الحكومية 2 سيك هولو منطقة كمبار. كان الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة العالية الحكومية 2 سيك هولو منطقة كمبار بينما الهدف في هذا البحث مساهمة استخدام ممارسة الخطبة المنبرية إلى زيادة ثقة الطلاب في التكلم بالمدرسة العالية الحكومية 2 سيك هولو منطقة كمبار.

الأفراد في هذا البحث نحو 122 طالب ثم أخذ الباحث نحو 30 في المائة لعينات هذا البحث وتكون العينات في هذا البحث نحو 33 طالبا. قي جمع البيانات استخدم الباحث الاستبيان و الاختبار، يستخدم الاستبيان لمعرفة ثقة الطلاب و الاختبار لمعرفة قدرة الطلاب على التكلم، ثم في تحليل البيانات استخدم الباحث ارتداد مستقيما مع أصغر المربع و فرودوك مومين مع البرنامج الحاسوبي س ف س س الإصدار السادس عشر.

أساسا على تحليل البيانات السابقة نتيجة المعامل بقدر 0.000 ما أصغير من 0.005، أي أن الفرضية الصفرية مرفوضة. ثم نتيجة مساهمة نحو 0.612 و هي على المستوى جيد. استنتج الباحث أن هناك مساهمة هامة من استخدام ممارسة الخطبة المنبرية إلى زيادة ثقة الطلاب في التكلم بالمدرسة العالية الحكومية 2 سيك هولو منطقة كمبار

ABSTRAK

Firmansyah (2012): Kontribusi Penggunaan Praktek Pidato Terhadap Peningkatan Percaya Diri Siswa Dalam Kemampuan Berbicara Di SMA N 2 Siak Hulu Kabupaten Kampar.

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa grogi ketika menyampaikan pidato atau meraka tidak percaya diri. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa tidak memiliki persiapan sebelum pidato. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini dilaksanakan di SMA N 2 SIAK HULU kabupaten kampar. Subject penelitian ini adalah siswa/i kelas dua SMA N 2 SIAK HULU kabupaten kampar. Dan object dari penelitian ini adalah kontribusi penggunaan praktek pidato terhadap peningkatan percaya diri dalam kemampuan berbicara siswa/i SMA N 2 SIAK HULU kabupaten kampar.

Populasi penelitian ini berjumlah 122 siswa, karna jumlah populasi terlalu banyak, penulis mengambil 30% sebagai sampelnya. Jadi sampelnya sebanyak 33 siswa. Dalam pengumpulan data, penulis menggunakan angket dan tes. Adapun angket di gunakan untuk mengetahui percaya diri siswa dan tes untuk mengetahui kemampuan berbicara. Dalam hal ini penulis mengumpulkan data melalui teknik regresi linear dengan metode kuadrat terkecil dan product momentd engan memakai SPSS 16.0 Version.

Berdasarkan data analisis, peneliti menyimpulkan bahawa nilai kofisien adalah 0.000 yang mana lebih rendah dari pada 0.005, artinya H_a diterima dan H_0 di tolak. Adapun nilai kontribusi nya adalah 0.612, dengan kategori bagus. Jadi dapat di simpulkan bahwa ada kontibusi yang siknifikan penggunaan practek pidato terhadap peningkatan percaya diri siswa/i SMA N 2 Siak Hulu Kabupaten Kampar.

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CHAPTER 1

INTRODUCTION

A. The Background

English plays an important role in the world, hence almost all people communicate with other with English. As an example; if an Indonesian has to communicate with a Singaporean, an American, Iran, those from other countries, the best communication is by English. Thus, English is as an international language, it means that English is very important for our life. English is living language, like other living things, it grows and changes.¹

English is the most powerful language in the world. By mastering English, we can gain and elicit information from all over the world. In other words, mastering English is a requirement and a necessity if we do not want to be-left behind. The need of the students to learn and understand English in term of educational process is one of the evidences of the importance of English.

In the term of educational process, the mastery of English is considered a required skill that every student should possess. This skill is defined as possessing good command in written and spoken English. English language teaching has been identified toward "four skills": listening, speaking, reading, and writing². Speaking is an important aspect of language learning. By speaking can convey information and ideas, and maintain social relationship by communicating with others. Some people often think that the ability to speak a language is the product of language learning. They assume that speaking is a crucial part of language

¹M Douglas, *Basic Skills in English*. New York : Macmillan Company. 1935. p4

² Devia Maharani, *The Correlation between the Students' Self-Confidence and Their Speaking Ability in front of Class at the Second Year of SMAN 2 Tapung*. Pekanbaru. 2009 . p 1

learning process. Speaking English is the most important to have international relationship³. It means that as an foreign language, indonesian very need to learn English.

Speaking is the most difficult part they learn as foreign language. For people who want to be competent in communicating in English, they must change and expand identity as they learn the culture, social, and event political factors of English, that needed to speak appropriately with anew voice, it is as English man⁴. Besides changing the identity, they also need bravery and confidence to present their English well. Bravery and self-confidence are included in non linguistic aspect that directly indicated one's concept that can determine one's successful.

The more you speak in public, the easier it will be and the more your confidence will grow. So, just make yourself do it whenever the opportunity arises⁵. Practice is the most important to get something good, especially in speaking. Because speaking needs to talk all time. Practice and more practice bring about mastery⁶.

There are several reasons why the writer investigates a contribution of speech practice in improving students' self- confidence. First, the students who have learned English for along time in Indonesia, sometimes rather hesitate

³Yayan G.H. Mulyana. *English for Public Speaking*. In Jakarta : Kesaint Blanc Company. 2009. pl

4 Ibid

5 An. How Contributor. *How to Gain Self Confidence for Public Speaking*. www. Librarynu.com, 20. pl

6 Astrid Hencel. *Practice Makes Perfect*. New York: McGraw- Hill Company. 2006. p.8

when they should speak with the native speakers. They are not sure with their English. It means that they are not confidence. This self confidence factor is quite related to self concept of the people.

Second, some students sometimes do not have enough bravery to speak in front of people even in their own language. It means that they are nervous when they speak up in front of public. They are afraid to make mistakes.

The last reason is the common situation which happens in general speaking class. Most of the students are often particularly reticent when it comes to speak activity in their class room. They get nervous when they should speak in front of class; sometimes they avoid a chance by giving many excuses. They usually say 'I am shy sir' I cannot do it. Many students get nervous when they have to speak in front of the others. Their hand gets moist and their mouth goes dry⁷.

SMAN 2 Siak Hulu is one of public schools in Kampar. English, including speaking is one of subject taught at the school passing score (KKM) for English subject is sixty five. In speaking, Teacher teaches speaking and asks the students to describe something. Although speaking has been taught to the students' however, they still have low self confidence in speaking.

The success of language depends on students' self-confidence. It means the ability to explore their ideas. In general, successful language learners appear to have higher self - esteem than those who are unsuccessful. Most people would

⁷ ibid Mc douglas. p.252

probably agree that high self-esteem usually leads to greater self-confidence⁸.

Based on observation of the writer, the students have problem in the following phenomena:

1. Some students do not participate in speaking although they can speak English.
2. Some students participate in class, but the teacher ask them to speak in front, so they cannot do it because they are nervous.
3. Some students are good to speak on the seat but when they are in front of class they are nervous.
4. Some students do not have preparation before they speak in front.
5. Some students do not know what they want to say even though they can speak.
6. Some students do not have self-confidence to speak in front of class.

Based on the phenomena, the writer is interested in conducting this research entitled: THE CONTRIBUTION OF USING SPEECH PRACTICE TOWARD STUDENTS' SELF CONFIDENCE IN SPEAKING ABILITY AT THE SECOND YEAR OF SMA N 2 SIAK HULU KAMPAR REGENCY.

⁸ Richard – Amento in DeviaMaha Rani, *The Correlation between the Students' Self- Confidence and Their Speaking Ability in front of Class at the Second Year of SMA 2 Tapung*, Pekanbaru.2009. p.5

B. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problems as follows:

- a. What are the factors that make some students do not participate in Speaking although they can speak English?
- b. Why do some students participate in class, but when the teacher ask Them to speak in front they are nervous?
- c. Why are some students good to speak on the seat, but when they are in Front of class they are nervous?
- d. Why do some students do not have preparation before they speak in Front?
- e. Why do some students not know what they want to say eventough They can speak?
- f. What are the factors that make the students do not have self-confidence to speak in front of class?

2. The Limitation of the problem

The problem of this research just focuses on The Contribution of Using Speech Practice Toward Students' Self-Confidence in Speaking Ability at the Second Year of SMAN 2 Siak Hulu.

3. The Formulation of the Problem

- a. How is the students' speech practice toward self confidence in speaking ability at the second year of SMA N 2 Siak Hulu Kampar Regency?
- b. How is the students' self confidence in speaking ability at the second year of SMA N 2 Siak Hulu Kampar Regency?
- c. Is there any significance contribution of using speech practice toward students' self confidence in speaking ability at the second year of SMA N 2 Siak Hulu Kampar Regency?

D. The Objective and the Need of the Research

1. The Objective of the Research

- a. To know the students' speech practice toward self confidence in speaking ability.
- b. To know students' self confidence in speaking ability.
- c. To know whether or not there is significance contribution of using speech practice toward students' self confidence in speaking ability.

2. The Need of the Research

- a. To contribute useful information about the contribution of using speech practice toward self confidence in speaking ability.

- b. To give input for the students of SMAN 2 Siak Hulu dealing with the implementation of using speech practice toward their self confidence in speaking ability.
- c. To fulfill one of the requirements for the award of undergraduate degree In English education.

B. The Definition of Terms

To avoid misunderstanding in this research, the writer feels necessary to give the definition of terms as follows :

1. Contribution

According to Cresweel, a Contribution is a thing that is given a person or organization⁹. It means that a thing will be given to other people has usage.

2. Speech Practice

Speech is considered to include a whole a range of language, gesture, and behaviors. It is an introduction to natural language processing. It is also a formal address to deliver an audience. Practice is making perfect. Practice and more practice bring about mastery. Practice will build a more confidence version of yourself to take out the world.

⁹Jhon W. Creswel, *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education International, 2008, p.313

3. Self-confidence

Self confidence is people believe about all excesses. They are able to reach some goals in their life. Self confidence is optimistic and belief greatly in overall ability to reach the goal. Self confidence is strongly associated with happiness, pshycological resilience, and a motivation to live a productive and healty live. It means that it more likely to experience depression, anxeity, problem anger, and a variety of other distressing pshycal and pshycological symptoms¹⁰.

4. Speaking

Speaking is a productive skill. The single most important aspect of learning language is mastering the art of speaking. Learning to speak foreign language will be facilitated when learners are active to communicate. Many language learners regard speaking ability as the measure of knowing a language. These learners difine fluency as the ability to converse with others, much more than ability to read, write, or comprehend oral language. They regard speaking is the most important skill they can aquire, and they asses their progresss in terms of their accomplishments in spoken communication.¹¹

5. Ability

Ability is capacity of power to do some thing physically ormentally. The speaking ability is the ability of a person to express an idea, felling and something to other by using spoken langanguage.

¹⁰Rosenberg Morris, *10 Simple Solutions for Building Self Esteem*. Printed in the United Stated of America: New Harbinger Publication.p1

¹¹Rafelia, *The Effect of Group Work Strategi Through Dialogue Toward Develoving Speaking Ability at the First Year Students of State Senior Hight School 2 Dumai*. Pekanbaru. 2011.p14

CAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Speaking

Speaking is act and behavior. The more you speak and behave confidently, the more confidence you become perfect¹. Speaking to an audience is many people's number one fear, but even if you never intend giving a speech, attending a speaking classes will do wonders for confidence. It means that the speaking is a habit of life that needed to be always practice in dayli conversation.

Speaking is a productive skill observed, those observation are in effectiveness of a test taker listening reliability of an oral production test² that can be directly and empirically variable colored by the accuracy and skill, which necessarily compromises. As additional of the opinion above if you have good technique, you can improve your speaking with practice. Speaking clubs such as toastmaster international provides supportive environment in which you have an opportunity to develop communication and leader ship skills, which in turn foster self confidence and personal growth³.

Base on the explanation above, it is clear that confidence is the most important skill in dayli conversation. It means that the confidence is supported by practice.

¹ Lawrence David . . *365 Steps to Self Confidence* ,London : Births Library Cataloguing. .2001 .p. 15

² Sopy Diana.2007 . *Students Speaking Ability in Presenting a Prepared Speech of the Second Year Students of Senior High School at Diniyah Putri*. Pekanbaru 2008. p. 14

³ Jhon Wiley, *Building Confidence for Dummies*. London :Tj international Padstaw, Cornwall. 2006. p. 179

Speaking ability is a combination of a structure functional aspect of language. Second structure aspect concentrates on the grammatical system, describing way in which linguistic items can be combined it is not superseded by the functional view but it is sufficient on its to account how language is used as means of communication⁴. So that the structure functional aspect of language is very important in communication especially in speaking english..

Based on the explanation above, it is clear that an aspect involved in speaking, like grammatical structural system and it is in real situation. It means that the speaking in real situation should be practiced wherever they are. Speaking ability focuses on five components: pronunciation, grammar, vocabulary, comprehension and fluency.

1. The Components of Speaking

a. Pronunciation

Pronunciation is the act of manner pronouncing syllables, word, and phrase with regard to the production of sound and the placing of stress intonation, etc⁵

b. Grammar

Grammar is description of the structure of a language the way which linguistic unit such as word and phrases combined to the produce in the language⁶

c. Comprehension

⁴Ibid Sopy Diana. 2008. p. 14

⁵Ibid p. 15

⁶ Ibid p.15

Comprehension is the power of understanding or an exercise aimed at improving or testing one's understanding of language⁷

d. Vocabulary

Vocabulary is more than just target language words. It means a sound or sequence of sounds, which communicates an idea to the mind of another person. It means the larger the vocabulary, the less the risk of misunderstanding⁸

d. Fluency

Fluency suggests the easy and ready flow of an accomplished speaker. It can be concluded as follows :

- 1) Spoken with ease
- 2) Able to speak smoothly, easily or readily
- 3) Capable of flowing
- 4) Easily changed or adapted

2. The Purpose of Speaking

By having the language ability, the students are expected to:

- a. Conduct the conversation about many things.
- b. Be able to describe things, people, places, and the sequence of events orally.
- c. Express ideas, opinions, and feelings simply.

⁷The Correlation Between the Students' Self-Confidence and Their Speaking Ability in front of Class at the Second Year of SMA 2 Tapung, Pekanbaru.2009. p.16

⁸DeviaMaha Rani, The Correlation Between the Students' Self-Confidence and Their Speaking Ability in front of Class at the Second year of SMA 2 Tapung, Pekanbaru.2009. p.16

The purpose indicates that English in Indonesia is to make learners to be able to use English for many topics and expressers. Generally, the main purpose of speaking is to make the students are able to communicate with other since the speaking is major objective in language classes. Learners are expected to master the language they learn⁹

B. The Nature of Speech Practice

Speech practice is one of the extracurricular that must be followed by students of SMAN 2 Siak Hulu. With a little practice you can eliminate negative or performance reducing thought and replace them with a mindset and attitude that will talk you to your next level of confidence¹⁰. It means that practice will bring to be more confidence.

The more speeches you make, the more comfortable you will become in front of an audience. Remember who your audience is too (Giving a speech in front of your peers is a lot different than giving a speech in front of strangers. Giving a speech to a bunch of children in kindergarten is a whole lot different than giving a speech to your boss and his bosses).

Practice makes perfect." The more you speak in public, the easier it will be and the more your confidence will grow". So, just make yourself do it whenever opportunity arises¹¹.

The first way, the last way, they never failing way to develop self confidence in speaking is to speak. Really the whole matter finally simmers down to but one essential: practice, practice, practice.¹²

⁹Ibid DeviaMaha Rani, p.17

¹⁰ Tim Ursiny. *How to Build a Stronger You*. Source Books, Inc, In America.2005.p86

¹¹How Contributor. *How to Confidence for Public Speaking*. [Http:// www. speech practice.com](http://www.speechpractice.com).2009.p1

To support the ideas about, another expert said that practice makes perfect. Practice and more practice bring out about mastery¹³. Good speakers always practice their talks. This gives them a chance to polish their material. It also helps them become more familiar with it. You should allow time for practice, too. The better you know your speech, the more comfortable you will be with it¹⁴

When it comes to public speaking, possessing self confidence is a must. If you find your self confidence low or nonexistent, the best way to boost it up is to practice, practice, and practice. Individuals with high self confidence have an ingrained sense that they can handle any and all situations, regardless who is watching or listening.

Here is a few easy guidance for the speech practice¹⁵

1. Choose an interesting topic. If the topic is interesting, it will be easier to make it interest for your audience.
2. Preparation. Ensure your knowledge in the topic is high and seek out to learn as much as you can. This knowledge will help you indefinitely in both planning your speech and delivering the speech to an audience of individuals who may or may not be familiar with it.
3. Know your audience. Whom will you be speaking to? How much does your audience know about your topic?
4. Decide on your purpose. What do you want the end result of your speech to be? Do you want your speech to inform, to entertain, or to persuade?

¹² Dale Carnegie. *How to Develop Self Confidence and Influence People by Public Speaking*. New York. POCKET BOOKS, a Division of Simon & Schuster, Inc. 1955. p12

¹³ Astrid Hencel. *Practice Makes Perfect*. New York: McGraw-Hill Company. 2006. p.8

¹⁴ Ibid McDouglas. p. 260

¹⁵ M. Douglas, *Basic Skills in English*. New York: Macmillan Company. 1935. P135

5. Gather your information. The information you need for your speech might come from your experience, or talking with others.
6. Organize your information. Put the information on your note cards into a logical order. Choose in order that fits the content and purpose of your talk. Leave out any information that is not important to your main idea.

The best way to prepare for your speech is to make notes that allow cues or special points you should make in your speech. Have a general idea of what you plan to say and ensure the content covers these points.

The writer puts some steps above are only as easy pointer to be presented to the students so that they do it. So, from all the ideas above, the writer concludes that, practice is the best way to improve our skills. Practice is a kind of habitual activity. It means that the more we do the more master, and the more practice the more confidence.

Speech practice is also one of extracurricular that must be followed by students of SMAN 2 Siak Hulu. The extracurricular program is one learning experience that has many advantages for the students.

C. The Nature of Self - Confidence

Self confidence is crucial. To a happy and fulfill life. It influences your success at work your family life, relationship, and leisure activities. It affects your performance in everything you do. A belief in one's self is without doubt the greatest asset of all, even great wealth and fame cannot compensate for a poor self image.

Confidence is the ability to take appropriate effective action in any situation, however challenging it appears to you or others. The sense of feeling confidence comes with increased practice and familiarity with what you do. You can also create from your life experiences and bring it out when you need it does not mean that you will not ever feel scared. You will, but the good news is that you will be able to live with the fear¹⁶

Confidence is that innate quality in us that gives us the ability to make decisions without worrying that we might be wrong. That does not mean we may not be wrong. However, confidence helps us confront a mistake and go about rectifying it. Those developing confidence is important in order to be successful and achieve life goals.

Self confidence builds belief, faith and trust in our own capabilities and makes us sure of ourselves. Someone who is self confident is more assertive, proactive and has the energy to think and act. Self confident people are also secure and feel good. Developing self confidence is not difficult¹⁷

Here is a few easy pointers to help you give your speech with confidence¹⁸.

1. First things, write out your speech. This is so helpful for so many people, including myself. Even if you can't use note cards or written notes during your speech, going over your speech with a hard copy many times will help you so much in the end.

¹⁶Ibid Lawrence David. p.6

¹⁷*Public Speaking and Self Confidence*.[Http:// www.Self -Confidence .Com](http://www.Self-Confidence.Com).2011.p1

¹⁸Roger Elliot, *Build Your Self Esteem and Confidence*. United Kingdom: Healty Profesional.2000.p.1

2. Eye contact during a speech is critical. If you can use note cards, many people fall into the habit of constantly looking down, even though they already know their speeches by heart. If you feel uncomfortable looking your audience straight in the eyes, try looking to something relatively close to them. For example, try looking at the back of their chairs, or the top of their heads. Focus on their glasses, or possibly their noses. This will at least give you the illusion of eye contact, making you look (and feel!) more confident.
3. Posture is another important part of a speech. If you are hiding behind a poster, or shrinking behind a podium, your audience will notice. Stand up straight. Body language says more than you know. If you know you have a habit of shrinking behind a podium, (and you are a girl) try wearing high heels (men: try wearing shoes that give you the appearance of being taller). This way, even if you do hide behind something, your height will almost cancel that little factor out.
4. Dress appropriately. Your clothes will say a lot about you. If you are giving an important speech, dress nicely. No blue jeans, no old sneakers, no tee shirts. Do your hair. Put on make-up (if that applies to you). If you dress nice, you will feel nice. If you dress confident, trust me, you will feel confident.
5. When giving your speech, remember to breathe! Many times anxiety will make us rush through a speech. By the time we're done the first few sentences, we're out of breathe and almost panting (which makes you feel even more nervous because now you can't catch your breath!). Just remember to space out your words and to breathe naturally. It's better to have an extra second or two between your sentences than to have your sentences become jumbled together while you are heaving for air.
6. Finally, practice, practice, practice. The more speeches you make, the more comfortable you will become in front of an audience. Remember who your audience is too (Giving a speech in front of your peers is a lot different than giving a speech in front of strangers. Giving a speech to a

bunch of children in kindergarten is a whole lot different than giving a speech to your boss and his bosses).

7. Just remember these few and easy steps, and the next speech you give, you will feel and look so much more confidence.

The writer puts few explanations above are only few pointers for the students to remember when they do speech in front of public.

D. The Relevant Research

1. RainaMufida in 2009 did a research about The The contributionof English Conversation Club Activities in Increasing students' ability in Speaking at the Second of Darel Hikmah Islamic Boarding School Pekanbaru. In collecting the data, she applied questionare and test of speaking ability. In her research, she found the students taught by implementing English conversation club activiti fall into good result.
2. Rike Nofeleria in 2009 did a research About A Contribution Of The Activeness in Speech Practice in Increasing Students' Interest in Speaking English At the third year of darel hikmah boarding school pekanbaru. In collecting data, she applied questionare and observation. In her research, she found that the Students' Activeness in Speech Practice Can Influence To Students' Interest in Speaking English, It Means that The Result is Fall Into Good.

E. The Operational concept

The operational concept is used to avoid misunderstanding of the concept used in this research. Therefore, the concept used in this research should be transformed into more ones to be easily measured. There are two variables in this research: The using speech practice and self confidence in speaking ability.

1. Variable X is Speech practice is elicited in the following indicators:

1. The students know the audience in the speech practice
2. The students prepare the content in the speech.
3. The students do relaxation in the speech practice.
4. The students give the contribution or share ideas.
5. The students choose the interest topic to practice.
6. The students show their responsibility in conducting the speech practice.
7. The students focus on the their topic in the speech practice.

2. Variable Y is Students 'Self Confidence in Speaking Ability is Elicited in the following indicators:

1. The students are confidence to prepare their material before speech.
2. The students are brave to look around (Eyes contact) in speech delivery.
3. The students are using body movement in speech.
4. The students wear well clothes in speech
5. The students lost their anxiety by taking breathe before speech
6. The students comport the audience.

F. The Assumption and Hypothesis

Ha:

There is a significant contribution of using speech practice toward students' self-confidence in speaking English at the second year of SMA N 2 Siakhulu Kampar Regency

Ho:

There is no a significant contribution of using speech practice toward Students' self-confidence in speaking English at the second year of SMAN 2 Siak Hulu Kamapar Regency.

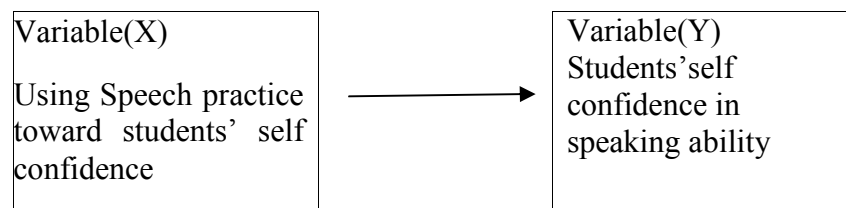
CHAPTER III

THE RESEARCH (METHOD)

A. The Method Of The Research

The design of this research is correlation research, which consists of two variables. The First variable is the speech practice toward students' self confidence (X) and the second variable is the students' self confidence in speaking ability as dependent variable(Y).

The framework is as follows:



B. The Location and the Time of the Research

The research was conducted at the second year students of SMAN 2SIK HULU. The research was done four weeks, started from September to Nopember 2011.

C. The Subject and the Object of the Research

Subject of the research was the second year students of SMAN 2 SIK HULU. The object of this research was the Contribution of Using Speech Practice Toward Students' Self Confidence in Speaking Ability.

D.PopulationSample of the Research

In conducting the research, the writer took the second year students of SMAN 2 SIAK SIAK HULU. The population of this research was two classes. The number of the population can be seen in the following table:

Table 1.1

The Population and the Sample of the Research at the Second Year of SMAN 2 Siak Hulu Kampar Regency

No	Class	Population and Sample	
		Students	Sample
01	1X IPA 1	42 Students	-
02	1X IPA 2	40 Students	33 Students
03	IX IPA3	40 Students	-
	Total	122	33

Sources: Statistic Data from SMAN 2 Siak Hulu (2011).

They were two-classes consisting of 122 students. Each class (IX IPA 1, XI IPA 3 and IX IPA 2) consisted of (42 and 40 and 40students). The population of this research covered 122 students. In this case, the researcher used random sampling technique. Suharsimi Arikunto, states that if the population is homogenous enough, for the population which is less than 100 persons, the sample is taken all, but if the population is more than 100 persons, the sample is taken between 10- 15% or 20-25% or more than it¹. In this research, the researcher took 30% of population for sample. Therefore, the writer took 33 students from the total number of population.

¹Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik* (Jakarta: PT. AsdiMahasatya, 2006), p.134

E. The Instruments of Data Collection

To collect these data, the researcher applied the techniques as follows;

1. Questionnaire

Questioner is one of known instruments used to collect required data. This kind of instruments contains a series of questions distributed to the respondents of research. In this research, the questionnaire was directed to obtain the respondents' response addressing the issues of students' speech practice. There were 20 items given to the respondents, and every item was measured by using scale always (5), often (4), sometimes (3), seldom (2), and never (1). With range score 5-4-3-2-1 for each of items.

2. Questionnaire

This method was used to investigate the students' self confidence. The questioner dealt with respondents' opinion in responding. There were 20 items given to the students to find out students' self confidence, and every item was measured by using scale strongly agree (5), agree (4), uncertain (3), disagree (2), and strongly disagree (1). With range score 5-4-3-2-1 for each.

Before the questionnaire given to the students, the writer explained about the steps of speech practice in order the students could speak in front confidently.

According to Hughes, there are some components that should be considered in giving students' score: They are accent grammatical, vocabulary fluency, and comprehension².

F. The Technique of Data Analysis

In analyzing the data dealing with the contribution of using speech practice toward students self confidence in speaking ability. The writer used the analysis of bivariate product moment correlation from Pearson because the formula was taken in terms of two variables – independent and dependent were correlated and scale measurement of data were interval scale. Because the data from speech practice was ordinal data, so the writer should change them into interval data by using formula :

$$T_1 = 50 + 10 \frac{(x_i - \bar{x})}{SD}$$

Where:

X_i = Data of ordinal variable

\bar{X} = Mean

SD = Standard Deviation

²Arthur Hughes. *Testing for Language Teacher*. London: Cambridge University press. 2003. p. 131

Then, to know whether there was contribution of using speech practice toward students self confidence in speaking ability or not. The data were analyzed by using Regress Linear³.

$$Y = a + bX$$

Where:

Y = speaking ability

a = Constanta Interception

b = coefficient

x = speech practice

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

$$b = \frac{N \sum xy - (\sum x)(\sum y)}{n \sum y^2 - (\sum y)^2}$$

And to know the significance correlation between two variables. the researcher used the formula of product moment correlation⁴. The formula is as follows:

$$r = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

Where:

r = Index of correlation "r" product moment

N = Sample

³Hartono, *Statistik untuk Penelitian* Yogyakarta, Pustaka Pelajar, 2009, p.160

⁴*Ibid.*, p.84

$(\sum xy)$ = The sum of Score x and y

$(\sum x)$ = The total of Score x

$(\sum y)$ = The total of Score y

In the process of data, the researcher used the SPSS Program (*statistical package for the society science*.)16.0 version for windows⁵.SPSS is one of computer programs that are used to manufacture the statistical data.

⁵Hartono, *SPSS 16.0 Analisis Data Statistic dan Penelitian* . Yogyakarta: Pustaka Pelajar, 2008, p.95

G. The validity of Test

Reliability is a measure of how consistent repeated measurements are when performed under comparable conditions.⁶ A test is said to be reliable if it can produce stable or consistent scores although the test is administered at different time. Reliability is a very important characteristic of a test. A test is not valid unless it is reliable. There are some factors which affect the reliability of a test, namely; the sample performance, the number of items, the administration of the test, the students' motivation and other factors beyond the control of the tester (such as student sickness etc).

The writer concluded that this research belongs to the inter-rater reliability. For estimating reliability, the independent test scores of two raters were used. This is usually the situation when the test is measuring component speaking ability or writing ability. In this research, the writer used inters raters to measure the reliability of the instrument. The writer used two raters in analyzing the test. They are Yasir Amri, S.Pd.I,M.Pd and Kurnia Budi Yanti, M.Pd.who measured the speaking ability of students accurately.

⁶Graeme Keith Porte.*op.cit.* p.243

CHAPTER IV

THE DATA PRASENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The data of the research were the score of students., there were two kinds of variable in this paper, namely : independent variable (X) and dependent variable (Y). Independent variable refered to the using speech practice which was investigated by using questioner, it consided of 20 items, and every items were measured by using scale (always, often,sometimes,seldom and never) with range score 5-4-3-2-1 for each. However, the test for variable Y referred to students' self confidence in speaking ability which was investigated by using scale (strongly agree, agree, uncertain, disagree, and strongly disagree) with range score 5-4-3-2-

1. The Data of Students' Speech Practice

The data of the students' speech practice is presented in every indicator used. They can be seen in the following table :

Table II.1
The Students Choose Interesting Topic In The Speech Practice

No	Alternative answer	frequency	Percentage
	Always	15	46 %
	Often	10	30 %
	Sometimes	5	15 %
	Seldom	2	6 %
	Never	1	3 %
F	Total	33	100%

From the table above, there are 15 students (46%) who always choose in the speech practice, 10 students (30%) who often choose interesting topic in the speech practice, 5 students (15%) who sometimes choose interesting topic in the speech practice, and 1 student (3%) who never choose interesting topic in the speech practice.

Table II.2
The Students Prepare The Topic In The Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	11	33%
	Often	9	27%
	Sometimes	5	15%
	Seldom	4	13%
	Never	4	13%
	Total	33	100%

The table III.2 shows that there are 11 students (33%) who always prepare the topic in the speech practice, 9 students (27%) who often prepare the topic in the speech practice, 5 students (15%) who sometimes prepare the topic in the speech practice, 4 students (13%) who seldom prepare the topic in the speech practice, and 4 students (13%) who never prepare the topic in the speech practice.

Table II.3
The Students Practice The Topic In The Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	11	33%
	Often	9	27%
	Sometimes	8	24%
	Seldom	3	9%
	Never	2	6%
	Total	33	100%

The table above clasifies the students who practice the topic in the speech pracrice. There are 11 students (33%) who always practice the topic in speech speech practice, 9 students (27%) who often practice the topic in the speech practice, 8 students (24%) who sometimes practice the topic in the speech practice, 3 students (9%) who seldom prepare the topic in the speech practice, and 2 students (6%) who never prepare the topic in the speech practice.

Table II.4
The Students Know The Audience In The Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	5	15%
	Often	18	54%
	Sometimes	3	9%
	Seldom	7	21%
	Never	-	-
	Total	33	100%

The table III.4 above shows there were 5 students (15%) who always know the audience in the speech delivery , 18 students (54%) who often know the audience in the speech delivery, 3 students (9%) who sometimes know the audience in the speech practice, and 7 students (21%) who seldom know the audience in the speech practice.

Table II.5**The Students Dress Appropriately For The Audience In The Speech Practice**

No	Alternative answer	Frequency	Percentage
	Always	3	9%
	Often	20	60%
	Sometimes	3	9%
	Seldom	7	21%
	Never	-	-
	Total	33	100%

From the table above, there were 3 students (9%) who always dress appropriately in the speech practice, 20 students (60%) who often dress appropriately in the speech practice, 3 students (9%) who sometimes dress appropriately in the speech practice, and 7 students (21%) who seldom dress appropriately in the speech practice.

Table II.6**The Students Do The Relaxation In The Speech Practice**

No	Alternative answer	Frequency	Percentage
	Always	3	9%
	Often	7	21%
	Sometimes	20	61%
	Seldom	3	9%
	Never	-	-
	Total	33	100%

Base on the table III.6, it proves that 3 students (9%) who always do the relaxation in the speech practice, 7 students (21%) who often do the relaxation in the speech practice, 20 students (61%) who sometimes do the relaxation in the speech practice, 3 students (9%) who seldom do the relaxation in the speech practice.

Table II.7
The Students Focus On The Topic In The Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	3	9%
	Often	15	46%
	Sometimes	10	30%
	Seldom	5	15%
	Never	-	-
	Total	33	100%

From the table III.7 above, there were 3 students (9%) who always focus on the topic in the speech practice, 15 students (46%) who often focus on the topic in the speech practice, 10 students (30%) who sometimes focus on the topic in the speech practice, and 5 students (15%) who seldom focus on the topic in the speech practice.

Table II.8
The Students Speak With Confidence In The Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	5	15%
	Often	15	46%
	Sometimes	10	30%
	Seldom	3	9%
	Never	-	-
	Total	33	100%

Base on the table III.8, it proves that 5 students (15%) who always speak with confidence in the speech practice, 15 students (46%) who often speak with confidence in the speech practice, 10 students (30%) who sometimes speak with confidence in the speech practice, and 3 students (9%) who seldo speak with confidence in the speech practice.

Table II.9
The Students Speak With Vocal Variety In the Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	3	9%
	Often	20	60%
	Sometimes	8	24%
	Seldom	3	9%
	Never	-	-
	Total	33	100%

The table III.9 shows that there were 3 students (15%) who always speak with vocal variety in the speech practice, 20 students (60%) who often speak with vocal variety in the speech practice, 8 students (24%) who sometimes speak with vocal variety in the speech practice, and 3 students (9%) who seldom speak with vocal variety in the speech practice.

Table II.10

The Students Do not Speak in Appropriate Humor in the Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	2	6%
	Often	20	60%
	Sometimes	10	30%
	Seldom	1	4%
	Never	-	-
	Total	33	100%

The table above classifies the students who do not speak in appropriate humor in the speech practice. There were 2 students (6%) who always do not speak in appropriate humor in the speech practice, 20 students (60%) who often do not speak in appropriate humor in the speech practice, 10 students (30%) who sometimes do not speak in appropriate humor in the speech practice, and 1 student (4%) who seldom do not speak in appropriate humor in the speech practice.

Table II.11
The Students Begin and End Presentation on Time in the Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	3	9%
	Often	9	27%
	Sometimes	8	24%
	Seldom	3	9%
	Never	2	6%
	Total	33	100%

From the table above, there were 3 students (9%) who always begin and end presentation on time in the speech practice, 9 students (27%) who often begin and end presentation on time in the speech practice, 8 students (24%) who sometimes begin and end presentation on time in the speech practice, 3 students (9%) who seldom begin and end presentation on time in the speech practice, and 2 students (6%) who never begin and end presentation on time in the speech practice.

Table II.12**The Students Practice and Try Learn the Presentation in the Speech Practice**

No	Alternative answer	Frequency	Percentage
	Always	7	21%
	Often	23	70%
	Sometimes	3	9%
	Seldom	-	-
	Never	-	-
	Total	33	100%

Base on the table III.12, it proves that 10 students (30%) who always practice and try learn the presentation in the speech practice, 23 students (70%) who often practice and try learn the presentation in the speech practice , and 3 students (15%) who sometimes practice and try learn the presentation in the speech practice.

Table II.13**The Students Relate Their Topic Back to Their Audience in the Speech Practice**

No	Alternative answer	Frequency	Percentage
	Always	7	21%
	Often	20	60%
	Sometimes	7	21%
	Seldom	3	9%
	Never	-	-
	Total	33	100%

From the table above, there were 7 students (21%) who always relate their topic back to their audience in the speech practice, 20 students (60%) who often relate their topic back to their audience in the speech practice, 7 students (21%) who sometimes relate their topic back to their audience in the speech practice, and 3 students (9%) who seldom relate their topic back to their audience in the speech practice.

Table II.14
The Students Learn from Their Experience in Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	8	24%
	Often	19	58%
	Sometimes	6	18%
	Seldom	-	-
	Never	-	-
	Total	33	100%

The table III.14 shows that there were 8 students (24%) who always learn from their experience in speech practice, 19 students (58%) who often learn from their experience in speech practice, and 6 students (18%) who sometimes learn from their experience in speech practice.

Table II.15
The Students Do Practicing with Their Friends in the Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	5	15%
	Often	22	66%
	Sometimes	6	18%
	Seldom	-	-
	Never	-	-
	Total	33	100%

Base on the table III.15, above, it proves that 5 students (15%) who always do practicing with their friends, 22 students (66%) who often do practicing with their friends in the speech practice, and 6 students (18%) who sometimes do practicing with their friends in the speech practice.

Table II.16
The Students Use a Microphone in the Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	6	18%
	Often	22	67%
	Sometimes	4	12%
	Seldom	1	3%
	Never	-	-
	Total	33	100%

Base on the table III.16 above, it proves that 6 students (18%) who always use microphone in the speech practice, 22 students (67%) who often use microphone in the speech practice, 4 students (12%) who sometimes use microphone in the speech practice, 1 student (3%) who seldom use microphone in the speech practice.

Table II.17
The Students Control Their Volume in the Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	5	15%
	Often	20	60%
	Sometimes	5	15%
	Seldom	3	9%
	Never	-	-
	Total	33	100%

Base on the table III.17, It proves that 5 students (15%) who always control their volume in the speech practice, 20 students (60%) who often control their volume in the speech practice, 5 students (15%) who sometimes control their volume in the speech practice, and 3 students (9%) who seldom control their volume in the speech practice.

Table II.18

**The Students Have A Backup Plan For Visual Aids Ined In Their
Presentation**

No	Alternative answer	Frequency	Percentage
	Always	3	9%
	Often	15	46%
	Sometimes	8	24%
	Seldom	6	18%
	Never	1	3%
	Total	33	100%

The table above shows us about the students who have a backup plan for visual aids ined in their presentation, there are 3 students (9%) who always have a backup plan for visual aids ined in their presentation, 15 students (46%) who often have a backup plan for visual aids ined in their presentation, 8 students (24%) who sometimes have a backup plan for visual aids ined in their presentation, 6 students (18%) who seldom have a backup plan for visual aids ined in their presentation, and 1 student (3%) who never have a backup plan for visual aids ined in their presentation.

Table II.19
The Students Have Pitch in the Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	10	30%
	Often	20	60%
	Sometimes	3	10%
	Seldom	-	-
	Never	-	-
	Total	33	100%

The table above, there 10 students (30%) who always have pitch in the speech practice, 20 students (60%) who often have pitch in the speech practice, and 3 students (10%) who sometimes have pitch in the speech practice

Table II.20.
The Students Think to Rember Their Presentation in the Speech Practice

No	Alternative answer	Frequency	Percentage
	Always	7	21%
	Often	23	70%
	Sometimes	3	9%
	Seldom	-	-
	Never	-	-
	Total	33	100%

Base on the table III.12, it proves that 10 students (30%) who always think to rember their presentation in the speech practice, 23 students (70%) who often think to rember their presentation in the speech practice, and 3 students (15%) who sometimes think to rember their presentation in the speech practice.

Table II.21
The Recapitulation of the Students' Speech Practice

Table	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
T.1	15	46%	10	30%	5	15%	2	6%	1	3%
T.2	11	33%	9	27%	5	15%	4	12%	4	12
T.3	11	33%	9	27%	8	24%	3	9%	-	-
T.4	5	15%	18	54%	3	9%	7	21%	-	-
T.5	3	9%	20	60%	3	9%	7	21%	-	-
T.6	3	9%	7	21%	20	61%	3	9%	-	-
T.7	3	9%%	15	46%	10	30%	5	15%	-	-
T.8	5	15%	15	46%	10	30%	3	9%	-	-
T.9	3	9%	20	60%	8	24%	3	9%	-	-
T.10	5	15%	20	60%	10	30%	1	3%	-	-
T.11	3	15%	9	27%	8	24%	3	9%	2	6%
T.12	7	21%	23	70%	3	9%	-	-	-	-
T.13	7	21%	20	60%	7	21%	3	9%	-	-
T.14	8	24%	19	58%	6	18%	-	-	-	-
T.15	5	15%	22	66%	6	18%	-	-	-	-
T.16	6	18%	22	67%	4	12%	1	3%	-	-
T.17	5	15%	20	60%	5	15%	3	9%	-	-

T.18	3	9%	15	46%	8	24%	6	18%	1	3%
T.19	10	30%	20	60%	10	30%	-	-	-	-
T.20	7	21%	23	70%	3	9%	-	-	-	-
TOTAL	129	358%	336	1015%	135	407%	54	162%	10	30%

From the table above, the obtained then were computed by the following calculation to obtain the score as well as its percentage :

$$129+336+135+54+10= 664$$

$$129 \times 5 = 645$$

$$336 \times 4 = 1344$$

$$135 \times 3 = 405$$

$$54 \times 2 = 108$$

$$10 \times 1 = 10$$

It can be concluded by using formula as follow :

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{2512}{664} \times 100\%$$

$$P = 75.66 \%$$

Therefore, the percentage of the students' speech practice is 75.66%. it can be concluded that the students' speech practice at the SMA N 2 Siak Hulu Kampar Regency is Good level.

Table II.22
The Data of the Questionare Students' Speech Practice

No	Name	Score	Categories
1	Student 1	80	Good
2	Student 2	76	Good
3	Student 3	80	Good
4	Student 4	71	Good
5	Student 5	69	Enough
6	Student 6	67	Enough
7	Student 7	67	Enough
8	Student 8	74	Good
9	Student 9	70	Good
10	Student10	72	Good
11	Student 11	80	Good
12	Student 12	78	Good
13	Student 13	80	Good
14	Student 14	77	Good
15	Student 15	63	Less
16	Student 16	67	Less
17	Student 17	65	Enough
18	Student 18	75	Good
19	Student 19	77	Good
20	Student 20	70	Good
21	Student 21	73	Good
22	Student 22	63	Less
23	Student 23	70	Good
24	Student 24	72	Good
25	Student 25	74	Good
26	Student 26	80	Good

27	Student 27	70	Good
28	Student 28	69	Enough
29	Student 29	64	Enough
30	Student 30	63	Enough
31	Student 31	73	Good
32	Student 32	70	Good
33	Student 33	70	Good

II. The Data of Students' Self Confidence

The data of the students' self confidence in speech is presented in every indicator used. They can be seen in the following table :

Table III.1

The Students See the Audience when Speech Delivery

No	Alternative answer	frequency	Percentage
	Strongly agree	5	15 %
	Agree	20	60%
	Uncertain	5	15 %
	Disagree	2	6 %
	Strongly disagree	1	3 %
	Total	33	100%

From the table above, seen that there were 5 (15%) students who chose “strongly agree” to see the audience in speech, 20 (60%) students chose “agree” to see the audience in speech. 5 (15%) students chose “uncertain” to see the audience in speech. 2 (6%) students chose

“disagree” to see the audience in speech, and 1 (3%) students chose “strongly disagree” to see the audience in speech.

Table III 2
The Students Use Body Movement

No	Alternative answer	Frequency	Percentage
	Strongly agree	3	9 %
	Agree	20	60 %
	Uncertain	3	9%
	Disagree	7	21.5 %
	Strongly disagree	-	-
			-
	Total	33	100%

The table IV.2 shows that there were 3 students (9%) who chose “strongly agree” use body movement in speech, 20 students (60%) who chose “agree” use body movement in speech, 3 students (9%) who chose “uncertain” use body language in speech, and 7 students (21.5%) who “disagree” use body movement in speech.

Tabel III.3**The Students Prepare the Topic before Speech Delivery**

No	Alternative answer	Frequency	Percentage
	Strongly agree	20	60%
	Agree	2	6%
	Uncertain	8	24 %
	Disagree	3	10 %
	Strongly disagree	-	-
	Total	33	100%

Base on the table IV.3 , it proves that 20 students (60%) who “strongly agree”prepare the topic before speech delivery, 2 students (6%) who “agree”to prepare the topic before speech delivery, 8 students (24%) who “uncertain”to prepare the topic before speech delivery, and 3 students (10%) who “disagree”prepare the topic before speech delivery.

Table III.4**The Students Breath Easy When Speech Delivery**

No	Alternative answer	frequency	Percentage
	Strongly agree	5	15%
	Agree	22	66 %
	Uncertain	6	18 %
	Disagree	-	-
	Strongly disagree	-	-
	Total	33	100%

Base on the table IV.4, above, it proves that 5 students (15%) who “strongly agree”breathe easy when speech delivery, 22 students (66%) who “agree”breathe easy when speech delivery, and 6 studens (66%) who “uncertain”breathe easy when speech delivery.

Table III.5
The Students Wear Smart Dress When Speech Delivery

No	Alternative answer	frequency	Percentage
	Strongly agree	11	33 %
	Agree	9	27 %
	Uncertain	8	24 %
	Disagree	3	9%
	Strongly disagree	2	6%
	Total	33	100%

The table above clasifies the students who wear smart dress when speech delivery. There were 11 students (33 %) who “strongly agree”towear smart dress when speech delivery, 9 students (27%) who “agree”towear smart dress when speech delivery, 8 students (24%) who “uncertain towear smart dress when speech delivery, 3 students (9%) who “disagree” wear smart dress when speech delivery, and 2 students 2 (6%) who “strongly disagree” to wear smart dress when speech delivery.

Table III.6
The Students Are Optimis When Speech Delivery

No	Alternative answer	frequency	Percentage
	Strongly agree	4	13%
	Agree	29	87 %
	Uncertain	-	-
	Disagree	-	-
	Strongly disagree	-	-
	Total	33	100%

From the table above, there were 4 students (4%) who strongly agree optimis when speech delivery, and 29 students (87%) who agree of optimis when speech delivery.

Table III.7
The Students Master the Topic

No	Alternative answer	Frequency	Percentage
	Strongly agree	3	15 %
	Agree	15	46 %
	Uncertain	8	24 %
	Disagree	6	18 %
	Strongly disagree	1	3 %
	Total	33	100%

The table above shows us about the students who master the topic, there are 3 students (25%) who strongly agree ofmaster the topic, 15 students (46%) who agree of master the topic, 8 students (24%) who

uncertain of master the topic, 6 students (18%) who disagree of master the topic, and 1 student (3%) who strongly agree of master the topic.

Table III.8
The Students Are Spirit to Speech

No	Alternative answer	Frequency	Percentage
	Strongly agree	10	30 %
	Agree	20	60 %
	Uncertain	3	10 %
	Disagree	-	-
	Strongly disagree	-	-
	Total	33	100%

The table above, there 10 students (30%) who strongly agree to be spirit to speech, 20 students (60%) who agree to be spirit to speech, and 3 students (10%) who uncertain to be spirit to speech.

Table III.9
The Students Stand up Well in front of the Audience

No	Alternative answer	Frequency	Percentage
	Strongly agree	10	30 %
	Agree	20	60 %
	Uncertain	3	10 %
	Disagree	-	-
	Strongly disagree	-	-
	Total	33	100%

The table IV.9 above shows there were 10 students (30%) who strongly agree stand up in front of the audience, 20 students (60%) who

agree stand up in front the audience, 3 students (10%) who uncertain stand up in front of the audience

Table III.10

The Students Interest with the Audience When Speech Delivery

No	Alternative answer	Frequency	Percentage
	Strongly agree	5	15%
	Agree	22	66 %
	Uncertain	6	18 %
	Disagree	-	-
	Strongly disagree	-	-
	Total	33	100%

Base on the table IV.10, above, it proves that 5 students (15%) who strongly agree breathe easy when speech delivery, 22 students (66%) who agree breathe easy when speech delivery, and 6 studens (66%) who uncertain breathe easy when speech delivery.

Table III.11

The Students Voice Well When Speech Delivery

No	Alternative answer	Frequency	Percentage
	Strongly agree	5	15 %
	Agree	18	54 %
	Uncertain	3	9 %
	Disagree	7	21.5. %
	Strongly disagree		
	Total	33	100%

The table IV.11 above shows there were 5 students (15%) who strongly agree voice well when speech delivery, 18 students (54%) who agree voice well when speech delivery, 3 students (9%) who uncertain when speech delivery, and 7 students (21.5%) who disagree when speech delivery.

Table III.12
The Students Cocentrate in Speech Delivery

No	Alternative answer	Frequency	Percentage
	Strongly agree	7	21 %
	Agree	23	70 %
	Uncertain	3	9 %
	Disagree	-	-
	Strongly disagree	-	-
	Total	33	100%

Base on the table IV.12, it proves that 10 students (30%) who strongly agree cocentrate in speech delivery, 23 students (70%) who agree concentrate in speech delivery, and 3 students (15%) who uncertain cocentrate in speech delivery.

Table III.13
The Students Own the Room When Speech Delivery

No	Alternative answer	Frequency	Percentage
	Strongly agree	3	9 %
	Agree	20	60 %
	Uncertain	3	9 %
	Disagree	7	22 %
	Strongly disagree	-	-
	Total	33	100%

From the table above, there were 3 students (9%) who strongly agree own the room when speech delivery, 20 students (60%) who agree own the room when speech delivery, 3 students (9%) who uncertain own the room when speech delivery, and 7 students (22%) who disagree when speech delivery.

Table III.14
The Students Smile When Say Something Funny in Speech Delivery

No	Alternative answer	Frequency	Percentage
	Strongly agree	3	9 %
	Agree	23	70 %
	Uncertain	3	9 %
	Disagree	4	12 %
	Strongly disagree	-	-
	Total	33	100%

From the table above classifies the students who smile when say something funny in speech delivery. There are 3 students (9%) who

strongly agree smile when say something funny in speech delivery, 23 students (70%) who agree smile when say something funny in speech delivery, 3 students (9%) who uncertain smile when say something funny in speech delivery, and 4 students (12%) who disagree smile when say something funny in speech delivery.

Table III.15

The Students Know What They Will Say in Speech Delivery

No	Alternative answer	Frequency	Percentage
	Strongly agree	4	12 %
	Agree	19	75 %
	Uncertain	6	18 %
	Disagree	4	12 %
	Strongly disagree	-	-
	Total	33	100%

From the table above, there were 4 students (12%) who strongly agree know what they will say in speech delivery, 19 students (75%) who agree know what they will say in speech delivery, 6 students (18%) who uncertain know what they will say in speech delivery, and 4 students (12%) who know what they will say in speech delivery.

Table III. 16
The Students Practice the Topic Before Speech Delivery

No	Alternative answer	Frequency	Percentage
	Strongly agree	10	30 %
	Agree	18	55 %
	Uncertain	4	12 %
	Disagree	1	3 %
	Strongly disagree	-	-
	Total	33	100%

From the table above, there were 10 students (30%) who strongly agree practice the topic before speech delivery, 18 students (55%) who agree practice the topic before speech delivery, 4 students (12%) who uncertain practice the topic before speech delivery, and 1 student (3%) who disagree practice the topic before speech delivery.

Table III.17
The Students Focus on the Topic in Speech

No	Alternative answer	Frequency	Percentage
	Strongly agree	6	18 %
	Agree	22	67 %
	Uncertain	4	12 %
	Disagree	1	3 %
	Strongly disagree	-	-
	Total	33	100%

Base on the table IV.17 above, it proves that 6 students (18%) who strongly agree focus on the topic in speech, 22 students (67%) who agree focus on the topic in speech, 4 students (12%) who uncertain focus on the topic in speech, 1 student (3%) who disagree focus on the topic in speech.

Table III.18
The Students Atmid Their Selves to be Success in Speech

No	Alternative answer	Frequency	Percentage
	Strongly agree	3	9 %
	Agree	22	67 %
	Uncertain	4	12 %
	Disagree	4	12 %
	Strongly disagree	-	-
	Total	33	100%

Base on the table IV.18 above shows that 3 students (9%) who strongly agree admit their selves to be success in speech, 22 students (67%) who agree admit their selves to be success in speech, 4 students (12%) who uncertain admit their selves to be success in speech, 4 students (12%) who disagree admit their selves to be success in speech.

Table III.19
The Students Think Positively When Speech Delivery

No	Alternative answer	Frequency	Percentage
	Strongly agree	3	9 %
	Agree	15	46 %
	Uncertain	10	30 %
	Disagree	5	15 %
	Strongly disagree	-	-
	Total	33	100%

From the table IV.19 above, there were 3 students (9%) who strongly agree think positively when speech delivery, 15 students (46%) who agree think positively when speech delivery, 10 students (30%) who uncertain think positively when speech delivery, and 5 students (15%) who disagree think positively when speech delivery.

Table III.20
The Students Are Interested in the Topic

No	Alternative answer	Frequency	Percentage
	Strongly agree	9	27 %
	Agree	16	49 %
	Uncertain	5	15 %
	Disagree	3	9 %
	Strongly disagree	-	-
	Total	33	100%

Base on the table IV.20, it proves that 9 students (27%) who strongly agree prepare the topic before speech delivery, 16 students (49%) who agree prepare the topic before speech delivery, 5 students (15%) who uncertain prepare the topic before speech delivery, and 3 students (9%) who disagree prepare the topic before speech delivery.

Table III.21
The Recapitulation of the Students' Self Confidence

Table	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
	F	P	F	P	F	P	F	P	F	P
T.1	5	15%	20	60%	5	15%	2	6%	1	3%
T.2	3	9%	20	60%	3	9%	7	21.5%	-	-
T.3	20	60%	2	6%	8	24%	3	9%	-	-
T.4	5	15%	22	66%	6	18%	-	-	-	-
T.5	11	33%	9	27%	8	24%	3	9%	2	6%
T.6	4	13%	29	87%	-	-	-	-	-	-
T.7	3	15%	15	46%	8	24%	6	18%	1	3%
T.8	10	30%	20	60%	3	10%	-	-	-	-
T.9	10	30%	20	60%	3	10%	-	-	-	-
T.10	5	15%	22	66%	6	18%	-	-	-	-
T.11	5	15%	18	54%	3	9%	7	21.5%	-	-
T.12	7	21%	23	70%	3	9%	-	-	-	-
T.13	3	9%	23	70%	20	60%	3	9%	7	22%
T.14	3	9%	23	70%	3	9%	4	12%	-	-
T.15	4	12%	19	75%	6	18%	4	12%	-	-
T.16	10	30%	18	55%	4	12%	1	3%	-	-
T.17	6	18%	22	67%	4	12%	1	3%	-	-

T.18	3	9%	22	67%	4	12%	4	12%	-	-
T.19	3	9%	15	46%	10	30%	5	15%	-	-
T.20	9	27%	16	49%	5	15%	3	9%	-	-
TOTAL	129	394%	378	1161%	116	338%	53	160%	11	34%

In order to clarify the data, the writer also tried to find out the rate of the students' self confidence by using the following formula.

$$M_x = \frac{\sum fx}{N}$$

Based on the table, it has been seen that :

Strongly agree FX = 129

Agree FX = 378

Uncertain FX = 116

Disagree FX = 53

Strongly disagree FX = 11

Since the purpose of this study was to answer formulated problems on the contribution of using speech practice toward students' self confidence in speaking ability at the second year of SMA N 2 Siak Hulu Kampar Regency, it is needed to look for the result after the obtained data were measured. Below is the presentation of computing the obtained data.

$$\text{Strongly agree} = 129 \times 5 = 645$$

$$\text{Agree} = 378 \times 4 = 1512$$

$$\text{Uncertain} = 116 \times 3 = 348$$

$$\text{Disagree} = 53 \times 2 = 106$$

$$\text{Strongly disagree} = 11 \times 1 = 11$$

The recaputalation is :

$$129+378+116+53+11 = 687 (N)$$

$$645+1512+348+106+11 = 2625 (F)$$

It can be conluted by using formulate as follow :

$$P = \frac{f}{N} \times 100:5$$

$$P = \frac{2625}{687} \times 100:5$$

$$P = 76 \%$$

Table III.22
The Data of the Questionare of the Students' Self Confidence

No	Name	Score	Categories
1	Student 1	71	Good
2	Student 2	64	Less
3	Student 3	81	Very Good
4	Student 4	80	Very Good
5	Student 5	73	Good
6	Student 6	72	Good
7	Student 7	75	Good
8	Student 8	67	Enough
9	Student 9	67	Enough
10	Student 10	65	Enough
11	Student 11	63	Less
12	Student 12	72	Good
13	Student 13	71	Good
14	Student 14	67	Enough
15	Student 15	72	Good
16	Student 16	70	Good
17	Student 17	65	Enough
18	Student 18	66	Enough
19	Student 19	79	Good
20	Student 20	74	Good
21	Student 21	71	Good
22	Student 22	64	Less
23	Student 23	70	Good
24	Student 24	63	Less
25	Student 25	75	Good
26	Student 26	67	Enough

27	Student 27	64	Less
28	Student 28	69	Enough
29	Student 29	65	Enough
30	Student 30	67	Enough
31	Student 31	62	Less
32	Student 32	75	Good
33	Student 33	73	Good

B. The Data Analysis

a. How Is The Students' Speech Practice ?

Base on the table III.22, it can be seen that the " Good" Score only 20 students' the " Enough" score there were 6 students, and the " Less" there were 7 students. It is the first finding of the formulation, how is the students' speech practice ?. It is obtained that the students' speech practice is Good.

b. How is the Students' Self Confidence in Speaking Ability ?

From the table IV.21, it can be seen that there were 2 students got "very good" score, the "Good" score there were 18 students, the "enough" score there were 10 students, and the "less" score there were 3 students. Base on the second formulation, it is found out the students' score about self confidence in speaking ability is Good.

c. Changing Ordinal Data Into Interval Data

To get the data dealing with the contribution of students' speech practice toward their self confidence in speaking ability, the data has to be changed into interval scale since it is analyzed by using regression formula:

$$T_1 = 50 + 10 \frac{(xi - x)}{SD}$$

1. The ordinal data of 71 of first group was changed into interval data by

$$\begin{aligned} \text{using the formula : } T_1 &= 50 + 10 \frac{(71 - 69.5)}{8.109} \\ &= 51.85 \end{aligned}$$

2. The ordinal data of 64 of first group was changed into interval data by

$$\begin{aligned} \text{using the formula : } T_1 &= 50 + 10 \frac{(64 - 69.5)}{8.109} \\ &= 45.20 \end{aligned}$$

3. The ordinal data of 81 of first group was changed into interval data by

$$\begin{aligned} \text{using the formula : } T_1 &= 50 + 10 \frac{(81 - 69.5)}{8.109} \\ &= 64.19 \end{aligned}$$

(see in appendix)

Furthermore, only the interval data were analyzed. Testing requirements analysis showed that score of each variable research had met requirements for use in further statistical testing. The purpose of proving this hypothesis was performed to see the great influence of the

variable x to the variable y. In this data research technique, the writer used SPSS 16.0.0.

d. The Contribution Of using Speech Practice Toward Students' Self Confidence In Speaking Ability

After altering the ordinal data to interval data, then the interval data obtained through the questionnaire of students' speech practice and students' self confidence were analyzed by using SPSS 16.0 version.

There are two hypothesis in this research: there are the alternative hypothesis (H_a) and null hypothesis (H_o). The H_a is there is any significant contribution of using speech practice toward students' self confidence, whereas the H_o is there is not any significant contribution of using speech practice toward students' self confidence.

Basic decision making :

If the probability > 0.50 H_a is accepted

If the probability < 0.50 H_o is rejected

By using SPSS 16.0 the following results are obtained.

Table III.23

**The Descriptive Statistics of Students' Speech Practice And Their Self
Confidence in Speaking Ability**

Descriptive Statistics			
	Mean	Std. Deviation	N
Speech	69.6667	5.09084	33
Self	71.79	5.343	33

Base on the data above, it can be seen that the mean score of the students' speech practice is 69.6667, the standard deviation is 5.09084. the mean score of students' self confidence is 71.79, the standard deviation is 5.343. Base on the mean score the students' speech practice can be classified into good category and their self confidence can be classified into good category.

Table III.24
Table of Contribution of Speech Practice

		Self	Speech
Pearson Correlation	Self	1.000	.612
	Speech	.612	1.000
Sig. (1-tailed)	Self	.	.000
	Speech	.000	.
N	Self	33	33
	Speech	33	33

The table shows that the contribution of using speech practice toward students' self confidence is 0.612. sig. 1-tailed = 000. As the analysis of the value of sig 2-tailed, if the probability is higher than 0.05, null hypothesis is accepted. In the other way, if the probability is lower than 0.05, alternative hypothesis is accepted. Base on the explanation above, it can be seen that the results of coefficient is lower than 0.05, it means that alternative hypothesis is accepted. In the other words, **There Is A Contribution Of Using Speech Practice Toward Students' Self Confidence In Speaking Ability.**

To know the students' speech practice can explain their self confidence in speaking ability can be seen from the following table:

Table III.25
Annova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1238.520	1	1238.520	33.621	.000 ^a
	Residual	1141.949	31	36.837		
	Total	2380.469	32			

a. Predictors: (Constant), speech

b. Dependent Variable: self

Base on the data above, it can be seen that F is 33.621 and the significance is 0.000, if the annova table is 0.000 which is lower than 0.05, it means that Ho is rejected and Ha is accepted.

The percentage of the contribution of using speech practice toward students' self confidence in speaking ability can be seen in the following table:

Table III.26
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.612 ^a	.515	.511	5.13404

a. Predictors: (Constant), speech

b. Dependent Variable: self

Base on the data above, it can be seen that the score of R square is 0.515; it means that the contribution of using speech practice toward students self confidence in speaking ability is 51.5%. whereas the 48.5% from 100% is influenced by the other variable.

From the explanation above, the researcher concluded the the contribution of using speech practice toward students' self confidence in speaking ability is 51.5%, and it means that there is any significant contribution of using speech practice toward students' self confidence in speaking ability.

To know about the contribution of using speech practice toward students' self confidence in speaking ability can be seen in the following charts:

Table III.27
Histogram

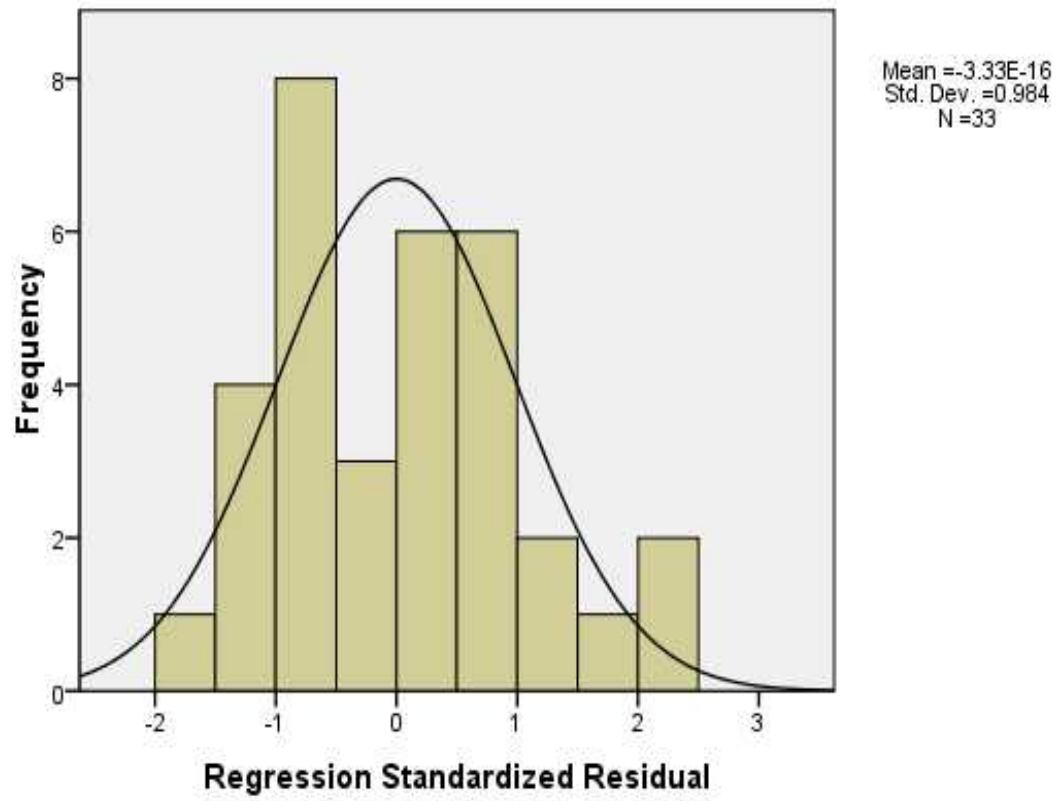
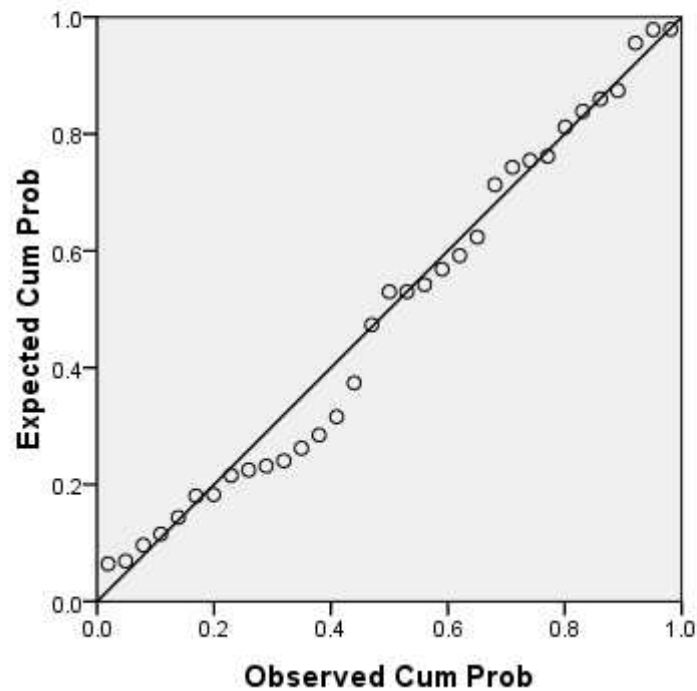


Table III.28

Liniear Regression Diagram

The Students' Speech Practice



Base on the charts above, it can be seen the each point is contiguous with the line, it means that there is significant contribution of using speech practice toward students' self confidence in speaking ability.

Further more, the coeficient contribution of using speech practice toward students' self confidence in speaking ability is 0.612, while the correlation between both of the variables is. 000. Guilford provides a guide in the

interpretation of the strength of relationship between two variables. The guide is as follow¹ :

Table III.29
Guidelines in Giving the Interpretation of Coefficient Correlation “r”

R	Strength Of Relationship
0.00 – 0.20	Very low relationship
0.20 – 0.40	Low relationship
0.40 -0.70	Moderate relationship
0.70 – 0.90	High relationship
0.90 – 1.00	Very high relationship

Based on Guilford’s rules of thumb, coefficient contribution is 0.612 is moderate correlation : marked relationship between speech practice toward students’ self confidence in speaking. To see the description of the relationship, there is positive and moderate correlation with marked relationship.

¹Anas Sudijono, *Pengantar Statistik Pendidikan* Jakarta : Rajawali Pers. 2010, p.23

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Research Conclusion

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the perceding chapters, and to recommend some suggestions concerning with the students' speech practice and their self confidence in speaking ability at the second year of SMA N 2 Siak Hulu Kampar Regency.

Base on what have been discussed as well as presented in the prevuous chapters, the conclution which can be expressed for this research as follows:

1. The first formulation of the problem “ how is the students' speech practice” the answer is GOOD. It is base on the result of the cuestasuonaere given because dealing with the table of students' classification score, it can be proved that the mean of the students' speech practice score 69.6667 (69.6667%) is categorized into Good Level.
2. The second formulation of the problem “ how is the students' self confidence” the answer is GOOD. It is base on the result of the cuestasuonaere given because dealing with the table of students' classification score, it can be proved that the mean of the students' speech practice score 71.79 (71.79%) is categorized into Good Level.

3. The third formulation of the problem, there is a significant contribution of using speech practice toward students' self confidence in speaking ability
4. The fourth formulation of the problem, there is 51.5% the contribution of speech practice.

There are some factors that influence the student self confidence. They are having preparation before speech, practicing aloud, and knowing the topic. The more practice the more confidence will grow.

B. Suggestion

After carrying out the research, it seems very crucial for the writer to give the suggestion related to the research findings for the English teachers or students in order that they are successful in teaching and learning English as a second of foreign language especially for speaking as one of the English productive skills, with speech practice will get easy to be confidence in speaking ability.

Therefore, it seems very important for the writer to give some suggestions to the teachers.

1. Suggestion for The Teacher

- a. Teachers have an important role to apply technique in teaching, which is expected to be more helpful in improving the students' speaking ability.

- b. The teachers have to provide enough facilities such as English book, news paper, and English dictionary that can be borrowed by students in order that they learn them in their homes.
- c. The teachers must be more creative to find the new method that is suitable with the students' learning style especially in speaking.
- d. The teachers should give motivation and attention to encourage the students' interest in speaking courses as one of the skill.

2. The Suggestion For The Students

- a. The students should practice more in daily life.
- b. Do not be reluctant to speak all time, even though they are difficult to speak.
- c. The students should improve and increase their ability in speaking English.

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