

**THE RELATIONSHIP BETWEEN STUDENTS' ADJECTIVE MASTERY
AND SELF-CONFIDENCE ON THEIR SPEAKING ABILITY**
*(A Correlational Study at the Eighth Grade Students of Islamic Junior High
School of Assa'adah Tajurhalang Academic Year 2020/2021)*

A Thesis

Presented to The Faculty of Educational Sciences in Partial of the Requirement for
the Master Degree (*Strata Two*) at Graduate Program of English Education



By:

Erniyanti Nur Fatahhela Dewi
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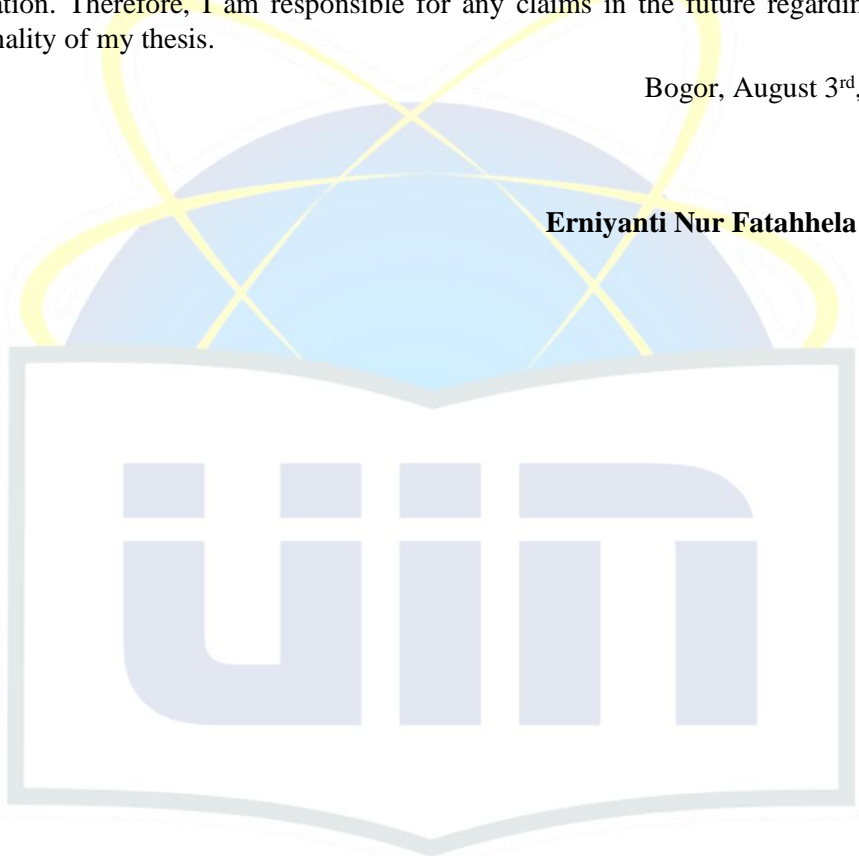
**GRADUATE PROGRAM OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2021**

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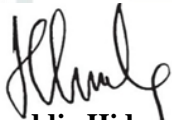
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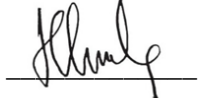

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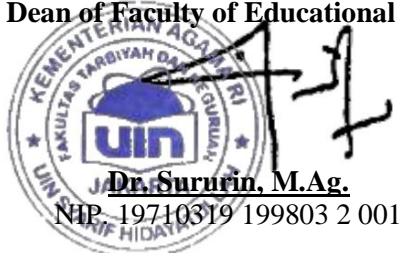
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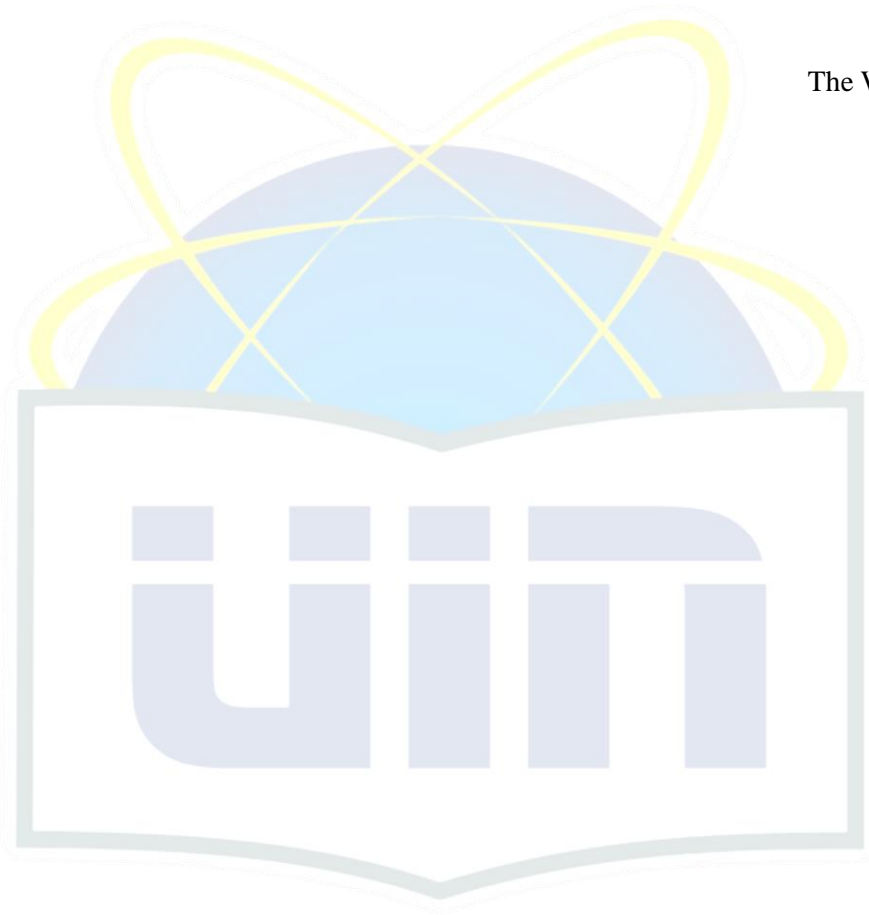
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The Writer



ABSTRACT

Dewi, Erniyanti Nur Fatahhela, 21180140000005, 2021. *The Relationship between Students' Adjective Mastery and Self-Confidence on Their Speaking Ability (A Correlational Study at the Eighth Grade Students of Islamic Junior High School of Assa'adah Tajurhalang Academic Year 2020/2021)*. Thesis, Graduate Program of English Education, Faculty Educational Science, Syarif Hidayatullah State Islamic University Jakarta.

This research was aimed to see the relationship among the variables: (1) students' adjective mastery (X1) and speaking ability (Y), (2) students' self-confidence (X2) and speaking ability (Y), and (3) students' adjective mastery and self-confidence on their speaking ability. This research's instruments were students' adjective mastery test, questionnaire of self-confidence, and speaking ability test. This research used regression and correlation analysis to find out the relationship between the variables. The results indicated that (1) there was a relationship between students' adjective mastery and speaking, (2) there was a significant relationship between students' self-confidence and speaking ability, and (3) there was a relationship between students' adjective mastery and self-confidence. It can be concluded that there was a very strong relationship between the three variables. Therefore, this research suggested the importance of increasing students' adjective mastery and self-confidence. All of these implications contribute to increasing students' speaking ability of oral descriptive essays.

Keywords: adjective mastery, self-confidence, and speaking ability.

ABSTRAK

Dewi, Erniyanti Nur Fatahhela, 21180140000005, 2021. Hubungan Penguasaan Kata Sifat Siswa dan Percaya Diri terhadap Kemampuan Berbicara (Studi Korelasi Pada Siswa Kelas VIII Madrasah Tsanawiyah Assa'adah Tajurhalang Tahun Ajaran 2020/2021) . Tesis, Program Pascasarjana Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan, Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Penelitian ini bertujuan untuk melihat hubungan antara variabel: (1) penguasaan kata sifat siswa (X1) dan kemampuan berbicara (Y), (2) kepercayaan diri siswa (X2) dan kemampuan berbicara (Y), dan (3)) penguasaan kata sifat dan kepercayaan diri siswa pada kemampuan berbicara mereka. Instrumen penelitian ini adalah tes penguasaan kata sifat siswa, angket kepercayaan diri, dan tes kemampuan berbicara. Penelitian ini menggunakan analisis regresi dan korelasi untuk mengetahui hubungan antar variabel. Hasil penelitian menunjukkan bahwa (1) ada hubungan antara penguasaan kata sifat siswa dengan kemampuan berbicara, (2) ada hubungan yang signifikan antara kepercayaan diri siswa dengan kemampuan berbicara, dan (3) ada hubungan antara penguasaan kata sifat siswa. dan kepercayaan diri. Dapat disimpulkan bahwa terdapat hubungan yang sangat kuat antara ketiga variabel tersebut. Oleh karena itu, penelitian ini menyarankan pentingnya meningkatkan penguasaan kata sifat dan kepercayaan diri siswa. Semua implikasi ini berkontribusi untuk meningkatkan kemampuan berbicara siswa dari esai deskriptif lisan.

Kata Kunci: *Penguasaan Kata Sifat, Kepercayaan Diri, dan Kemampuan berbicara*



مُلخَصُ البَحْثِ

Erniyanti Nur Fatahhela ،Dewi، 21180140000005، 2021. عَلاَقَةُ إِيْتِقَانِ الصِّفَاتِ الطَّلَابِيَّةِ وَالثِّقَةِ بِالنَّفْسِ فِي قُدْرَةِ الكَلَامِ (بِرَاسَةِ الأَرْتِبَاطِ فِي الصِّفَتِ الثَّامِنِ المَدْرَسَةِ الثَّانَوِيَّةِ السَّعَادَةِ تَاجور هَالانج العَامِ الدَّرَاسِي 2021/2020). أُطْرُوحَة، بَرَنَامَجِ الدِّرَاسَاتِ العُلْيَا لِإِسْمِ تَعْلِيمِ اللُّغَةِ الإِنجِلِيزِيَّةِ، كَلِيَّةِ عُلُومِ التَّرْبِيَّةِ وَالتَّعْلِيمِ، جَامِعَةِ شَرِيفِ هِدَايَةِ اللّهِ الإِسْلَامِيَّةِ الحُكُومِيَّةِ جَاكَرتَا.

يَهْدَفُ هَذَا البَحْثُ إِلَى مَعْرِفَةِ العَلاَقَةِ بَيْنَ المُتَغَيِّرَاتِ: (1) إِيْتِقَانِ صِفَةِ الطَّلَابِ (X1) وَقُدْرَةِ الكَلَامِ (Y)، (2) ثِقَةُ الطَّلَابِ بِنَفْسِهِ (X2) وَقُدْرَةِ الكَلَامِ (Y)، وَ (3) إِيْتِقَانِ الصِّفَةِ وَثِقَةُ الطَّلَابِ فِي مَهَارَةِ كَلَامِهِمْ. وَكَانَتْ أَدَوَاتُ البَحْثِ مِنْ هَذَا البَحْثِ هِيَ إِيْتِقَانِ الصِّفَاتِ لِلطَّلَابِ، وَأَسْتِيبَانُ الثِّقَةِ بِالنَّفْسِ، وَإِخْتِبَارُ وَقُدْرَةِ الكَلَامِ. وَيُسْتَعْمَلُ هَذَا البَحْثُ تَحْلِيلَ الأِنجِدَارِ وَالأَرْتِبَاطِ لِتَحْدِيدِ العَلاَقَةِ بَيْنَ المُتَغَيِّرَاتِ. طَهَّرَتِ النَتَائِجُ (1) وَجُودَ العَلاَقَةِ بَيْنَ إِيْتِقَانِ الصِّفَةِ لَدَى الطَّلَابِ وَقُدْرَةِ الكَلَامِ، (2) وَكَانَتْ هُنَاكَ عَلاَقَةٌ ذَاتُ دِلَالَةٍ إِحْصَائِيَّةٍ بَيْنَ ثِقَةِ الطَّلَابِ بِأَنْفُسِهِمْ وَقُدْرَةِ كَلَامِهِمْ، وَ (3) كَانَتْ هُنَاكَ عَلاَقَةٌ بَيْنَ صِفَةِ الطَّلَابِ وَالثِّقَةِ بِالنَّفْسِ. وَيُمْكِنُ الإِسْتِثْنَاءُ أَنَّ هُنَاكَ عَلاَقَةٌ قَوِيَّةٌ لِلغَايَةِ بَيْنَ المُتَغَيِّرَاتِ الثَّلَاثَةِ. وَلِذَلِكَ، تُشِيرُ هَذِهِ الدِّرَاسَةُ إِلَى أَهْمِيَّةِ زِيَادَةِ إِيْتِقَانِ الصِّفَةِ لَدَى الطَّلَابِ وَالثِّقَةِ بِالنَّفْسِ. وَتُسَاهِمُ كُلُّ هَذِهِ الأَثَارِ فِي تَحْسِينِ مَهَارَةِ الكَلَامِ لَدَى الطَّلَابِ فِي المَقَالَاتِ الوَصْفِيَّةِ الشَّفَوِيَّةِ

الكلمات المفتاحية: إيتقان الصفة، والثقة بالنفس، وقدرة الكلام

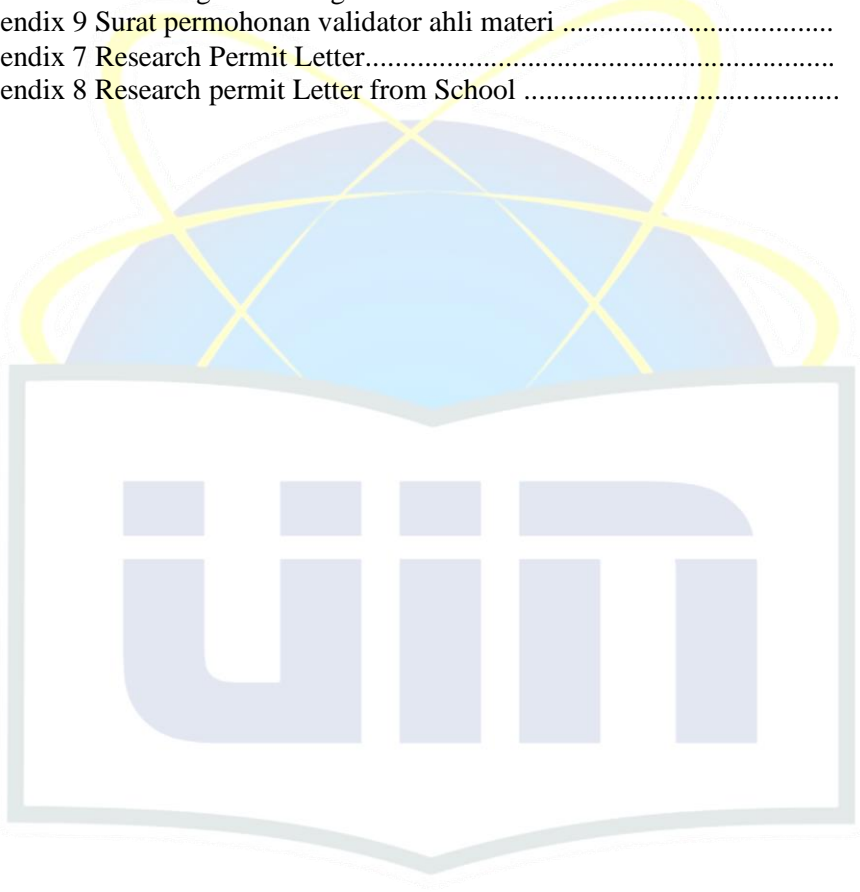
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CHAPTER I INTRODUCTION

The chapter provides an overview of the study; it presents the research background, limitation of the problems, formulation of the research problem, objectives of the research, and significance of the research.

A. Background of The Study

Nowadays, communication is a fundamental ability that millennials must possess. Particularly, oral communication is closely related to every field of human life. It is important in leading a meaningful human life. Oral communication is regarded as helping people to succeed in both education and career. In this regard, Morreale, Valenzano, and Bauer (2017) noted that oral communication could strengthen people's ability to identify and respond to life threats. Moreover, people seem to be said as fluent communicators if they can explain their minds well. As a result, people need to communicate to convey their feelings and desires, supply their needs, and share ideas in every aspect of their lives.

In the light of the importance of communication, speaking ability is one of the most important and dreaded forms of communication. In this regard, Menggo (2018) states that speaking ability becomes a fundamental ability that must be acquired. The ability to speak provides people to express their thoughts, desires, pieces of information, messages, ideas, and opinions through spoken language. Then, people assert what is on their minds orally. For instance, Millennials want to express their voice in criticizing something on a contemporary issue that is commonly happened. In this sense, speaking ability is needed to set out those things. Especially in this globalization era, expressing thoughts through speaking is crucial for smooth communication. Hence, speaking ability suggests the value of mastering language skills to achieve successful communication.

Moreover, several studies argued that speaking is a critical issue to be discussed. Firstly, Raba (2017) said that speaking ability is a crucial part of English that should be mastered to overcome students' problems learning English. Additionally, a necessary form of utterances is speaking ability since it is a productive skill for students to produce utterances (Rattanasang & Sukavatee, 2019). Besides, Yanto (2019) asserted that one of the essential skills that should be mastered is the speaking ability to perform linguistic knowledge. That is to say, and speaking is a very sharp subject to be discussed because some scholars still talk about it. For instance, many students have problems conveying messages, information, ideas, and opinions. It means that they have problems with speaking ability. Besides, speaking ability is a productive skill that directly produces the language itself. It becomes productive skills that involve students in producing messages orally. Also, carrying out the knowledge of linguistics is needed to master speaking ability. Hence, several studies have revealed that speaking is an issue that is being discussed at this time.

Unfortunately, speaking ability is an obstacle in learning English. Since speaking ability is difficult to be mastered by students, they seem difficult to develop ideas to elaborate verbally further. Similarly, Yanto (2019) said that speaking ability is difficult for students to communicate in English. In this case, they are not likely to sharpen their speaking abilities. For example, students tend to be passive when their teacher asks them to speak up. Students would like to choose to be silent rather than express their minds in the English spoken language. Also, students are lack confidence in expressing ideas in English orally. Therefore, students need to practice more and find many exposures in the classroom and outside the classroom. The exposures mean who gave them a stimulus to speak up in English. To give an example, students go on a field trip to look for some native speakers. They try to make a

conversation with them. In this sense, the exposures will trigger students' speaking ability in English.

Consequently, speaking is a very attached activity to the students' activities in teaching and learning English. Syatriana (2019) argued that speaking is a major activity of the whole learning and teaching English process. It means that students must learn about speaking since they can explore and express speculations, pieces of information, and ideas in a spoken language. Through speaking, students can increase their creativity, imagination, and knowledge since they match what they think and know orally. For example, students can explain information based on their knowledge and experiences in the past. By speaking, students can develop their interest in describing what is in their minds as their imagination comes to mind. Additionally, in improving speaking abilities, students need to practice speaking up as frequently as possible. Hence, it can be said that speaking ability is an ability that can be achieved since students' performance is satisfied through repetitive practices.

Then, speaking is a skill taught in Junior high schools in Indonesia, especially the Eight grade students. Learning English speaking objectives in the Eighth grade of junior high school facilitates students' expression of the transactional meanings and interpersonal meanings of conversation based on real life. Moreover, students are formally asked to formally state the short functional spoken meaning and descriptive monologue based on their daily lives in spoken language. Those objectives related to syllabus indicators in the 2013 curriculum which students can explore the types of descriptive information text, students can identify short informative texts what they heard, students can identify the characteristics of the linguistic texts what they heard, and students can do it short monologue from the descriptive text. Thus, students need to develop their speaking ability in terms of achieving English learning objectives.

In line with Murni (2018), people as social beings tend to communicate to share information regarding describing something through speaking skills. Therefore, students can describe something, place, or person in a spoken language by improving their speaking ability. Also, descriptive speaking is an important part of the learning process since students express and inform what they think, know, and see. For example, students are asked to describe familiar places based on the teacher's picture in front of the class. Students can generate their ideas and knowledge through learning inside or outside their classrooms in the descriptive speaking process. In generating ideas, students can make words, sentences, and even long explanations. That is to say that speaking ability in describing something is an integral part of the translation of emotions and thoughts orally in learning and teaching the English process.

In contrast, speaking English ability seems to be the central issue faced by some English foreign learners. Since English foreign learners' difficulty in fostering speaking, ability causes it. Some researchers have reported how speaking is complicated to be mastered by some English language learners. Syafik and Raihany (2017) state that foreign language learners got several problems such as speaking shyness, clogged what to say, and laziness to prepare the content which will be delivered. Also, speaking is a very challenging activity that makes English language learners challenge to learn it. In accordance, Subedi (2017) argues that teaching speaking English is a dare challenging activity since it tries to make language learners produce English speech, sound, patterns used words, and sentence stress. Some researchers point out that EFL learners find it difficult to elaborate on new ideas (Wanphet & Tantawy, 2018). For example, they quickly become stagnant in exploring new ideas due to several factors such as low motivation and self-confidence in delivering

something directly. Many teachers report that students are not ready to speak up in front of the class. In other words, students' engagement shown less activity in presenting things. They also have speaking anxiety. Therefore, speaking is a complex ability that requires sufficient skills to chlorinate students' ideas.

EFL learners seem to indicate that they are difficult to perform their speaking ability. Many factors cause them to experience difficulties in showing their speaking ability. Besides the content of the material to be conveyed, they are also limited by formalizing English sentences. In accordance, Xu (2018) mentioned four main factors related to the English learning experience: motivation, personality, and differences in L1/L2 and learning environment. Also, the problems experienced by students in developing their speaking ability because of personal reasons such as lack of speaking practice, speaking anxiety, negative speaking perception, low speaking motivation, and also inadequate teaching English speaking process taught by their teachers (Abrar, Mukmin, Habibi, Asyraf & Marzulina, 2018). Besides, speaking achievement indicators such as fluency, vocabulary, comprehension, and pronunciation are complicated to master for students (Putri, Amri & Ahmad, 2020). Remarkably, within the vocabulary mastery, adjective mastery seems to be a central problem in their speaking ability in describing things.

The adjective is one of the eight parts of speech in English. The word 'adjective' comes from the Latin *ad jacare*, which means 'to throw' or 'to add' (Hussin, 2016). In a grammatical sense, this means adding something's characteristics, namely to fulfil the conditions. Moreover, Karacan and Khalid (2016) agree that adjectives describe nouns and pronouns. They give more information about people, places, and things. It indicates that nouns and pronouns are words that are very common to describe by using adjectives. By using an adjective, nouns and pronouns become more evident. Besides, an adjective is used to restrict a noun or pronoun's application by adding something to its meaning. This definition indicates that an adjective clarifies and describes a noun or pronoun's characteristics by giving additional information. In accordance, Richard C. Jark stated that an adjective describes a word, the primary syntactic role of which qualifies a noun or a noun phrase, giving more information about the object signified. Certainly, adjective mastery has a crucial effect on language proficiency. Not only that, but adjective mastery might also help increase students' performance and ability to learn languages.

Several studies have researched the relationship between adaptive mastery and students' language skills during recent years. Researching EFL learners, Panjaitan and Elga (2020) investigated the correlation between adjective mastery and students' writing descriptive text. The results revealed highly significant positive correlations between adjective mastery and students' writing descriptive text. Moreover, Rahmadanita (2018) researched the correlation among students' adjective mastery, speaking, and writing. The results showed that the correlation among mastering adjectives, speaking, and writing in a descriptive text strongly correlates. Also, numerous studies revealed that there is no doubt that adjective mastery in learning English is important (Dalimunthe, 2018; Raya, 2019; Pitono, Sutarsyah & Suparman, 2019; Haryani & Fatimah, 2020). Hence, adjective mastery affects students' language skill performance is still a current issue.

Meanwhile, another consideration arises on students themselves. In the teaching and learning process, students' independence in language learning still needs to be improved. Self-confidence is believed to be one of the psychological factors influencing students in language learning. Self-confidence is the extent of confidence in the assessment of the ability to succeed. In accordance, Chandra, Wibowo and Sunawan (2019) argue that self-confidence

is formed by the individual based on their belief in oneself about the ability to do something. Besides, self-confidence means the attitude or feeling of confidence towards students' abilities. So, students are not too anxious about their actions. For instance, students can feel free to do the things they love. Students are responsible for their actions. Students are warm and polite in interacting with others. Students would like to accept and respect others. Students have been promoted to have achievement. Students would like to recognize their strengths and weaknesses. Besides, self-confidence is an individual's positive attitude that can positively assess himself and the environment. It is to believe in students' adequate abilities and to be aware of their abilities. Hence, self-confidence is defined as recognizing his abilities, loving himself, and being aware of his emotions. Through self-confidence, students can use everything appropriately.

Regarding speaking skills, students' self-confidence is a strong indicator to show speaking performance. Gürler (2015) asserted that self-confidence is crucial to start any action, especially for English speaking performance. Having sufficient confidence in speaking ability means that students have a greater interest in speaking, make more constant efforts, and show more incredible perseverance in facing difficulties when presenting in front of the class. For example, students who have high self-confidence will perform their speaking tasks well with confidence. When they forget what they want to deliver based on their preparation, they can manage it well. Additionally, self-confidence is one aspect that can be used to measure students' ability to speak psychologically. Therefore, speaking requires the environment's physiological competence and physical appropriateness; then, grouping the studies under speaking ability and self-confidence subtitles would be a better fit to investigate.

Several studies have been shown that students' self-confidence influences speaking achievement. Carnegie (2017) assert that self-confidence is very influential in improving students' speaking abilities. Hutchinson (2019) researched the relationship between learners' self-confidence and their listening and speaking skills proficiency. In this regard, he used a case study with 98 first-year students in the Department of service Industry and Language Innovation at Kasetsart University. The instrument of the study was a questionnaire. The finding showed that students strongly support self-confidence as an influential factor in improving their speaking performances. Also, Safari (2016) also conducted a study on self-confidence in speaking ability. This study aimed to determine the comment strategy has a significant effect on teaching speaking and the correlation between students' self-confidence and speaking ability. In this regard, quasi-experimental design and non-equivalent control group design were conducted. The instruments were pre-test, post-test, and questionnaires. The results showed that comment strategy has a significant effect on students' self-confidence in their speaking ability, and there is a correlation between students' self-confidence and speaking ability.

However, almost no research is combined among adjective mastery, self-confidence, and speaking ability to show the bilateral relationship concerning the issue above. Therefore, the purpose of this research is intended to find out whether there is a relationship between students' adjective mastery and self-confidence on their speaking ability at the Eight grade students of Islamic Junior High School of Assaadah Tajurhalang Academic year 2020/2021.

B. The Identification of Problems

Based on the background of the study, it can identify several problems of the study as follow:

1. Spoken language production is often considered to be one of the most challenging aspects by students.
2. Students are lack vocabulary and grammar knowledge, especially adjectives.
3. Students have limited ideas in generating their thoughts in a spoken language.
4. Students are confused to decide an appropriate word to describe things, people, pictures, and animals.
5. Speaking class tends to make students feel nervous and anxious.
6. Most students still have low self-confidence when they perform their speaking performance.

C. Limitation of the Problems

In line with identifying the problem above and making this study focus, the research problem should be limited to be more specific and precise on the study's object. This study will be limited to adjective mastery, self-confidence, and students' speaking ability of descriptive text. The research subject is students at the Eighth Grade of Islamic Junior High School of Assa'adah Tajurhalang. The study is conducted in Academic Year 2020/2021.

D. Formulation of the Research Problem

This study focuses on the relationship among students' adjective mastery, self-confidence, and speaking ability at the Eight Grade of Islamic Junior High School of Assa'adah Tajurhalang, Academic Year 2020/2021. The following questions will guide the study:

1. Is there any relationship between the students' adjective mastery and their speaking ability?
2. Is there any relationship between students' self-confidence and their speaking ability?
3. Is there any relationship between the students' adjective mastery, self-confidence, and speaking ability?

E. The Objective of the Research

Following the formulation above, the objectives of the study were stated as follows:

1. To determine whether or not there is a relationship between the students' adjective mastery and their speaking ability.
2. To find out whether or not there is a relationship between students' self-confidence and their speaking ability.
3. To find out and describe the relationship among the students' adjective mastery and self-confidence on their speaking ability.

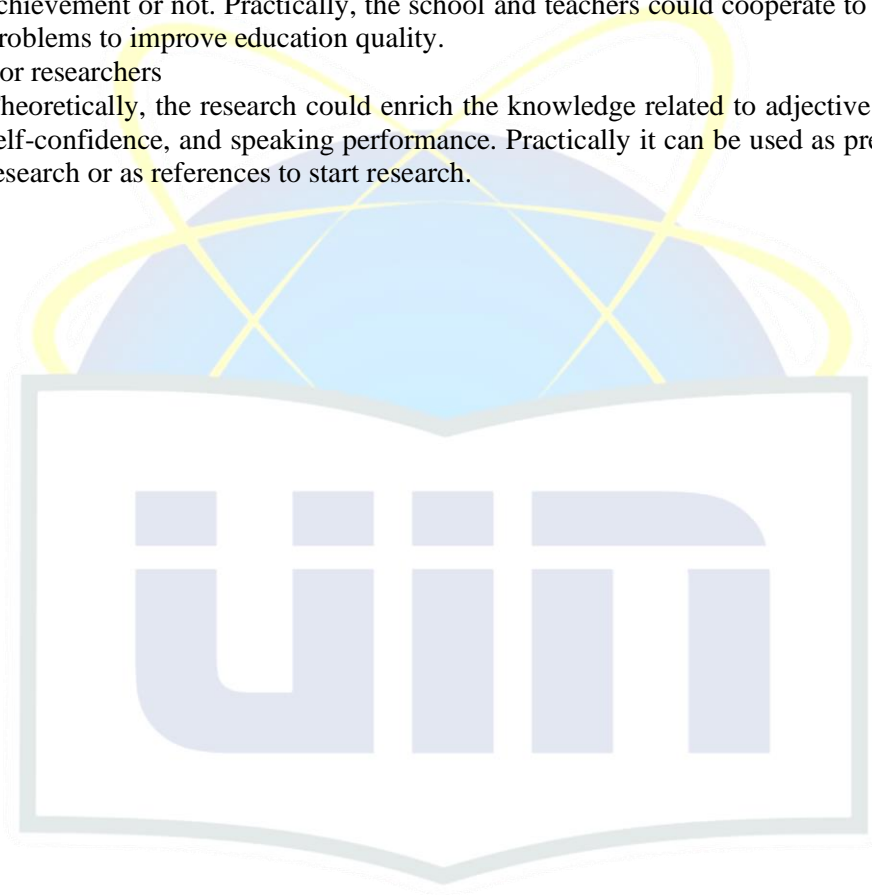
F. Significance of the Research

The result of the study is expected to provide significance not only for teachers but also for students, schools, and researchers both theoretically and practically, those are:

1. For teachers

Theoretically, this research provides information about how intense the correlation between students' adjective mastery and self-confidence is as a factor that can influence the students' speaking ability performance. Practically, knowing the students' adjective mastery and self-confidence, the teachers can arrange their lesson plan to enhance students' speaking ability fluently. Then, teachers can create or find another technique or activity that will improve students' adjective mastery, self-confidence, and speaking ability.

2. For students
Theoretically, this research will inform students of their adjective mastery and self-confidence to find a way to gain and improve their speaking ability. Practically, knowing their self-confidence as psychological potential is expected to increase their enjoyment in learning English to achieve excellent results in speaking English performance.
3. For school
Theoretically, the result gives the advantages to map students' speaking ability in English performance. It also offers evidence that something has happened to students who have adjective mastery and self-confidence, whether they have reached good achievement or not. Practically, the school and teachers could cooperate to solve the problems to improve education quality.
4. For researchers
Theoretically, the research could enrich the knowledge related to adjective mastery, self-confidence, and speaking performance. Practically it can be used as preliminary research or as references to start research.



CHAPTER II

LITERATURE REVIEW

This chapter provides several theories of the research variables. Three variables are speaking ability, adjective mastery, and self-confidence. The elaborations include the fundamental theories and the assessments.

A. Speaking

1. The Nature of Speaking

Speaking is one of the four English learning skills that play an important role. As speaking becomes the main role in learning English, talk also becomes an important part of formulating a speech. Thereby, speaking is a basic human need in running their lives as social beings. In accordance, Brown and Duguid (2017) stated that talk is the heart of human social life. They proposed that through talk, humans engage with one another in a distinctively human way. Humans use to talk to argue, to complain, to woo, to please, to commemorate, to denigrate, to justify, to entertain, and so on.

Furthermore, Nisbet and Shucksmith (2017) stated that talk is the first language most of us learn, but people are probably unaware of how they learned it or the level and types of skills they possess. When someone talks, his mind deals with large amounts of information, and it is doing so with remarkable agility, speed, and subtlety. When someone talks, he is getting information in which it is speedy and comfortable at the same time, and it also has an important detail but is difficult to notice or understand. This process is unconscious, and people rarely reflect on what involves in it. In brief, humans have their way of talking and somehow process the information through its process. In many ways of their ability to do it, if humans did not talk, they would never have the lives they do.

Furthermore, speaking is also included in one of the Multiple Intelligences theories categorized in the linguistics intelligence promoted by Howard Gardner, a psychologist of Harvard University, in 1983. It means that speaking plays an essential role in building one's bits of intelligence. Moreover, speaking is the intelligence of language and communication (Esmaeeli, Sabet, & Shahabi, 2018). Intelligence includes speaking, articulating, expressing, and conveying thoughts and feelings to the outside world in one or more languages. This intelligence could be found in oral and written levels, including listening to and understanding other people. In short, speaking is an activity that comprehends the knowledge of listening and understands people's talk and finally uses their thoughts to tell people about the information.

Besides, speaking is an act of communication in which people having interaction and conversation has happened. In accordance, Taylor, S. K. (2018) asserted that speaking is an oral interaction. It involves two or more people interact with each other to share opinions. It means that the speakers should communicate with others. For example, students interact to do group work, task work, and other strategies presented in a comprehensible order. Hence, speaking is a means of communication that performs through direct interaction and occurs of verbal exchange between two people or more than it. Similarly, Safari (2016) added that speaking is one of the complex ways of learning English. It is a kind of activity to comprehend the interactions between speakers, messages, and audience. That is to say. Speaking is important for everybody to cope with new knowledge in the changing world of a technological age.

Similarly, Ounis (2017) asserted that speaking is a productive skill that promotes speech to show meaning to others. When speaking, the speaker creates a verbal exchange with others in order to give information. It means that people express their ideas or feelings in spoken language, and it serves as a form of social behaviour because speaking is a basis of oral communication among people in society from the first until now. Moreover, speaking is a process to interact with others by using verbal language, and it must be mastered by learning and practising it, especially for daily conversation where the speaker and the listener will engage in a conversation, and they can make each other understood.

Furthermore, according to Cook (2018), when people hear someone speak, they automatically pay attention to what the speaker sounds like. People make tentative judgments about the speaker's personality, attitudes, home region, and even native/non-native speaker status based on what they hear. As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. Using speed and pausing and some variations in pitch, volume, and intonation, they also create a texture for their talk that supports and enhances what they are saying and where they are originally from. In brief, the speaker's personality, attitudes, and even native/nonnative speaker status can be seen from their speaking style, such as speed and pausing, volume and intonation, and pitch.

Speaking one of the interactive and social features, few people would question their relevance for understanding what speaking is like (Mannion, Blenkinsopp, Powell, McHale, Millar, Snowden, & Davies, 2018). People started to understand how they can develop their speaking. For example, from humans' experience with speaking, they know that conversations with different people turn out to be different. Even if they have more or less the same things to say, they react to each other and construct discussions differently. Speakers' meanings are vague as it correlates to the situation. In brief, our speaking topic with others might be similar, but it does not mean that our way of speaking and conveying the meaning of that topic is similar. It happens because people are speaking and listening differently according to the situation.

From the definitions above, speaking is one of the four languages to express something through verbal language. It is also included in one of the multiple intelligences. Speaking is to share information such as experiences, news, stories, knowledge, ideas. It involves more than one person in communicative interaction, the speaker who delivers a message and the listener who receives and responds to it because the speaking activity is to produce words or sounds and obtain meaning. Besides, speaking is one of the interactive and social features, in which people would ask their relevance for understanding what speaking is like.

2. The Importance of Speaking

Language is a communication tool to communicate with others, express their ideas, and know others' ideas. Communication takes place where there is speech as people cannot communicate with one another without speech. Hence, the importance of speaking skills is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity that takes place within the confines of our community. People use language in a variety of situations. People at their workplaces, i.e., researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another—any gap in communication results in misunderstandings and problems. Therefore, for the smooth running of any system, the speakers of a language need to be primarily and purposefully trained in speaking skills (Khaydarova & Muhammedov, 2019).

Then, to become a well-rounded communicator, one needs to be proficient in each of the four language skills: listening, speaking, reading, and writing, but speaking skillfully provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions, and feelings in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. When people speak to others, they come to have a better understanding of their own selves, as Robert Frost once said: "I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn" (Ganiyevna & Muhsin, 2019). Undoubtedly, the clarity in speech reflects clear thinking. Foss and Foss agree that an effective speaker can gain the audience's attention and hold it until completing his message. Hence, speaking skills are essential for career success, but certainly not limited to one's professional aspirations.

Concerning the speaking influence, ASHA (2016), speaking positively impacts students educationally and professionally. Educationally, it reinforces students' grammar, vocabulary, and functional language, allows them to experiment with the language in different contexts, improves their English level, and provides them with the opportunity to study in an English-speaking country. Speaking is also a medium to study other subjects like Math and Science and obtain success in examinations. Professionally, speaking enables learners to maintain better future careers and gain promotion, since governments and companies currently only appoint staff who can speak English naturally and communicate efficiently.

Moreover, regarding speaking, of all four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as "speakers" of that language as if speaking included all other kinds of knowledge and many if not most foreign language learners are primarily interested in learning to speak. Consequently, many of the world's language learners study English to develop proficiency in speaking (Richards, 2008). Aural medium is one of the factors affecting adult EFL learners' oral communication because when one person speaks and the other responds by attending through the listening process. During the interaction, every speaker plays a double role both as a listener and as a speaker. So, speaking is closely related to or interwoven with listening, which is the basic mechanism through which language rules are internalized (Ntatsiou, 2019). In speaking, people put ideas into words, talking about perceptions, feelings, and intentions. They want other people to comprehend. They ask the listeners or receivers to get information. All theories reviewed again show that speaking activity is not merely an individual action. It requires the audience or partner to listen and possibly to respond to the speaker.

In conclusion, it indicates that speaking ability is an essential skill to be mastered from the explanations above. By mastering speaking, students have the capacity to convey their thoughts, opinions, and feelings in the form of words put together in a meaningful way. In other words, speaking ability provides the students with these advantages.

3. Speaking as a Language Ability

Many language learners assume speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. In line with this, Idrissova et al. (2015) took Xiaohong's view that speaking is "one of the most necessary language proficiencies." Thus, speaking seems to be the most important ability in English teaching and learning. Besides,

nowadays world requires students with a well-improved communicative skill. Therefore, students can express themselves and learn how to follow social and cultural rules. In other words, students have to improve their speaking ability to express themselves in the target language and learn about their countries' social and cultural rules.

According to the National Capital Language Resource Center (NCLRC) of the George Washington University, as cited in Chamot (2018), language learners need to recognize three areas of knowledge that involves speaking:

- a. Mechanics (pronunciation, grammar, and vocabulary). In this first part, students need to use the right words in the right order with the correct pronunciation so that their utterances will be understandable.
- b. Functions (transaction and interaction). After students have their best ability in pronunciation, grammar, and vocabulary, they should know the function of those language competencies is used. They should know when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c. Social and cultural rules and norms (turn-taking, speech rate, length of pauses between speakers, relative roles of participants). In this last part, language learners should understand how to consider who is speaking to whom, in what circumstances, about what, and for what reason. This is what then the language is complete to be.

From this statement, it is clear that in language learning, especially in speaking, students need to know about language components –or language machine, language functions –or clarity and understanding of the message, and social-cultural rules and norms –or politeness, circumstances. Besides, Wan (2017) asserted that instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations in the communicative model of language teaching. Teachers help their students develop the ability to produce grammatically correct, logically connected sentences appropriate to specific contexts and do so using acceptable (that is, comprehensible) pronunciation. That is to say, teachers who use communicative methods will prepare their students by helping them improve their ability in producing well-developed and connected sentences suitable for any context and also in producing well-pronunciation words.

Moreover, Iwashita (2018) argues that speaking ability through several measured aspects is seen from students' accents, grammar, vocabulary, fluency, and comprehension. It means that students' speaking ability is measured by the way they are talking in terms of pronunciation, sentence structures, the use of varied words, pauses and flows, and their understanding of what they are talking about. Also, Savignon (2018) asserts that the objective of teaching spoken language is to develop the ability itself in order to be able to interact in that language, which involves comprehension and production. That is to say. It is concluded that speaking ability is an ability to interact in the target language in which the development of its ability is seen from several aspects such as the pronunciation of words, the grammar used in sentences, the varied vocabularies used in sentences, fluency of a speech, and comprehension of a speech uttered by other people.

Furthermore, students can be named to have sufficient ability to speak with several criteria. Yan, Goh, and Zhou (2018) asserted that if students want to have fluent English speaking, they need to pronounce the words correctly, use appropriate stress and intonation patterns, and speak in a coherent speech. For example, students who can describe things around us will use the pronunciation correctly, appropriate stress, and intonation pattern to

clarify the listeners. In addition, Cunningham (2017) added that students would also have to use a series of conversational and conversational strategies themselves to communicate effectively. It means that students need to learn many things in order to be able to speak English fluently in the classroom and outside the classroom. As explained previously, students also have to learn how to speak coherently and appropriately so that the information they deliver to the listeners will be received ultimately.

To conclude, speaking ability is the ability to state the word correctly and coherently, which is seen from the pronunciation of the words, the stress and intonation of the words, and the flow of sentences. As speaking is seen as an essential ability for students, it is then needed to be learned by students to communicate effectively with people around them.

4. English Speaking Ability

Nowadays, English is considered a global language. English is one of the languages agreed upon by the West and East as the most straightforward and most unadorned language to use. It seems to indicate that the English language is the official language in a large number of countries. It is estimated that almost all people worldwide are learning English to communicate in terms of several reasons. Several reasons to learn English languages, such as the modern world language, international economic, tourism, technology and scientific articles, and the internet, demand a good knowledge of English, especially spoken language. That is to say, and the English language is the most dominant business language in the world. It also has become almost necessary or mandatory for people to speak English.

In accordance, one of the skills that I learned in learning the English language is speaking. Ehsan, Vida, and Mehdi (2019) argue that speaking ability is considered language learning successful. It is caused by speaking likes to need courage for language learners. It takes courage to speak to produce sounds and know how to pronounce, deliver meaning, and turn ideas into words. Speaking also is so much part of daily life that people take it for granted. Almost people produce tens of thousands of words a day. Other people may produce even more than it to reach their goals, such as politicians. Dealing with speaking, people will forget how they once struggled to achieve this ability until they have to do it all over again in a foreign language. It is in line with Ochs and Schieffelin (2016) that speaking is the first mode in which children acquire language. It is part of the daily involvement of most people with language activities. It is also the main motor of language change. That is to say, speaking is actually an ability that seems easy to master in consequence of everyday use, but speaking is hard to even only to practice for some foreign language learners.

Moreover, speaking is to express the speakers' intention. In accordance, Hellbernd and Sammler (2016) stated that speaking is speech or utterances to have an intention to be recognized by speakers. Then, listeners process the statements in order to realize the speaker's intentions. Speaking is one of the tools to interact or communicate with each other so that people need to learn how to do it correctly and communicatively. In line with Zou (2017), speaking is the main communication activity, especially in society. Therefore, if someone failed to develop communication through speech in our society, the social structure its self would be substantially different. For example, an Independence Day celebration will be disappeared because people of a particular society are not communicating, interacting, collaborating, and cooperating each other. In addition, Jensen and Helles (2017) also stated that speaking is depending the complexity of the information to be communicated. While the speakers sometimes find it challenging to decide what they want to say. In other words,

speaking is not only about the idea and the meaning of the utterances to make the listeners understand, but also it should prepare well by the speakers.

In addition, speaking ability requires learners to apply how to produce specific language points such as grammar, pronunciation, and vocabulary (linguistic competence), but they should also understand when, why, and what way to produce language (sociolinguistic competence). Similarly, Pakula (2019) that EFL learners usually have limited opportunities to speak up English outside the classroom. They also have limited exposure to English speakers or international community members. It seems that teachers provide more satisfying situations and activities for students to strengthen their linguistic competence.

To sum up, English speaking ability is the ability to express sentences through words using the target language, namely English. In this case, pupils use the whole world from the west and east as the world's modern language. They also applied how to produce words according to the English language structure.

5. Teaching English for EFL Students

Teaching speaking is an essential part of second language learning. The ability to communicate in a second language efficiently contributes to the success of the learners in school, also success in later every phase of life. Therefore, it is crucial that language teachers pay great attention to teaching speaking. Essentially, being able to speak a foreign language means having communicative efficiency. It is inconceivably challenging to imagine what life would look like if people could not communicate verbally. Rivers (2018) claims that speaking is now the most emphasized skill in foreign language teaching. Unfortunately, it is also recognized as the most difficult one to develop in classroom conditions. Students are always encouraged to use the target language during classes. But when the lesson was over, they cannot use it in real communication. Ideally, speaking a foreign language means interacting with people in authentic situations, not only during classroom-controlled speaking activities. Hence, teachers' tasks to develop speaking ability should be challenging and need much time to practice to develop students' speaking ability.

Moreover, the goal of teaching speaking is to create communication effectively. Learners should be able to understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation. In line with this, Manurung (2015, p. 45) took Heaton's view that learners must master the three components of speaking; fluency, accuracy, and comprehensibility or appropriacy. It means that there must be efforts to choose effective techniques in teaching speaking and willingness to create and design impressive instructional materials that facilitate the three speaking components' achievement.

Techniques in teaching speaking hold an important role in improving speaking ability. The teaching of speaking must provide vast opportunities for learners to practice. In addition, Manurung (2015) took Harmer's view that the importance of presentation, practice, and communication/production during the teaching of speaking to meet the real purpose of the teaching cannot be neglected. Therefore, the English teachers' role is limited to the choice of effective techniques and creativity and innovation to design and develop instructional materials. According to Nation and Newton, as cited in Vyhmeister and Flores (2016), there are five principles in teaching listening and speaking for beginners: "MINUS." The explanation will be explained as follows:

a) Meaning; focus on meaningful and relevant language.

The main focus in language learning should be on language that the learners can use quickly for their society. Too much grammar explanation or too many words that are not directly useful in particular circumstances are not suggested. Here are some simple sentences that can be learned by the learners in the early learning phase so that they can use them straight away.

Moreover, the teacher could present these sentences orally, with gestures and lots of repetition, and be able to involve learners. With this technique, the sentences could be formed in written versions to become necessary for students' pair work. This learning aims to enable learners to say these things about themselves without looking at the written version and understanding other learners when they use them. The second aim is to enable learners to link the words' written and spoken forms. For learners who are not very familiar with English, recognizing the written form of their name and address is an essential early step in building literacy.

One way of checking the usefulness of a phrase or word is to use a computer concordance to see how many examples of the item can be found in a collection of spoken texts. Making a conversation focused on meaning with the students is also a useful technique in a listening and speaking class. The conversation may have many different focuses, such as classroom management, informal conversation, recalling previous lessons, and finding out students' opinions and ideas. In classroom management, teachers can use day-to-day running of the classroom dialogue in which they involve organizing classroom work, keeping control of noise and behaviour, checking attendance, and thanking and praising. In the informal conversation, the teacher and students can talk about things that happen outside school, such as their hobbies, how they travel to school, and maybe their favourite food.

In recalling previous lessons, teachers and learners can talk about the previous class to see if they understood the lessons and provide opportunities to revise their understanding of the previous lessons. Lastly, in finding out students' opinions and ideas, the teacher can ask the students if they like the particular activity and want to do more.

b) Interest; maintain interest through a variety of activities.

To maintain students' interest, classroom activities need to be short and varied and to involve the learners in responding to or using the language. There are various ways to keep students interested in language learning, such as doing activities involving movement, using real objects and pictures, planning trips outside the classroom, using songs and simple chants in between activities, and introducing and practicing new content games.

c) New Language; avoid overloading learners with too many new words.

Actually, there is only a little need to focus on grammar in the early parts of the lesson. The lesson should focus on learning a set of phrases and words. Teachers often make mistakes in introducing too many new words without giving them enough opportunities to use the words often. A simple rule to keep in mind is "learn a little, use a lot." For example, if the goal is to learn the names of parts of the body, it is better to focus on the most useful words, such as head, neck, arms, and avoid fewer common words such as elbow and ankle. Note that introducing elbow and ankle simultaneously creates another problem: the similarities between these words (e.g., they sound a bit the same and their meanings are related) are likely to lead the students to confuse each word for the other. To apply the principle of "learn a little, use a lot," the body words need to be practised in various ways. These could include picture games, information transfer activities, action games (e.g., "Simon says"), and bingo. The words can then be used in simple sentence patterns and dialogues such as "How are you? Not so good. My _____ hurts".

d) Understanding; provide plenty of comprehensible input.

Note that most of the activities mentioned previously involve students in learning the words through listening and doing before they deepen their learning to use the words in guided speaking. If speaking is pushed too early, students may be more likely to transfer L1 phonology and concentrate on mechanical difficulties.

Understanding the input requires visual aids and conceptual support for the new language, including pictures, gestures, mime, objects, and experiences out of class. Teachers also need to think carefully about the language they use in class to keep their speech simple but not simplistic or ungrammatical. One way to do this is always to use one form for one meaning. Therefore, for example, the teacher needs to decide whether to use “My name is” or “I am,” but not both; “Where are you from?” or “Where do you come from?” but not both.

Students can also learn simple phrases for controlling input early in the language classroom, such as, “Sorry, I don’t understand,” “Please say it again.” These phrases should be displayed on a large poster; thus, it can make them readily available throughout the language classroom. It is known that students speak a variety of first languages, -such as Germany, Arabic, *Bahasa, Indonesia*, and it is possible if the teacher does not speak the students’ first language. In this case, teaching beginners is easier if all students speak the same first language and the teacher speaks the students’ first language. Using translation to convey the meanings of words and phrases is very efficient and is well supported by research as an effective way of communicating meaning. The main disadvantage is that the teacher and students are tempted to use a lot of classroom time using the first language instead of the second language. However, as long as the teacher is aware of this danger, then using the first language is a good thing to do and saves a lot of time

In short, if all students do not speak the same first language, and if the teacher does not speak the students’ first language, then the use of pictures, gestures, and use of context need to be used to get the meaning understood. It is not as difficult as it sounds, and if students also have well-illustrated textbooks, the assignments will be easier to organize.

6. Types of The Text

According to the 2013 curriculum, there are various types of text that senior and junior high school students should master. Santini (2010) mentioned that some texts in English can be categorized into four categories: narration, description, exposition, and argumentation. Additionally, a more detailed explanation about various kinds of text in English is also mentioned by NSW 2011 through an article that distinguished the texts based on the purposes of the text. There are two kinds of text discussed in the NSW article in broad outline, which are factual and literary text. The factual text means that a text that is aimed to inform, instruct, and persuade the reader by giving facts. On the other hand, literary text means are aimed to entertain or elicit an emotional response by using language to create a mental image. To get more detailed information, here is a list of text types which NSW proposed through the department of English Education and Communities 2011.

1) Factual Description

This type of text has a function to describe a place, people, and thing using facts. It begins with an introductory statement, then systematically describes different aspects of the subject. Finally, it could be ended with a concluding statement

2) Factual Recount

This text retells us about events that have already happened in time order. It begins with background information about who, when, and where the event happens, followed by the

description of the series event in time order. In the end, the writer may end the text with a personal comment.

3) Information Report

This type of text classifies, describes, and gives factual information about people, animals, things, and phenomena. It begins with a general definition, and it is followed by a list of related information related to the topic. Then, it could be ended with a concluding comment.

4) Procedure

Some texts that belong to this type are recipes, instructions, and manuals. It begins with the goal statement, a list of materials, and ended with the step or instruction.

5) Procedural Recount

A procedural recount tells us about how something was made and done in time order. This text begins with the statement of what was made or done and tells what was made in order. Finally, it should be written in past form.

6) Explanation

Explanation text explains how and why something happens. It commonly begins with the name of the topic and a description of related items of the topic. Finally, it could be ended with a concluding statement.

7) Exposition

An exposition text gives reasons for a point of view to try and convince others of it. It begins with a sentence that gives a point of view on a topic and then lists the argument giving reasons and evidence. It usually uses persuasive language, for example, 'will damage' instead of 'may damage.'

8) Discussion

This type of text gives different points of view in order to make an informed decision. The first paragraph begins with some background information leading to the issue. Then the following paragraphs list arguments for and against, giving evidence for different points of view. Finally, it has the concluding paragraph, which sums up both sides or recommends one point of view. Usually, the little of a discussion text is in the form of a question, such as 'should a car be banned from the city?' or 'should English be taught in Kindergarten?'. Thus, it is obvious that writing a discussion text is actually elaborating two opposite arguments, which usually have equal judgment.

7. Assessing Speaking

In teaching instructional materials, assessment is often considered an essential part. It is caused by the assessment to determine the success of teaching and learning activities. It is in line with Suskie (2018), who said that assessment commonly determines a learning program's success. The way learners are taught and activities carried out in the classroom is greatly influenced by assessment. One of the many categories that make it good is pronunciation in assessing speaking. In line with this, Hsieh, Zechner, and Xi (2019) state that speaking is mostly about pronunciation, and the pronunciation itself consist of individual sounds, pitch, volume, speed, pausing, stress, and intonation. That is why assessing speaking covers the understanding of a talk and all pronunciation aspects' accuracy. Also, the coherence of a talk is considered to be a fair judgment and assessment for students.

Furthermore, Ahmad, Qasim, and Khushi (2019) argued that several aspects of assessing speaking are accent, grammar, vocabulary, and fluency. For example, to assess

whether the students' English accent is excellent, good, fair, or even bad, teachers could see and use these categories as a benchmark to decide whether the students' accent is good or not. In addition, Hughes (2003) asserted that several aspects of assessing speaking are accent, grammar, vocabulary, and fluency. For instance, to know whether the students' English accent is excellent, good, fair, or even bad, teachers could see and use these categories as a benchmark to decide whether the students' accent is good or not. This guidelines rule of Hughes can also be applied in assessing the students' grammar, vocabulary, and fluency. Here are the specific guidelines for assessing speaking, as discussed above.

Table 2.1
Rubric for assessing speaking
(adopted from Arthur Hughes, 2003, pp. 131-132)

Measured Aspect	Indicators	Score
Accent	Pronunciation frequently unintelligible	1
	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
	Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
	Marked foreign accent and occasional mispronunciations which do not interfere with understanding.	4
	No conspicuous mispronunciations, but would not be taken for a native speaker.	5
	Native pronunciation, with no trace of foreign accent.	6
Grammar	Grammar is almost entirely inaccurate except in stock phrases.	1
	Constant errors are showing control of very few major patterns and frequently preventing communication.	2
	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	3
	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding	4
	Few errors, with no patterns of failure.	5
	No more than two errors during the performance.	6
Vocabulary	Vocabulary is inadequate for even the simplest conversation.	1
	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)	2
	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics	3
	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any nontechnical subject with some circumlocutions.	4

	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	5
	Vocabulary is apparently as accurate and extensive as that of an educated native speaker.	6
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	1
	Speech is very slow and uneven except for short or routine sentences.	2
	Speech is frequently hesitant and jerky; sentences may be left uncompleted.	3
	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	4
	Speech is effortless and smooth but perceptively non-native in speed and evenness.	5
	Speech on all professional and general topics as effortless and smooth as a native speaker's.	6
Comprehension	Understands too little for the simplest type of conversation.	1
	Understands only slow, very simple speech on the common social and touristic topic, requires constant repetition and rephrasing.	2
	Understands careful, somewhat simplified speech when engaged in dialogue but may require considerable repetition and rephrasing.	3
	Understands quite well normal educated speech when engaged in dialogue but requires occasional repetition or rephrasing.	4
	Understands everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.	5
	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.	6

Furthermore, in assessing speaking, Hughes (2003) also made the speaking test's grading scale. This grading scale is divided into two different numerical tables arranged in many ways: the weighing and conversion tables. The weighting table is used to know the total score of students' overall speaking assessment. The number 1 to 6 refers to the score that teachers gave to students, and the numbers below those numbers represent students' real score to be added to students' total score, in which it is symbolized by the A letter on the very last column. One last table, the conversion table, is used to state a criterion of students' speaking level. These two tables highly help teachers do their job in assessing their students' speaking ability for two reasons. First, teachers do not need to make any list or numerical score more since it is confusing to formulate a valid score. Second, the grading scale formulated by Hughes can be counted as an appropriate assessing tool or a valid grading score, not a subjective one.

Table 2.2
Grading Scale of Speaking Test
Weighting Table
(Adopted from Arthur Hughes, 2003, P.131)

	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	

Table 2.3
Grading Scale of Speaking Test
Convention Table
(Adopted from Arthur Hughes, 2003, p. 133)

Score	Rating	Criteria
16-25	0+	Poor
26-32	1	Bad
33-42	1+	Enough
43-52	2	Fair
53-62	2+	Average
63-72	3	Good
73-82	3+	Very Good
83-92	4	Well Done
93-99	4+	Excellent

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive paragraphs are written texts that describe a person, place, or object, hoping that the reader can imagine the theme of the discussion and allow the reader to flow into the author's experience, for example, our pets or people we know well. Furthermore, descriptive text is a paper intended to convey meaning to the reader through sensory details and provide images to the reader. Also, descriptive text is a paragraph that consists of sentences group that are closely related in thought and which serve one purpose of comments that are often used to describe what someone looks like and characteristics, what the place is like, and what the object looks like. In other definitions, descriptive text is a text that says what someone or an object looks like. The aim is to describe and reveal certain people, places, or things. In short, descriptive text is a kind of text to provide information.

In line with this, Kane (2000, p. 351) states that description is about sensory experience, how something looks, sounds, feels. Mostly about visual experiences, but descriptions also relate to other types of perceptions. Whatever the senses are liked, descriptive writing consists of two types: objective and subjective. In objective descriptions, the author records details without making an evaluation or personal reaction. In subjective descriptions, writers are free to interpret details for their readers; their reactions and descriptions can be emotional and full of value. An objective description says, "Here's the problem"; subjectively, "This is how it appears in one particular consciousness." In addition, George and Julia (as quoted by Fauzi, 2011, p. 9) say that emotions can also be described in descriptive writing, feelings

such as happiness, fear, loneliness, gloom, and joy. Descriptions help readers, through their imagination, to visualize a scene or someone or to understand sensations or emotions.

Furthermore, descriptive text is part of the factual genre (Wardiman et al., 2008, p. 122). It has a social function that describes certain people, places, or things. Descriptive gives sensory impressions such as taste, sound, taste, and views of things through words. The goal is also to inform the reader about how something or someone is seen. Character characteristics of a person, animal, or certain things become the focus of the descriptive text. The point is that descriptive text describes something special to help people see it through words.

From the explanation above, it can be concluded that a descriptive essay describes people, places, or objects. If the author wants to write descriptive text, they only need to go to the object and record using the five senses. Descriptive writing describes someone, place, or things so that the reader can visualize the topic and enter into the author's experience. This is a way to enrich other people's writing forms or as a dominant strategy to develop a picture of something.

2. The Generic Structure of Descriptive Text

The generic structure of the descriptive paragraph includes identification, which is part of a paragraph that introduces or identifies the character to be explained. This part can be called a general description of an object. Usually, it contains object names, object types, etc. Next is a description that is part of a paragraph that describes the parts, qualities, and characteristics of people or something that will be explained. This part must be explained in detail so that the reader can get a clear description of the object (Faisal & Krisna Suwandita, 2013, p. 239).

Descriptive paragraphs are characterized by sensory details, which appeal to the physical senses, and details that appeal to the readers' emotional, physical, or intellectual feelings. Determining goals, considering the audience, creating a dominant impression, using descriptive language, and arranging descriptions are rhetorical choices that must be considered when using descriptions. Descriptions are usually arranged spatially but can also be chronological or assertive. The focus of the description is the scene. Descriptions use denotative language, connotative language, figurative language, metaphor, and parables to arrive at the dominant impression.

Writing descriptive text should consist of generic structure, such as 1) identification, 2) description, and 3) conclusion. Anderson and Anderson (as cited Nadia, 2013, p. 9) state that features of a factual description have been regarded as following the generic structure of a descriptive text.

- a. *Identification* contains the identification of the term or people who want to describe something. Furthermore, identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.
- b. *Description* involves explanation, description of the term identification people who tells the characteristic of the certain object. The description is a series of paragraphs about the subject, where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject, and all paragraphs build the description of the subject. The description can be the subject's physical

appearance, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject, which is like the uniqueness of the special aspects that the subject has.

- c. *The conclusion* is the last part of the descriptive text, and it is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point, or in other words, it is to emphasize the reader to imagine the subject.

In addition, Mark and Kathy in Fauzi (2011: 25) also say that the general features of description usually use verbs in the present tense or infinitive verbs. Also, in describing the features of the subject, the use of adjectives is very necessary because it explains how the subject is explained. Adjectives usually provide sensory details about how something feels, tastes, smells, and looks like.

3. The Purpose of Descriptive Text

As social beings, we want to share experiences, so we write to other people to describe holidays, childhood homes, and the people we meet. We even use descriptions to persuade others to think or act in a certain way, such as advertisers describe products to persuade us to buy them, travel agents describe the locals to entice us to visit them, and real estate agents describe the property to stimulate the desire to see it.

Related to these purposes, Clouse (2014, p. 143) divides the objective of descriptive text into six such as; 1) to entertain, 2) to express feelings, 3) to relate the experience, 4) to inform (for a reader unfamiliar with the subject), 5) to inform (to create a fresh appreciation for the familiar), and 6) to persuade. Here are several examples of the objective of descriptive text in the following Table 2.1:

Table 2.4
The Purposes of Descriptive Text

Purposes	Description
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favourite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade women)	A description of a degrading music video

* Adapted from Clouse (2014, p. 143)

From the above objectives, we can conclude that descriptive text is most often expressive, so it most often helps writers share their perceptions. As humans, we have a strong desire to connect with others by sharing experiences with them. Therefore, there are many ways and methods to share our feelings so that descriptive text is significant.

4. The Types of Descriptive Text

There are some kinds of descriptive text. The type of descriptive text is listed as follows;

- a. Describe people: in describing people, the things that might be explained are about the statistical information (height, weight, age), also the visible appearance (hair colour, skin, eyes, lips). Additionally, the people's attitude characteristics are included, such as kind, mean, beautiful, and ugly.
- b. Describe places: in describing places, the things that might be explained are about the main idea, which consists of the general characteristics of the place. For instance, describing my room, so the whole text describes the broad, the floor, the colour of the wall, and the atmosphere.
- c. Describe things: In describing things, the objects that might be explained are about the general appearance of the things since things do not have an attitude. For instance, describe my diary, so the whole text describes its colour, number of pages, and price.
- d. Describe the animal: In describing things, the objects that might be explained are about the general appearance of the animal, such as the attitude, the colour of the eyes, tail, skin, and fur.

5. The Grammatical Features of Descriptive Text

According to Knapp and Watkins views (2005, p. 98), there are several grammatical features of descriptive writing as the following:

- a. In the descriptive text, the present tense is predominantly used. For example, the museum houses hundreds of Greek Statues.
- b. Although present tense may be used in the literary description, past tense tends to dominate.
- c. Relational verbs are used when classifying and describing appearance/qualities and parts/function of the phenomenon.
- d. Action verbs are used when describing behaviours or users.
- e. Mental verbs are used when describing the feeling in literary descriptions.
- f. Adjectives are used to add extra information to nouns and maybe technical, every day, or literally, depending on the text, for example, a five hundred-seated football stadium.
- g. Personal and literary description generally deals with individual things.
- h. The use of a degree of comparison, for example, the weather in Jakarta is hotter than in Bandung.
- i. With the use of Linking Verbs/ relating verbs or examples, the temple is so magnificent.

C. Adjective Mastery

1. The Nature of Adjective

Vocabulary elements are categorized by word classes or parts of speech. One of them is an adjective. Schmitt and Schmitt (2020) maintain that vocabulary can be defined as teachers' words in a foreign language. A new vocabulary item may be more than a single word made up of two or three words but express a single idea. Edi (2018) argues that

vocabulary is the most straightforward aspect of a second language to learn, and it hardly requires proper attention in the classroom. Hornby (1995, as cited in Hutaauruk, 2015) defines that vocabulary as a list of words used in books, usually with definition and translation.

According to Bhardwaj (2010), the adjective is a word that adds something to a noun or pronoun' meaning. It is used before the noun or pronoun or comes after it in the predicate. For example, a clever boy does his work well; this boy is clever. Moreover, Seaton says that an adjective is a describing word. It tells more about a noun. An adjective usually appears before the noun it describes. It means adjective is the word used to describe nouns by giving some information about a thing, people, or place. What is more, Straus (2008) argues that adjectives are words that describe nouns or pronouns. It may come before the word they describe, i.e., "that is a cute puppy," or they may follow the word they describe "that puppy is cute."

Moreover, House (1950, as cited in Beligon, 2020) argues that an adjective is used with a noun or other substantive as a modifier to describe or define it. Frank (1972, as cited in Vasile & Croitor, 2017) says that an adjective is a modifier with a grammatical property of comparison, its usual position is before the noun it modifies, but it fills other positions. Furthermore, Clark (1958, as cited in Hough, 2017) defined that an adjective as a word that qualifies or tells us something about; a noun, a phrase used as a noun, or a clause used as a noun.

In fact, an adjective is a word that describes a noun. It tells something about a noun. An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. As with nouns, adjectives can sometimes be identified through certain formal characteristics: some suffixes, like -ful, -less, and -ly are typical adjectival affixes. It seems to indicate that most adjectives are gradable. They can be preceded by words such as very, significantly, less. These words indicate how the adjectives apply to the word it combines with. Adjectives can also take the comparative and superlative ending. The comparative form of an adjective indicates the greater extent to which the standard form of the adjectives, while the superlative form indicates the maximal extent.

Therefore, it seems to be concluded that an adjective is a word that describes or modifies other words and makes them more specific. Moreover, the adjective is important in describing something to make it clear and easy to understand. for example, The beautiful *English teacher*. The underlined word modifies the italic word, which means the teacher who teaches English is beautiful. Hence, the adjective is a word used to describe a noun or pronoun. It can be used to describe a thing, person, or place.

2. Elements of Adjective

Schoenberg (2009) classified the elements of adjectives into four elements. They are kind, use, form and order. Below are the explanations:

1) Kind

The different kinds of adjectives are discussed in detail under their respective sections:

- a. Descriptive adjectives or adjectives of quality. Those are adjectives that describe nouns or noun phrases.
- b. Adjective of quantity or numeric adjective. It talks about the quantity of the noun being talked about and answers 'how much. It shows the quantity or the numbers present in the sentence.

- c. Predicative adjectives. Those are which follow a linking verb and are not placed before a noun. The predicative adjective does not act as a part of the noun it modifies but serves as a complement of a linking verb that connects it to the sentence's noun.
- d. Personal titles. Those are adjectives where the titles such as Mr., Master, Miss, Mrs., Uncle, Auntie, Lord, Dr, Prof., and so on are used as adjectives to describe the noun's position. These titles could be placed in the front or even at the end.
- e. Possessive adjectives. Those are used where the sentence shows possession or belongingness. They are similar to possessive pronouns and, in this case, are used as adjectives that modify a noun or a noun phrase.
- f. Demonstrative adjectives. Those are used when there is a need to point specific things. The adjectives function as a way to demonstrate something and are similar to demonstrative pronouns.
- g. Indefinite adjectives. Those are used when the sentence has nothing to point out or specify. These adjectives are formed from indefinite pronouns and do not indicate anything in particular.
- h. Interrogative adjectives. Those adjectives modify a noun or a noun phrase and are similar to the interrogative pronoun. It does not stand on its own and includes words such as, which, what, who, whose, whom, where.
- i. Comparative adjectives. Those are adjectives that imply an increase or decrease in the quality or quantity of the nouns. It is used to compare two things in a clause.
- j. Superlative adjective. Superlative adjectives express the greatest increase or decrease of the quality; it conveys the supreme value of the adnoun in question.

2) Use

Adjectives are used in two main ways; they can either be attributive or predicative. The attribute adjective is the most common adjective, standing next to a noun in a noun phrase. In English, simple and complex adjectives almost always come before the noun. While, predicative adjectives are predictive when used as the complement of the verb to be or other similar verbs to get, become, and grow.

3) Form

It is classified into three forms. First, absolute adjectives. They are absolute adjectives, form nouns to adjectives, and form a verb to an adjective. The Absolute Adjectives cannot vary in intensity or grade and have a quality that cannot be compared, e.g., complete, dead. In other words, they are nondegradable, and they do generally not have comparative and superlative forms. If something is complete, then this is absolute quality. It cannot be more complete. This is impossible. If a person is dead, he cannot be more dead. Some Adjectives can be gradable and non-gradable depending on how they are used (old, common). For Instances, "He is a very old man"(gradable). Last week I bought this old house (non-gradable).

Second, forming nouns into an adjective. Some adjectives are formed from nouns, and others are formed from verbs. The word forms are from Latin, Greek, and other languages. Third, forming a verb into an adjective. Another way to form an adjective is to add a suffix to a verb form. The suffix is the part added to the end of a word. There is no simple rule for adding suffixes, but there are common patterns.

4) Order

When several adjectives are used together, the order depends on the function of the adjective. The usual order is quantity, value/opinion, size, temperature, age, shape, colour, origin, material, and purpose.

Based on the above-mentioned, adjectives have some elements that formed the adjective itself. Several elements help students describe anything either in written or spoken language productions.

3. Types of Adjective

Frank (1972, as cited in Haryanti & Setyandari, 2018) divided adjectives into two types of adjectives, namely determiners and descriptive adjectives. Determiners consist of a small group of structure words without characteristic forms, such as articles (the, a, an), demonstrative adjectives (this, that, these, those), possessive adjectives (my, your, their, our, his, he, she, it is'), numeral adjectives (cardinal: four, twenty-five, ordinal: fourth, twenty-fifth), adjectives of indefinite quality (some, few, all, more), relative and interrogative adjectives (whose, which). All of these determiners except the articles and possessive adjectives of the personal pronouns may function as a pronoun when they did not follow by nouns. While descriptive adjectives are divided into three types, such as proper adjective (a French dish), participial adjective (present participle: an exciting book, past participle: a bored student), adjective compound (with the present participle: a good-looking girl, past-participle: a turned-up nose, and with ed- which added to nouns functioning as the second element compound: advent-minded).

In addition, Panjaitan and Elga (2020) categorized adjectives in English grammar into several types, as follows;

- a. A proper adjective is a word that modifies nouns and pronouns and is formed from a proper noun. A proper noun is a specific name used for any person, place, or thing. For Examples:
 - a) I was born in Italy
 - b) He visited the Washington Monument.
- b. Descriptive Adjective, which modifies a quality or condition of the element modified. The descriptive adjectives are used to express the size, colour, or shape of a person, a thing, an animal, or a place. Moreover, descriptive adjectives are used to provide more information to a noun by describing or modifying it. For example:
 - a) She brushed her long brown hair.
 - b) The slender man appeared out of nowhere.
- c. Quantitative Adjective, which is called adjective of quality, showed how much of a thing is meant. It restricts the application of a noun to such things as the quantity or degree denotes by the adjectives. Adjectives of quantity are also called adjectives of degree and are always followed by a singular noun, and this noun must always be either a noun material or an abstract noun. For examples:
 - a) I lost all his wealth.
 - b) She ate the whole apple.
- d. Numeral Adjective, which is called adjective of number. They show how many persons or things are meant or what order a person or thing stands.
- e. Demonstrative Adjective, which points out person or thing is meant, restricts applying a noun to those that are to be pointed out by the adjective.
 - a) These mangoes are sour
 - b) Do not be in such a hurry
 - c) I hate such a thing
- f. Interrogative Adjective, which restricts the application of a noun by asking question. For examples:
 - a) What cake are you eating

- b) Which car is yours?
- g. Distributive Adjective, which normally used with singular nouns. They include “each”, “every”, “either”, and “neither” and are used to refer to members of a group as individuals. For examples:
 - a) Each participant was asked to complete a survey.
 - b) Each of the participants received compensation.
- h. Possessive Adjective, which used before nouns, and quality them like adjectives. They are My, Its, Your, Her, Their, Our, His. For examples:
 - a) My father is a teacher
 - b) Is your father also a teacher

However, Mas’ud (2005) classified the adjectives into five classifications. They are descriptive adjectives, possessive adjectives, numeral adjectives, and demonstrative adjectives. Here are the explanation;

- a. Descriptive adjective, which explains condition. It covers size, shape, color, scent, and taste. For instance, she is beautiful girl.
- b. Possessive adjective, which uses to show the possession, i.e, my, our, your, her, his, its, their. For Example, This is my book.
- c. Adjective of numeral, which shows definite or indefinite amount or sequence, i.e, one, two, three,etc. First, second, third, another, many, a few, every, etc. For Example, the Angkor temple has got five towers.
- d. Demonstrative adjective, which indicates something, i.e, that, those, these, a , an. For example, that man is very handsome.
- e. Interrogative adjective, which used a question, i.e. Which, what. For example, what food do you prefer?

Hence, those types can be several components in adjective assessment indicators. In this case, to determine the extent to which students can describe something using the right adjectives in the right order. So, a measuring instrument is needed in the form of a test following the determined indicators.

4. The Importance of Adjective Mastery in Learning English

As mentioned, the adjective is a part of speech used to modify, describe or quantify a noun or a pronoun. By using an adjective, students will be able to paint a clearer picture. The adjective also provides a more comprehensible message to the listeners or readers. That is to say, students could not describe what the object looks like without an adjective. Using adjective mastery can describe a more precise picture to make listeners or readers understand what they either listen or read the language production. Hence, adjectives help the objects or sentences be more visual and vivid.

In addition, Kaiser (2018) argues that adjective tells how things look, feel, taste, sound, or smell to describe the feeling about something. Therefore, adjectives help either speaker or writer create clear ideas of the noun or pronoun tastes, smells, feels, looks, and sounds. The addressee will get a fuller picture of things when they read or listen to the language production, either written or spoken passage. It appeals to the addressee's sense. Therefore they can hear, see, touch, taste, and even smell what the speaker or writer describes.

In accordance, Yagcioglu (2018) emphasized that using an adjective in English correctly is essential in language education and in the world. In the modern world, one of the essential prerequisites is talking correctly. Therefore, students should know how important adjectives are to produce English sentences. Moreover, LaTourrette and Waxman

(2017) argued that adjectives do not represent only one thing. Adjectives that belong to certain groups are mostly related to their main meanings or definitions. Empiric adjectives are related to specific subjects with logical and philosophical categories. Another example, rational adjectives are not related to a single class of words. They are the ones for the results, comparison and conclusions. Hence, mastering adjective is an important part of learning English.

In conclusion, mastering adjective is significant in improving students' language production skills, either speaking or writing. By mastering adjectives, the students can describe something or someone more specific. If the students can describe something or someone better, it will make them easier to communicate. In other words, mastering adjectives can help them communicate with other people.

5. The Role Adjective Mastery in Descriptive Speaking Ability

Santoso (2017) argued that vocabulary is a vital aspect of the language. In other words, vocabulary is a vital component of the language. Therefore, vocabulary is the base of language communication. Students will find difficulties producing written or spoken language production when students have limited vocabulary knowledge, particularly in using adjectives. In accordance, Sujatna and Yuliawati (2019) asserted that adjectives are important in describing something. Written and spoken descriptive language production likes spices, and the adjective is its' flavours. In accordance, Descriptive text is a text that is used to describe what something like. In order to describe something, adjectives are needed. Using adjectives means that the writer can express any person's quality or object. Without adjectives, the speaker could not say how any object looks like. When reading a text which is a descriptive one, adjectives would help us to picture the content.

In addition, adjectives are essential because they describe a noun (person, place, or thing), tell more about a noun (person, place, or thing), make sentences more interesting, and affect the meaning of sentences (Nelson, 2019). King (2020) also asserted that adjectives mean a word that describes nouns in terms of such qualities as size, colour, number. In such wise, the more knowledge about adjectives that students have, the easier for them to develop their speaking ability in describing something. In accordance, descriptive is a type of text function to describe a particular person, place, or thing. The students can use a simple present and an adjective clause to produce descriptive text.

Moreover, The aim of descriptive text is basically to give information. It focuses on specific participants. The description includes parts, qualities and characteristics. Line in line, Kurnia and Kareviati (2021) defined descriptive text to give information to the readers about characteristic features of a thing, person, or animal. While, the social context of this text is to describe a specific thing, animal, or human being (certain thing, our pets or someone we know well). Hence, adjectives have a big role in producing sentences to describe an object.

Moreover, spoken descriptive text can differ based on the speaker's opinion (Rusmawan, 2019). It can happen in subjective descriptions. For example, spoken descriptive text about the student's mother. Meanwhile, in the objective description, the students cannot put their personal opinion in descriptive text. What is more, description helps the listeners through their imagination, visualize a scene or a person, or understand a sensation or an emotion delivered by the speaker. Then, Busch (2017) asserted that description adds an important dimension to students' lives because it moves students emotions and expands their experience. The description expands their experience by taking us to place we might not otherwise know much about, which explains the popularity of

descriptive travel essays in magazines and newspapers. A typical description has an opening sentence introducing the subject of the description, followed by a series of sentences each describing one feature of the subject (Krause, Johnson, Krishna, & Fei-Fei, 2017). There can also be a final concluding section that signals the end of the description. It can conclude that descriptive consists of two general structures that introduce the object and description to explain the features of the object one by one, and the last is to make a summary about the object.

By mastering adjectives, students describe something through spoken language easily. Students will very handily explain something by mentioning the properties of an object. Students can describe the taste, smells, feels, looks, and sounds like what object they describe. Therefore, adjective mastery plays a vital role in improving students' descriptive speaking ability.

6. Teaching Adjective

Sartika (2017) argues that teaching adjectives before teaching descriptive texts is significant. Since, adjectives are needed in descriptive texts. Consequently, the more adjectives the students have, the more chances they master in either spoken and written of descriptive texts. Furthermore, in teaching adjectives, the teacher can introduce the list of adjectives taken from the book. The teacher uses and adds other adjectives which are relevant to the students. In this case, the teacher needs a good knowledge of their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words, and meaning. The words or vocabulary can be spoken and written. In accordance, Suardi and Sakti (2019) asserted that teaching vocabulary should consider the following factors: aims, quantity, need, frequent exposure and repetition, meaningful presentation, situation, and presentation. Therefore, it can be said that the teachers must know the different kinds of vocabulary, one of them is adjectives. In addition, understanding the factors above is very important for the teacher before teaching vocabulary to their students.

However, some experts also mentioned that adjective in English is part of grammar. In this case, most of the teaching of grammar is done in a traditional manner, where the teacher does the talking and the students are the passive audience. Here, Panjaitan and Elga (2020) suggested the activities teach adjectives in the classroom;

1. Show and tell

The teachers ask the students to bring different things that they have collected. Each student comes and displays his object. The others are asked to describe it. Then, the teacher keeps collating the answers. The students' different adjectives come up with can be displayed in the class later. For example, a pencil box can be yellow, long, rectangular, etc.

2. Spot the adjective

The teacher reads out a story. The students raise their hands every time they hear an adjective. Alternatively, the teacher can distribute copies of a simple story. The students can spot the adjectives and colour them.

3. Feel and describe

The teacher puts some objects in a bag. She asks a student to come up and feel the object. He/she has to describe the object without looking at it. For example, if it's a wooden scale, the description could be, "It is long and flat and hard". The others try to guess what the object is.

4. Go fish

Several words, some nouns, some adjectives, some verbs can be written on cards, which can be scattered on the ground. The children should be able to read the words clearly. A fishing rod can be made with a magnet attached to a stick. Each card will have a metallic gem clip attached. The children can be asked to go fishing. They will identify the cards with the adjectives written on them and pick them up with the fishing rod.

5. Make a chain

Ask a student to think of an adjective randomly. The next person has to think of an adjective with the last letter of the last adjective. Keep going till everyone gets a chance.

6. Describing people

The students are asked to collect pictures of different kinds of people. They are then asked to describe the people. They can be further guided to describe the structure, the face, the eyes, the nose, etc., in detail. For example, “He has a sharp nose”, she has slanted eyes, he has a cheerful face etc.

7. Describing your friend

Each student is asked to choose a friend that he/she wants to describe. Students can be guided to describe the physical characteristics (looks) first, for example, “She is tall”, “She is thin”, etc. and then the nature of the person, for example, ‘She is kind”, “She is friendly” etc. Once the students know how to describe a person, this activity can be taken up.

8. Introduce yourself

Ask the students to introduce themselves. Students mention their names and use an adjective to describe themselves. For example, “I am cheerful Beena” or “I am curious Rohan”. To the students of higher classes, alliteration can be introduced. The students could be encouraged to use adjectives with first letters of their names. For example, “I am cute Chika” both starting with the letter “C”.

7. Assessing Adjective

Assessing adjectives is part of the learning outcomes. The results of the questions from the students’ answers become a reference in the learning process carried out by the teacher. Teachers must meet the requirements to be effective, efficient, and complete information about their word mastery. In addition, make any necessary modifications or changes, such as the current methodology, planned activities, and materials. In line with that, Purpura (2016) notes that it is mandatory for teachers, especially English, to use assessment scores to conclude student learning and achievement. It can provide feedback in the teaching and learning process. Give a decent score, and raise a higher level. This information is also important for teachers who function for students' progress and development, who make improvements and enrichment in classroom activities.

In light of students’ adjective mastery assessment, teachers need some tests to know how many words have been known. In accordance, Thornburry (2002) notes that multiple choices are a popular way of testing in that they are easy to score and are easy to design. This technique is easy to mark but difficult to design. It also can be used single test words in sentences or text. In addition, Mas’ud (2005) classified the adjectives into five classifications. They are descriptive adjectives, possessive adjectives, numeral adjectives, and demonstrative adjectives. Therefore, in this current study, the assessing adjective

mastery used multiple-choice tests. The testing indicators are based on the adjective classification that helps students in arranging descriptive essays.

D. Self-Confident

1. The Nature of Self-Confidence

Self-confidence is an individual's trust in their own abilities, capacities, judgments, or belief that they can successfully face day-to-day challenges and demands. In accordance, Hutchinson (2019) argued that self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Similarly, Pebriyana (2018) asserted that self-confidence is a feeling of trust in someone or something and believes in their own abilities without being cocky, arrogant, or overconfident. However, most of them are not confident and are afraid to participate in the conversation. To give an illustration, when they conversed with their friends in front of class, they were long pause, and when the teacher asked them why they stopped, they answered they were anxious to make mistakes, and usually their friends would judge them. In other words, they were having a problem with their confidence. Self-confidence also brings about more happiness.

What is more, Langer (2016) argued that confidence could proceed on the belief that a person can succeed in a task, based on the presence or not they have been able to do that task earlier. Someone with confidence to have confidence that they will recover, reduce negative attitudes, and experience a positive attitude. Typically, when pupils are confident in their abilities, they are happier due to their success. Also, when they feel better about their capabilities, the more energized and motivated they are to take action and achieve their goals.

Furthermore, self-confidence is treated as an effective filter influenced by anxiety, extroversion, and introversion. Zafar, Khan, and Meenakshi (2017) agreed that the learners' extroversion and introversion could not be blamed for negatively influencing second language acquisition. Besides, the factor affecting learners' self-confidence is the learners' anxiety. Anxiety harms learners' confidence if they cannot manage it. To give an illustration, Anxiety appears as a language awareness of the speaker. It appears as a monitor that manages the language produced by speakers. Speakers with low anxiety will have high confidence, although they are introverted because they do not know what language or structure they will use. However, speakers with high anxiety tend to monitor all language aspects they produce, known as over-users. It is known as under-users. In addition, if the speaker can manage their language awareness, they will produce an appropriate language, known as optimal-users.

Moreover, Gol and Aaleabbas (2016) mentioned Brown's views that self-confidence can be put on three general levels of dimension. The first is general or global self-esteem. It is said to be one's worth over time across numerous situations that make a general appraisal of oneself. The second is situational or specific self-esteem. One's self-appraisals to particular tasks in a specific situation, such as in the educational domain, can refer to one subject matter area. The students' task self-esteem will promote their situational self-esteem and global self-esteem to achieve their self-confidence in their life, especially in English learning.

On the other hand, self-confidence is not a motivational perspective by itself. Ajunwo (2018) asserted that Self-Confidence is a judgment about capabilities for the accomplishment of some goals. Therefore, it should be considered within a broader conceptualization of motivation that provides the goal context. Kanfer (as cited in Broeck, Carpini, & Diefendorff, 2019) provided an example of one cognitively based framework of motivation for such a discussion. She suggested that motivation is composed of two

components: goal choice and self-regulation. In turn, self-regulation consists of three related sets of activities: self-monitoring, self-evaluation, and self-reactions. Self-monitoring provides information about current performance, which is then evaluated by comparing it with one's goal—comparing performance and goal results in two distinct types of self-reactions: self-satisfaction or self-dissatisfaction and self-confidence expectations. Satisfaction or dissatisfaction is an affective response to past actions; self-confidence expectations are judgments about one's future capabilities to attain one's goal. This framework allows a discussion of self-confidence related to several motivational processes, including setting goals and causal attributions.

From the definition above, it tends to be said that Self-Confidence is students' conviction or belief in their abilities, capacities, and judgments to do their assignments. That is to say, students will explore themselves without being cocky, arrogant, or overconfident through Self-Confidence. To give an example, when they did presentations, they will speak up confidently without any pauses. On the other hand, students' self-confidence is also influenced by students' anxiety, self-esteem, self-efficacy and motivational processes.

2. The Aspect of Self-Confidence

Self-confidence is essential in almost every aspect of life. EFL learners need to perform their language skills in real situations. Krashen in Tridinanti (2018) proposes a hypothesis called the affective filter hypothesis, which states that the students who can prevent the negative attitude (including anxiety, lack of motivation, and self-confidence) as the filter will attain success in SLA. Anwar (2016) also suggests self-confidence as one of the twelve principles of language teaching. It means students' beliefs is to be able to accomplish the work will be a factor that determines their success in language learning. Even he argues that the heart of all learning is the students' belief in their ability to complete the tasks. If they first believe that they can do the tasks, self-confidence will motivate them to achieve and finish the tasks. That is one of the keys to become successful in language learning. Therefore, students have to always suggest to themselves by "I can do it!" principle. In addition, Öz, H. (2016) states that self-confidence significantly contributes to the students' willingness to communicate in a foreign language. In short, their willingness will also lead to success in language learning.

To practice speaking in English, language learners need to boost their speaking confidence by developing their learning strategies to practice speaking English. Since Hendriani (2016) argued that language learners' more learning strategies develop, they will gain more confidence. Otherwise, if the students are not confident enough to speak up, they will not significantly improve their speaking ability. To give an illustration, when somebody feels unconfident to speak up in front of people, he seems to feel a terrible tear or nervousness. It is a common thing that language learners particularly face when speaking in English. Hence, building speaking confidence is needed to improve speaking ability through practice since confidence is learned.

In addition, Terrizzi, Brey, Shutts, and Beier (2019) pointed out, an individual's confidence can be seen in several things. They are stance, facial expression, and gesture. Those three aspects cannot be separated because they do support each other. Stance deals with an individual's attitude in delivering his speech. The speaker's ways of conveying a positive or negative attitude toward the audience will ultimately affect how the audience accepts and responds to him. For instance, a speaker delivers a speech by standing in a strong position. It is a power position, as long as the audience is seated, paying attention to him. This kind of position enables the speaker to move about, perhaps closer to the audience at

times for participation. Stance has its benefits to develop confidence, audience management skills, observation skills, and awareness of body messages. In conclusion, having an appropriate stance helps the speaker get the audience's expected response. The more attention the audience gives, the more confident and controlled the speaker will appear.

The second aspect is facial expressions. Facial expressions let the face do the talking. It means that a particular facial expression does support a speaker to convey the meaning of what he is talking about. For example, somebody will show an exciting look when he tells good news. Otherwise, he looks sad if he tells a dramatic event, for example. Therefore, the more expressive a speaker is the more accurate the meaning he delivers (Terrizzi, Brey, Shutts & Beier, 2019).

The third aspect is the gesture. It deals with hands movement. In this case, the gesture lets the hand do the talking. Its benefit is to develop an awareness of communication through body language, body control, and the ability to manage an audience. Since the body language conveys messages, even though the speaker says nothing at all. Also, by making certain gestures, a speaker will automatically look confident. A speaker will look more relaxed when he delivers his speech and does specific appropriate body movements (Terrizzi, Brey, Shutts & Beier, 2019).

Therefore, those aspects can be a measurement of someone's self-confidence. If the students show the aspects well, they are self-confident enough to speak in front of people. In other words, self-confidence is an essential factor in performing speaking.

3. The Factors of Self-Confidence

Regarding other things to influence self-confidence, self-esteem is considered to support the learner's confidence. Self-esteem is defined as a feeling or belief in an individual ability to achieve a goal. Self-esteem is built by two factors; self-image (efficacy) and ideal self (Jaaffar, Ibrahim, Rajadurai & Sohail, 2019). A learner's judgment of themselves, whether it is a good judgment or bad judgment, will influence students' self-esteem as likely to result in their confidence. On the other hand, Alrabai and Moskovsky (2016) claimed that self-confidence, anxiety and self-esteem are often treated as distinct related learning dimensions in the field of the second language. The literature widely defines these concepts directly related and affect each other. If one of the factors increases or decreases, the others will follow in a direct relationship. Clement (cited in Irfan, 2019)) introduces self-confidence to second language learning through the social context model as an innovative unitary construct conceptually related to language anxiety as an affective aspect and perceived communicative competence as a cognitive component in learning a second language. Clement assumed that the social context is important to the second language learners; he says that the second language learners take place in a multicultural setting, qualitative and quantitative aspects of contact with the second language community would heighten the learners' self-confidence, which then became the most immediate motivating influence to learn an L2.

However, Norton (as cited in Nikoietou, 2017) came to form a different understanding of self-confidence upon noting how inequitable relations of power could limit the opportunities the L2 learners had to practice English outside the classroom. Consequently, Norton established a socially constructive view of self-confidence, maintaining that both self-confidence and anxiety are socially constructed within and by language learners' lived experiences. Self-confidence takes a core position in engaging with others in communicating, whether it is a feeling of security or comfortable communicating or having the willingness to communicate with others (Fadilah, 2018).

In short, the speaker's self-confidence is defined as a speaker's language awareness. The level of confidence itself has affected the speakers' personality and environment. Self-confidence is believed to affect the students' speaking ability. In addition, Self-Confidence is conceptually constructed as a social context where the qualitative and quantitative interactions of second language learners facilitate the self-confidence to improve as an immediate motivation influence. That is to say, Self-Confidence's factors are self-esteem, self-image, ideal self, and anxiety.

4. The Characteristic of Self-Confidence

According to Wright (as cited in Psycharis & Kotzampasaki, 2019), self-confidence is divided into two characteristics; low and high. Someone who has low self-confidence has some characteristics. First, they are fearful of change. Many people with low confidence in the future come from lack and live their life in fear of —"what if.....". Moreover, low confidence people tend to be reactive rather than proactive. Second, they are pessimistic and tend to see the glass as half empty. By blaming circumstances on other people, they delay assuming personal responsibility for their own choices. Next, they have difficulty communicating what they want from life. They have no clear idea of what they truly value. They want to please others more than be true to themselves. The desire to have peace at any price is more important than discovering their potential. Much like chameleons (lizards that change colours to fit their environment), those who lack self-confidence would rather blend in than stand out. Finally, they are insecure and are drawn to others who also see themselves as victims. They often form destructive and toxic relationships that reflect and increase their lack of self-worth.

Additionally, Hayashi and Takeuchi (2018) added specific characteristics of high self-confidence. The first one is that they are ambitious. They want more from life than existence or survival. Then, they are goal-oriented. They seek the challenge of completing and setting new goals for themselves. They are not exceptionally competitive, except against themselves. They enjoy breaking their own records. Next, they are visionary. Rather than being stuck for too long, they can see themselves in better circumstances and surroundings. They keep a picture of what success will be like. Fourth, they have learned to communicate. They know how to ask for what they want and to hear and heed advice and counsel. It is less critical for them to be right than to be effective. They listen more than they speak. Fifth, they are loving and kind. They have learned to detach from relationships that do not allow them to be authentic. The last, they are attractive and open to others. Self-confident people are usually drawn to one another. They vibrate their confidence in a way that attracts good things and good people to them. Being attractive does not necessarily mean physically attractive in the usual sense of the word, but rather spiritually beautiful.

Moreover, McPheat (2010) asserted that people with high self-confidence would show some characteristics. First, they will believe in their capabilities and competencies. Therefore they do not need praise, admiration and acceptance from others. They will continue to believe without hesitation in spilling out what they have. Second, they disprove conformist attitudes to be accepted in the community. They will continue to be themselves without pretending to be someone else to be accepted in society. Third, they will accept the rejection from others. They try to face the problems, so they dare to be themselves without any regrets. Fourth, they have good self-control and stable emotion. Fifth, they have an internal locus of control. They view success and failure as the results of self-efforts. So, they will hard to give up. Sixth, they have high motivation to reach the goal when the expectation does not come true. They can see the positive side. Seventh, they try to do

something with their own effort. They will not rely on other people to get things done. Eighth, they tend to show their capability. And the last, they are able to make a quick decision even in uncertain circumstances.

Hence, students' self-confidence characteristics are divided into two characteristics, which are low and high. Then, to know someone's confidence level is by assessing some indicators. Some studies have mentioned Self-Confidence's indicators that are explored in-depth in the following part.

5. The Indicators of Self-Confidence

In determining what confidence level someone stays at, there must be indicators to assess it. In accordance, Goleman (1995, as cited in Rathore, Chadha & Rana, 2017) asserted seven self-confidence indicators. First, desire and effort. Desire is a feeling to motivate someone to do a physical and mental activity to reach the goal. The effort is systematic conscious action toward achievement. Second, optimistic. It can be defined as believing that good things will happen in the future as they expected. Third, adaptation. It means the process of adjustment to suit different environments without changing the original identity. Fourth is motivation. It means the enthusiasm of reaching the goal, or it can be defined as the mental strength forming systematic action to reach the goal. Fifth, having and utilizing the superiority. It gets started with self-awareness. People have to be aware of themselves, their capability, superiority, weakness. Sixth, having physical and mental health, people with psychological health will have good control of emotion when angry, stressed and down. Seventh is autonomous. It can be defined as the independence to decide without any intervention from others.

Moreover, according to Burton and Platts (as cited in Guntur, Anggraini & Rosnawati, 2020), there are ten core confidence indicators. Direction and values are the first indicators. It means the learners know what they want, where they want to go, and what is important. The second is motivation. They are motivated by and enjoy what they do. Third, their emotional stability. They have a calm and focused approach to how they are themselves and how they are with other people as they tackle challenges. A positive mindset is also needed to see. Students can stay optimistic and see the bright side even when they encounter setbacks. They also need to have self-awareness. It means they know what they are good at, how capable students feel, and how they look and sound to others. Next, flexibility in behaviour means they adapt their behaviour according to circumstance.

Furthermore, students have the eagerness to develop. Students enjoy stretching themselves, treating each day as a learning experience rather than acting as if they are already experts with nothing new to find out. The learners who have good self-confidence also have good health and energy. Students can respect their bodies and feel that their energy is flowing freely. They manage stressful situations without becoming ill. Then, a willingness to take risks is one of the indicators. They can act in the face of uncertainty and put themselves on the line even when they do not have the answers or skills to get things right. Finally, a sense of purpose means they have an increasing sense of the coherence of the different parts of their life.

On the other hand, referring to Akagunduz (2006, in Gurler, 2015), he divides self-confidence into two sub-categories as intrinsic self-confidence and extrinsic self-confidence and continues his explanation: Intrinsic self-confidence is the thoughts and emotions about individuals' being reconciled or pleased with themselves. Self-esteem, self-love, self-knowledge, stating concrete aims and positive thinking are intrinsic self-confidence elements. Extrinsic self-confidence is also the behaviour and attitude towards others. The

constructing elements of extrinsic self-confidence are communication and controlling emotions.

In addition, Griffe (as cited in Doqaruni, 2014), hypothesized three leading indicators underlying confidence speaking English: ability, assurance, and willing engagement. He defined ability as a command of grammar, vocabulary, and pronunciation, assurance as a feeling of security and comfort in speaking English, and willing engagement as one who is glad to speak English with native speakers of English.

In short, Self-confidence tends to play an essential role in affecting students' readiness to communicate. Students must realize how much confidence they have. Therefore, students can improve it well. In improving students' self-confidence in speaking English, there should be some appropriate activities in the class. It will be explained in the following section.

6. The way of Improving Self-Confidence

In fact, many activities can be used to develop self-confidence in English classes. Learners can practice and develop spoken English skills in many ways. To eventually speak English fluently, English learners must have materials with important content on everyday topics (audios, videos, printed texts/study books, for beginner, intermediate and advanced levels of study. The materials must include dialogues, monologues, questions-answers with meaningful content, lists of difficult word meanings and phrases/expressions with usage sentences, and comprehensive vocabulary on all everyday topics. In accordance, Nazaragova & Umurova (2016) provided some possible ideas for improving self-confidence. The first is ESL/EFL learners listen to and pronounce each English speech sentence (dialogues and narrative texts with transcripts) under the teachers' guidance. Second, a teacher helps learners practice speaking on a topic (telling the content of a dialogue or a narrative text as close to the original text as much as possible: imitation of a dialogue (role-play) and narration of a text on the topic). Third, it is useful for teachers and ESL/EFL learners to prepare potential questions and answers with helpful content on everyday topics and practice speaking. Next, extensive reading of thematic texts and materials from various sources.

To help students improve their speaking ability confidently, Goh (2017) suggested students should practice telling the content of a text to someone after reading it. Therefore, an effective way for learners to improve their vocabulary skills would be by reading thematic texts. Then, learning additional conversation sentences and vocabulary from English phrasebooks, conversation books and English dictionaries. Moreover, it would be beneficial for English learners to make word lists containing words with meanings that are hard to understand using English phrasebooks and general English dictionaries. Also, it is possible to encompass in ready-made materials a wide variety of English phrases for each conversation topic. The last one, multiple frequent reading of such sentences in English, will gradually ensure firm memorization of English vocabulary and develop good speaking skills.

Thomas (2011) asserted eight ways to improve self-confidence in his article "the path to inner self-confidence", as follows;

- a. Knowing yourself. Trying to build Self-Confidence means keeping the mind that your worst enemy is yourself. The best way to defeat an enemy is to know all there is to know about him. Therefore, people should get to know their strengths and weaknesses. They have to Keep track of their accomplishments, large and small. Also, pay attention to what types of situations make you judge yourself hastily and harshly.
- b. Love yourself. Tell yourself every moment that you are full of Love. Then, create the felling of love in totality. Create it in your inner self as well as the exterior. Let

your eyes report to your heart that you are beautiful/ handsome. Look at the change that happens within you when you start practicing this. Dress sharply, sit straight and walk tall. Look at people in the eye. Convince yourself that you have unlimited faith in yourself even when you face a worst adversity

- c. Maintain fitness. Maintaining your general health is important for developing a confident individuality. Good health plays a big part in your general well-being, and that feeling well makes you feel confident and positive in life. Exercising regularly to maintain fitness and keeping excesses in check helps to Boost Self-Confidence. Keeping in good shape and feeling well leads to a good appearance and a good feeling about yourself.
- d. Have a positive attitude. The attitude will determine the success in the future. For example, today, I will walk, talk, act, and believe like the person I wish to become. Using these words to help overcome those past challenges, move on, and find the next phase of life. It will help you live in a state of life abundance rather than one of frustration and fear.
- e. Praise yourself. When you decide to improve on your individuality, your tendency to be self-critical has to end. Look for what you do right every day. Please do not miss an opportunity to lavish yourself with praise, even if all you can say at the end of the day is that you have been trying hard.
- f. Learn things you longed to learn. Take up an untouched passion of your life. For example, Learn to play the drums or a guitar, learn plantations or anything. Accomplishing a new skill will give your individuality a new lively presence and quick boost.
- g. Helping others. Giving existence something in return can be the best way of expressing your gratitude. Nothing gives more inner peace, like when extending a hand to someone in need. In fact, by thinking of others' needs, you will stop dwelling on your flaws themselves. This is an easy thing to accomplish: just being a willing ear for lonely or stressed people can work magic.
- h. Stand up, speak up. Take every opportunity to stand up and express your views. Be that at home, at work, or on a social platform. Every expression adds to strengthening your individuality, and any external source cannot shatter the confidence you develop in yourself by practising this. When holding conversations with people, make eye contact with them. You do not need to stare at them because this might make them uneasy

Moreover, Carnegie (2017) provided the four guidances on developing courage and Self-Confidence in English Speaking performance, they are;

- a. Start with a strong and persistent desire. Enumerate the benefits this effort to train yourself will bring you. Arouse your enthusiasm for it. Think about what it can mean to you financially, socially, and in terms of increased influence and leadership. Remember that your desire's depth will depend on the swiftness of your progress.
- b. Be Prepared. You cannot feel confident unless you know what you are going to say.
- c. Act confident. "to feel brave," advises Professor William James, "act as if we were brave, use all of our wills to that end, and a courage fit will very likely replace the fit of fear." Teddy Roosevelt confessed that he conquered his fear of grizzly bears,

mean horses, and gunfighters by that method. You can conquer the fear of audiences by taking advantage of psychological facts.

- d. Practice. This is the most important point of all. Fear is the result of a lack of confidence, and a lack of confidence results from not knowing what you can do, and a lack of experience behind you causes it, and your fears will vanish.

Based on the speaking as mentioned above activities, it seems to indicate that it is still the teacher's responsibility to choose or adapt the activities and materials according to the student's level of English and fields of interest to promote students' self-confidence effectively.

7. The Role of Self-Confidence to Improve Speaking Ability

One of the most appeared problems in the conversations class is language anxiety. Language anxiety is a feeling of fear and worry associated with language learning and use. The students' low self-confidence will create language anxiety. It is believed that self-confidence can minimise the students' language anxiety and optimise the students' motivation to learn English. Accordingly, Darling and Chanyoo (2018) find the relationship between self-confidence, anxiety, and motivation. In other words, the absence of anxiety in learning or using the language will promote self-confidence and language learning success. That is to say. Teachers have to provide several ways in order to build students' self-confidence. The first is providing the students with materials or tasks from easier to more difficult ones and using appropriate teaching techniques. The student's ability to finish the tasks will promote their self-confidence to finish the next tasks. Second, make the students recognize their own power. It can be making lists of their strengths and achievement in the course. By recognizing their own power and ability, the students' self-value and self-esteem will appear in order to build their self-confidence. Third, setting and achieving goals to build the students' competence. It is difficult for the students to have self-confidence without this underlying competence. Hence, decreasing students' language anxiety will improve teaching and learning activities, especially oral performances.

In oral performance, self-confidence can be shown by using eye contact or looking at someone when the speakers are talking to them, having a good posture, using gestures and body language, and keeping conversations without too much hesitation like using "uhmmm..." and keeping a smile. To practice speaking English, language learners need to boost their speaking confidence by developing their learning strategies to practice speaking in English. The more learning strategies language learners cause, the greater confidence they will gain (Suo & Hou, 2017). Otherwise, if the students are not confident enough to speak up, they will not significantly improve their speaking ability. When students feel unconfident to speak up in front of the class, they seem to get terrible feelings or nervousness. Language learners particularly face this common thing when they practice speaking English. Hence, having speaking confidence is needed to improve speaking ability through practice since confidence is learned through the process.

Furthermore, Darling and Chanyoo (2018) agreed that self-confidence plays an essential role in affecting learners' readiness to describe something in a spoken language. For instance, students have known that they have low self-confidence and will feel upset in performing their speaking performance. In addition, Griffie (as cited in Daqaruni, 2014) hypothesized three aspects underlying confidence in speaking English. They are ability, assurance, and willing engagement. He defined that ability as a command of grammar, vocabulary, and pronunciation. Then, assurance is defined as the feeling of security and comfort in speaking English. And willing engagement is defined as one who is glad to speak

English with native English speakers. Therefore, those aspects will be known through the self-confidence questionnaire.

8. Assessing Self-confidence

Self-confidence is essential in almost every aspect of human life, yet so many people struggle to find it. Confident people inspire trust in others: their audience, their colleagues, their bosses, their customers, and their friends. Moreover, earning others' trust is one of the key ways in which confident people find success. Line in line, The excellent news is that self-confidence can be learned and built (Sugeng, Suryani, 2018). Spencer et al. (2020) mentioned that learners' self-confidence could be seen in many ways: student behaviour, student body language, the way students speak, and what students say. Whether a person displays confidence by being assertive, trying new things, or staying in control when things get tough, people with high self-confidence seem to live life with passion and enthusiasm.

Consequently, students should recognize that others tend to trust and respect these confident individuals, which helps them build higher self-confidence, and the cycle continues. For instance, people have high self-efficacy in an area, then they will think, feel, and behave in ways that contribute to and reinforce their success, and increase their satisfaction. They are more likely to view obstacles as challenges to overcome, so they are not afraid to face new things. They recover quickly from setbacks because they view failure as due to external circumstances rather than internal weakness.

In general, believing in one's own abilities influences motivation, choice, resilience, and determination. Therefore, Hava (2019) notes that self-confidence often affects how well students perform and how satisfied students are with their choices. Therefore, it is important to understand students' current level of self-efficacy, especially in the context of increasing self-confidence in speaking performance. In this current study, a self-confidence questionnaire for the English speaking, adopted by Griffe (as cited in Daqaruni, 2014), asked students to rate how confident they were in a particular English speaking. There were 30 statements on the self-confidence scale for English speaking with three speaking-related categories of what respondents feel. Hence, nine statements for measuring students' ability, ten statements for measuring students' assurance, and eleven measured students' willing engagement. The Likert scale (Creswell, 2012) was used with respondents' opinions in response to self-confidence questionnaire statements. The score will be gradually adjusted to 5-4-3-2-1.

E. Previous Related Studies

Some related studies on this topic have been conducted by language researchers, focusing on adjective mastery, self-confidence, and speaking ability. First, Panjaitan and Elga (2020) investigated the correlation between adjective mastery and students' writing descriptive text of the tenth-grade students of Private Senior High School of Persiapan Stabat. The study aims to find out whether there is any significant correlation between adjective mastery and students' ability to write a descriptive text. In this regard, the population is 244, and the sample is 44, which took by the lottery technique. However, the data analysis used the Product Moment formula. The findings showed a significant correlation between the adjective mastery and writing descriptive text-ability of the tenth students of SMA Swasta Persiapan Stabat. This is proved from the analysis that the coefficient correlation between the students' adjective mastery and writing descriptive text-ability is 0.78. Compared with the degree of correlation, categorized is a strong and significant correlation.

Second, Abd Halim (2017) investigated the effect of using the Best friends forever (BFF) strategy on students' use of adjectives. This study aimed to examine the effect of using an acrostic device called the Best Friends Forever (BFF) strategy, which was introduced to improve students' mastery skills in adjectives. In this regard, a total of 31 Year 6 students from a school in Labuan F.T. were given a pre and post-test before and after the BFF strategy was introduced within three months. Their scores on both tests were compared using Paired Samples t-test to see the significant difference in their performance before and after the treatment. The findings revealed that using the BFF strategy helped the students memorize adjectives better and use multiple adjectives in the correct order.

Third, Rahmadani (2015) indicated the discussion of adjective clause achievement in English. They formulated the problem: how is the students' ability in using adjective clauses. Therefore, this objective study measures how far the students' ability to use adjective clauses. This research belongs to the descriptive quantitative. In this regard, data were collected by using tests of adjective clauses. The second-year students of SMA Al Washliyah Medan were treated as respondents to get the data. However, this study's population is the achievement of forty respondents in adjective clauses. The finding showed that second-year students could use adjective clauses. It is suggested that the teacher should explain as much as possible about adjective clauses contextually.

Fourth, Hasan, Hanafi, and Sadapotto (2020) explored research about self-confidence and speaking skills. The study aims to describe a relationship between Students' self-confidence and students' speaking abilities. In this regard, the study uses cluster sampling methods and oral tests. The population in this study was VII grade students of SMPN 9 Pinrang. The total population is 104 students. The sample used was class VII-1, totaling 28 students with cluster sampling technique. The research instrument used in speech evaluation is an oral test. However, the data analysis used the Product Moment formula. The result showed a significant relationship between students' self-confidence and the eight-year students' speaking ability in SMPN 9 Pinrang.

Fifth, Syamdianita, Ismail, and Nur (2018) established a natural approach where students could develop L2 fluency more effectively than in the classroom. The researchers tried Pair Taping (PT) in their Speaking Class. In this regard, the research used a pre-experimental one-group pretest-posttest design with an explanatory mix method. There are 28 students as participants in this research. Therefore, the finding showed that pair taping could promote students' speaking fluency and develop their language knowledge. The implementation of this study helped build up students' speaking skills by offering innovative learning experiences to students. It also advances our understanding of how pair taping contributes to foreign language learning and provides useful insight to teachers, lecturers, or course designers in designing speaking courses.

Sixth, Pebriyana (2018) analyzed the correlation between students' anxiety and self-confidence on their speaking ability. This study aimed to determine whether or not there was any correlation between students' anxiety and self-confidence toward speaking ability. The study was conducted at the second-grade students of Islamic Junior School NW Tanak Maik with 28 students in one class. However, the data analysis technique was Pearson Product Moment formula and Multiple Linear Regressions to know the correlation between students' anxiety, self-confidence, and speaking ability. The results showed that computation between speaking and anxiety was 0,683, speaking ability and self-confidence was 0,557, anxiety and self-confidence was 0,437. The result of anxiety, self-confidence, and speaking ability was 0,549. It means that those variables were there a correlation since the t-test was higher than

the t-table. In addition, the result showed that the value of significant correlation was very high.

All of those previous studies are used as a reference to this current study. The similarity among those researches is that the research focuses on adjective mastery, self-confidence, and speaking ability. The first to third studies discuss the adjective variable, while the fourth to fifth discusses the self-confidence and speaking ability variables. Furthermore, several aspects in those previous studies guided the current study. To give an example, the researches conducted by Panjaitan and Elga (2020), Hasan et al. (2020), and Pebriyana (2018) used the Pearson product-moment formula in analyzing the data. Therefore, the current study also uses the person product moment formula to test the hypothesis.

Moreover, the last three previous studies used oral test performance and self-confidence questionnaires as the research instrument in different ways. For instance, Hasan, Hanafi, and Sadapotto (2020) used a self-confidence questionnaire to know students' self-confidence. Hasan et al. (2020) used mean score analysis to get students' self-confidence. Therefore the current study also uses the score analysis to know the students' self-confidence. On the other hand, the current study does not use the oral test performance from this research. For this reason, the current study focuses on spoken descriptive text. While Hasan et al. (2020) did not focus on one subject, they gave the theme of economics, culture, sports, school, and country to the oral speaking performance.

In this study, Syamdianita et al. (2018) used a pre-experimental one-group pretest-post-test. In addition, Syamdianita, Ismail, and Nur (2018) used oral test performance called speaking test. Therefore, the speaking test was conducted twice, in terms of pretest and post-test. In this regard, participants were asked to make a self-taping talking about *Trends* for at least 3 minutes speaking. The self-confidence questionnaire was modified from Song (2009). In this sense, the participants were asked to describe what they felt about their English speaking fluency in the post-test compared with the pretest. However, the current study is quite different from this study. In particular, the current study uses oral test performance once. Since the study is correlational, it only needs data on students' speaking abilities, not their improvement. Also, the current study uses a self-confidence questionnaire in the form of liker's scale, while this study used a self-confidence questionnaire modified from Song (2009).

In accordance, Pebriyana (2018) also used the speaking test as the instrument. In her study, participants were asked to introduce themselves in front of the class with a minimum of 2 minutes and a maximum of 5 minutes. Furthermore, Pebriyana (2018) asserted that the speaking test used five criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. Moreover, the study used a self-confidence questionnaire that consisted of 4 statements in the form of liker's scale. In this regard, students were asked to choose positive and negative statements with strong agree, given score 4, agree which was given score 3, disagree which was given score 2, and strongly disagree, given score 1. However, the current study does not use the same way as this study. To give an illustration, the current study has a different situation from the previous study. while conducting the present study, there is a covid-19 which caused learning activities to be carried out online. Therefore, doing the speaking test, the researcher informs the rules in the WhatsApp group. Students are asked to take a video description then collect it via a google form.

However, compared to those previous studies above, the present study has different participant, sampling, and setting techniques. Previous research subjects came from various

levels, such as senior high school students, junior high school students and undergraduate students. However, the current study uses Eight grades of private Islamic junior high school students as the sample. Hasan et al. (2020) researched population was 104, and the sample was 28 students with cluster sampling technique. Pebriyana (2018) researched population was 140, and the sample was 28 students, which took by purposive sampling. Furthermore, Panjaitan and Elga (2020) researched population was 244, and the sample was 44, which took by the lottery technique. Nevertheless, the present study researches population is 140. To avoid error sampling and get a confidence level, the sample was taken based on Isaac and Michael's sample table. Referring to the table, the current study used a 5 % significance level. Therefore, the sample that should be taken was 100 students. The sample was chosen by simple random sampling, which means the writer chose 100 students as samples randomly.

Different from the previous study mentioned above, this study focuses on students' adjective mastery and self-confidence in their descriptive speaking ability, despite the fact that adjective mastery and self-confidence have been widely explored within students' learning outcomes, especially speaking achievement. Moreover, no existing studies have been done to seek the relationship between adjective mastery and self-confidence on students' descriptive speaking ability. For these reasons, this research tries to fill in these gaps.

F. Conceptual Framework

Based on the theories and some previous research elaborated above, it can be conceptualized that speaking ability is the product of oral performance affected by many variables, including self-confidence and adjective mastery. In order to get the required standard, when the oral speaking performance is in standardized level such as in Junior high school level, incredibly descriptive essay. This essay is one of the genres that must be acquired by the Eight grade of junior high school. The essay aims to describe in detail an object clearly. Thus, the listeners can figure out the quality and capacity of what is being described.

English as a foreign language becomes one of the compulsory subjects in Junior High School in Indonesia. One of the language skills that foreign language learners must master is speaking or communicating orally using the target language. Moreover, speaking ability is a productive language skill. Therefore, the students must perform their speaking performance at the standardized level of Junior high school. In showing students' speaking performance, they need to prepare the information or messages that they will deliver in their speech. In addition, speaking achievement' indicators such as fluency, vocabulary, comprehension, and pronunciation should be master by students. Particularly within grammar and vocabulary, adjective mastery seems to be the main aspect that students should be mastered in order to describe things. In other words, the relationship between adjective mastery and speaking ability does exist. Therefore, it is a mistake to think that one variable is isolated from another variable. All of them are related and must be seen holistically.

Adjective mastery is one of the variables used to know the students' descriptive speaking ability. Adjective mastery is assumed to be one of the factors that influence students' descriptive speaking achievement. In addition, adjectives are important in describing something. They are likely spices. They add flavour in describing. An adjective is a part of speech that describes a noun. Students who perform their descriptive speaking must describe a noun and pronoun. Since they describe how their feeling and what the object

look like, they should use adjectives. In other words, students use adjectives to figure out completely what they are describing.

Another variable is self-confidence. It is also assumed as the factor that influences speaking performance. Moreover, self-confidence is a feeling of trust in someone or something and believes in their abilities without being cocky, arrogant, or overconfident. Line in line, the self-confidence in speaking performance can be shown by using eye contact or looking at someone when the speakers are talking to them, having a good posture, using gestures and body language, keeping conversations go on without too much hesitation like using “uhmmm...” and keeping a smile. Therefore, students’ self-confidence in their speaking ability, either high or low, influences their speaking ability.

From those contributions, the researcher expects that students’ adjective mastery and self-confidence have causal relationships, affecting their speaking ability. From the explanation above, the conceptual framework is presented visually in Figure 2.1 as below:

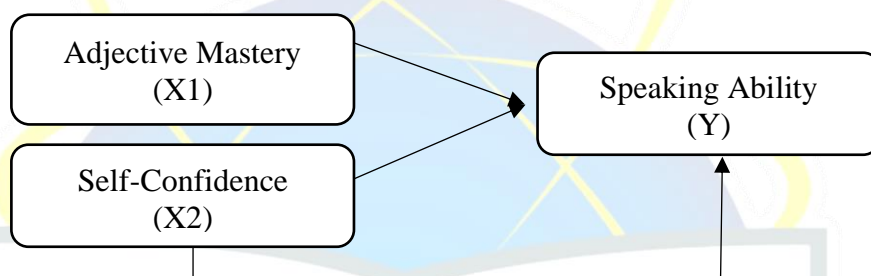


Figure 2.1 Conceptual Framework

G. Theoretical Hypothesis

Based on the theoretical framework above, the hypotheses can be formulated as follows:

1. There is a positive relationship between students’ adjective mastery and their speaking ability.
2. There is a positive relationship between students’ Self-Confidence and their speaking ability
3. There is a positive relationship between the students’ adjective mastery, Self-Confidence, and speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

The chapter provides research method and design, place and time of research, population and sample, research instruments, collecting the data, the technique of data analysis, and statistical hypothesis. Those steps and procedures were used during the research.

A. Research Method and Design

The research applied a survey method with a quantitative approach by conducting a correlational study designed by multiple regression. Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two data sets to vary consistently (Creswell 2012). The correlational design does not attempt to manipulate or interfere with any variables, but it predicts if the variables share the same variance. If the variables' scores co-vary, a variable's score can be predicted from the other variables' scores. The research design can be seen in the figure below:

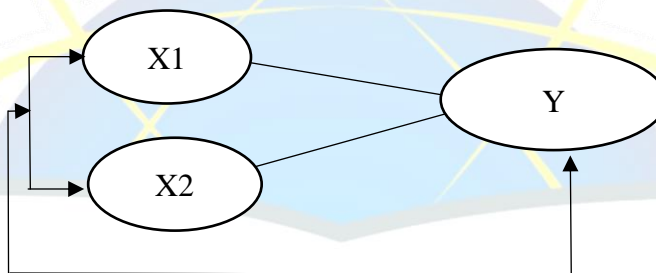


Figure 3.1 Scheme of Correlation between Variable
Source: Hanafi (2011)

Note:

X1: Adjective Mastery

X2: Self-Confidence

Y: Speaking ability

The figure above is the researcher's research scheme to explain the researcher's research methods. First, the relationship between X1 and Y was examined as the first hypothesis. The relationship between X2 and Y was examined as the second hypothesis testing. Moreover, the third hypothesis testing was symbolized through X1, X2, and Y to know the relationship between X1 and X2 variables and Y variable.

B. Place and Time of the Research

The researcher conducted this research at the Eighth grade of the Private Islamic Junior high school Assa'adah Tajurhalang. It is located at Jl. And Rt.05/02 Kec. Tajurhalang, Kab. Bogor Prov. Jawa Barat. The research was conducted in the first semester in August – December, during the academic year 2020/2021.

C. The Population and the Sample of the Research

1. Population

A population is a group of individuals who have the same characteristic (Creswell, 2012). This research population was all the Eighth-grade students of Islamic Junior High school Academic year 2020-2021. The total number of Eight-grade students was 140. The reason for choosing the Eighth grade is that the writer took the descriptive text as her instrument for measuring students' speaking ability and is taught for the Eight-grade students

2. Sample

In this research, the whole samples of the research were taken from the population. However, the population was not all taken to be investigated. There were only some samples of the population were taken. To avoid error sampling and get a confidence level, the sample was taken based on Isaac and Michael's sample table. Referring to that table, the researcher used a 5 % significance level. Therefore, the sample that should be taken was 100 students. The sample was chosen by simple random sampling, which means the writer chose 100 students as samples randomly. So, everyone had the same probability of being chosen. These are the following steps that the researcher used to take the sample in her research:

1. The researcher wrote the number of students on folded paper
2. Then the researcher put the papers into a can, a glass
3. Next, the researcher randomized the name of the students and shook the container until the researcher found out 100 samples of the students
4. After randomizing the names of the students, the researcher took them as the sample of research
5. After having done the steps above, the researcher could find out the students samples

D. The Technique of Data Collection

The data collection method in this research consists of two types of instruments: the test (the test consists of adjective mastery and speaking ability test) and the questionnaire. To measure students' adjective mastery (X1), the students did adjective mastery tests (25 questions of the multiple-choice test) online. The second variable is self-confidence (X2). The researcher gave them 20 questionnaires online (Google form). Furthermore, a third variable (speaking ability) is measured by giving the speaking ability test through video. The students will be given three topics in which the students were free to choose. The speaking ability test is administered directly after the respondents have completed the adjective mastery and self-confidence questionnaire. Here, the following briefly procedure of administering the tests and non-test:

1. The Procedure of Adjective Mastery Test.

- a. The researcher sent out the online test (Google Form) link of the adjective mastery test by WhatsApp Messenger into the class group.
- b. The students were asked to fill in the full name, class grade, and the attendee's number Google Form.
- c. The students were asked to read the direction of the adjective mastery test.
- d. The students had to complete 25 adjective mastery multiple-choice questions.
- e. After the students have completed the test, the student's answers will be scored, and the results will be analyzed.

2. The Procedure of Self-Confidence Questionnaire

- a. The researcher sent out an online questionnaire (Google Form) of self-confidence questionnaire by WhatsApp Messenger into the class group.
- b. The students were asked to fill in their full name, class grade, and the attendee's number.
- c. The students were asked to read the direction of the questionnaire.
- d. The students had to do and complete 20 self-confidence questionnaires.
- e. After the students have completed the questionnaire, the student's answers will be analyzed.

3. The Procedure of Speaking Performance Test

- a. The researcher distributed the instruction of speaking performance test to the students by WhatsApp Messenger into the class group.
- b. The students must download the instruction of speaking performance test in WhatsApp Messenger from the class group.
- c. The students were asked to fill in their full names, class grades, and the attendee's numbers.
- d. The students were asked to choose one of the topics among three determined topics in WhatsApp Messenger for class.
- e. The students were asked to make a video about describing the topic orally in 2-3 minutes.
- f. The students were asked to upload the video into the google drive link provided.
- g. After the students have finished sending the videos, their speaking performance test will be scored, and the results are analyzed using a speaking assessment rubric.

E. Research Instrument

Three instruments were used in this research to investigate the possible relationship among the research variables. The research data were obtained from the results adjective mastery test, self-confidence questionnaire, and speaking test of descriptive. Finally, the data of adjective mastery and self-confidence will be used as the predictor variables, and the score of speaking of descriptive results will be used as the criterion variable.

1. Adjective Mastery Instrument

a. Conceptual Definition

Adjective mastery is an aspect that must be mastered by students in improving students' speaking ability. Adjective mastery plays an essential role in improving students' speaking ability, especially in describing an object. The object's quality was mentioned and wanted to express assisted by the adjective mastery, so it could be mentioned clearly. In other words, students describe an object easily in spoken language by adjective mastery. Therefore, adjective mastery is students' ability to describe, modify, explore, and explain an object very clearly using adjectives.

b. Operational Definition

Adjective mastery scores in this research were obtained by applying the multiple-choice test. This adjective mastery test was arranged in suitable material which the students had learned. Related to this research, the adjective mastery test was limited to assess students' adjectives that use in descriptive text. Several measured aspects in the adjective mastery test are descriptive adjective, possessive adjective, numeral adjective, and demonstrative adjective. Thus, several aspects became the indicators of the test.

Moreover, the adjective mastery test consists of 25 questions. The test range of the ordinal form is started from 0-25. Then it will be converted into 0-100. The minimum score is 0, and the maximum score is 100. Hence, this study's adjective mastery refers to the students' scores on the adjective mastery test.

c. Blueprint

The blueprint of the adjective mastery test can be seen in the following table.

Table 3.1
The Blue Print of Adjective Test

No	Language Skill or Component	Aspect	Indicators	Items Number		Total
				Odd	Even	
1	Adjective mastery in Descriptive Text	Descriptive Adjective	Students can apply descriptive adjective properly	1, 21, 35, 39	8, 18, 24, 38,	8
2		Possessive Adjective	Students can apply possessive adjective properly	13, 15, 19	12, 32, 40	6
3		Numeral Adjective	Students can apply numeral adjective properly	25, 31	10, 16, 30, 34	6
4		Demonstrative Adjective	Students can apply demonstrative adjective properly	7, 11	4, 26, 28	5
Total				11	Indicators	25

d. Validity and Reliability of Adjective Mastery Test

a) Validity

Validity is a standard or primary measure which indicates whether the instrument of sentence structure knowledge is valid or not. According to Agung (2014) a test is valid if the test measures what you are trying to measure (the measuring instrument's determination by what it is being measured). The writer used the biserial point correlation (rpb) test by using the Point Biserial Correlation formula with the help of SPSS 22. Here is briefly the formula for the Point Biserial Correlation coefficient;

$$r_{pbi} = \frac{\bar{X}_p - \bar{X}_q}{s} \sqrt{pq}$$

Where:

X_p = Mean (for the entire test) of the group that received the positive binary variable (i.e. the “1”).

X_q = Mean (for the entire test) of the group that received the negative binary variable (i.e. The “0”).

p = Proportion of cases in the “0” group.

q = Proportion of cases in the “1” group.

s = Standard deviation for the entire test.

To know each item’s validity could be seen from the column corrected item-total correction (r) compared with r -table (0.279) with 50 respondents. If r –count is higher than r -table, it was valid or otherwise using $\alpha=0.05$ by using the Point Biserial Correlation formula.

Table 3.2
The Validity Result of Adjective Mastery Test

No Item	R- count	P-count	r-Table	Interpretation	
1	0.514	0.000	0.279	Valid	
2	0.164	0.254	0.279		Invalid
3	0.179	0.215	0.279		Invalid
4	0.292	0.040	0.279	Valid	
5	0.215	0.134	0.279		Invalid
6	0.132	0.362	0.279		Invalid
7	0.356	0.011	0.279	Valid	
8	0.491	0.000	0.279	Valid	
9	0.041	0.775	0.279		Invalid
10	0.428	0.002	0.279	Valid	
11	0.298	0.035	0.279	Valid	
12	0.358	0.011	0.279	Valid	
13	0.466	0.001	0.279	Valid	
14	0.222	0.122	0.279		Invalid
15	0.592	0.000	0.279	Valid	
16	0.497	0.000	0.279	Valid	
17	0.173	0.230	0.279		Invalid
18	0.295	0.038	0.279	Valid	
19	0.410	0.003	0.279	Valid	
20	0.130	0.367	0.279		Invalid
21	0.472	0.001	0.279	Valid	
22	0.237	0.237	0.279		Invalid
23	-0.066	0.651	0.279		Invalid
24	0.457	0.001	0.279	Valid	
25	0.363	0.010	0.279	Valid	
26	0.501	0.000	0.279	Valid	
27	0.235	0.100	0.279		Invalid
28	0.572	0.000	0.279	Valid	
29	0.257	0.072	0.279		Invalid

30	0.302	0.033	0.279	Valid	
31	0.475	0.000	0.279	Valid	
32	0.431	0.002	0.279	Valid	
33	0.158	0.272	0.279		Invalid
34	0.525	0.000	0.279	Valid	
35	0.383	0.006	0.279	Valid	
36	0.158	0.272	0.279		Invalid
37	0.258	0.071	0.279		Invalid
38	0.461	0.001	0.279	Valid	
39	0.314	0.027	0.279	Valid	
40	0.385	0.006	0.279	Valid	

Based on the statistical data in Table 3.2 of the Point Biserial Correlation coefficient in SPSS 22, 40 items of multiple-choice tests were only 25 valid items. The remaining items 15 were declared invalid because the value of r (the correlation coefficient) was smaller than the r -table (0.279). So that these items were not used in the study. The invalid items were 2, 3, 5, 6, 9, 14, 17, 20, 22, 23, 27, 29, 33, 36, and 37. However, the valid number were 1, 4, 7, 8, 10, 11, 12, 13, 15, 16, 18, 19, 21, 24, 25, 26, 30, 31, 32, 34, 35, 38, 39, and 40. Therefore, the useful items were found 25 items. Valid items can be used to measure the students' adjective mastery.

b) Reliability

A reliability test is conducted to determine the interval's consistency among the variables and instruments. The point about the item tested was a matter which valid. Looking for reliability interval method used was Kuder Richardson Formula 20 (K-R 20) with the help of SPSS 22, the formulation of Kuder-Richardson, as follow:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\Sigma\sigma n^2}{\sigma t^2} \right]$$

Note:

r_{11} = instrument of reliability

k = number of items

$\Sigma\sigma n^2$ = number of variance scores per item

σt^2 = total variance

Based on statistical data, the reliability calculation of Cronbach's Alpha got 0.828. It means 25 items from adjective mastery reliability are categorized as good. The adjective mastery test also said reliable since the (r_{11}) is higher than 0.7 or $0.828 > 0.7$. Hence, the instrument's reliability is sufficient, and the 25 number item can be used. The table to see the reliability statistics is as follows;

Table 3.3
The Level of Reliability

The Alpha Cronbach Value	Interpretation
0.80 <math>r_{11}>= 1.00	Very reliable
0.60 <math>r_{11}>= 0.80	Reliable
0.40 <math>r_{11}>= 0.60	Moderate
0.20 <math>r_{11}>= 0.40	Less Reliable
0.00 <math>r_{11}>= 0.20	Poor

Based on statistical data, the reliability calculation of Cronbach's Alpha got 0.828. It means 25 items from adjective mastery reliability are categorized as very reliable. The adjective mastery test also said reliable since the (r_{11}) is higher than 0.7 or $0.828 > 0.7$. Hence, the instrument's reliability is sufficient, and the 25 number item can be used. The table to see the reliability statistics is as follows:

Table 3.4 Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.828	.832	25

2. Self-Confidence

b. Conceptual Definition

Self-Confidence is a positive attitude to convince ourselves of the ability and self-assessment to do things effectively. To be a good speaker, students must have good self-confidence. Self-confidence helps them to minimize their nervousness and stutter when speaking. In some cases, anyone has not owned self-confidence since they were little, and it must be trained continuously. In assessing a student's confidence, an appropriate questionnaire is needed, consisting of several criteria.

c. Operational Definition

Several indicators can measure students' self-confidence. In this sense, the indicators are ability, assurance, and willing involvement. The ability indicator refers to their grammar, vocabulary, and pronunciation commands. Meanwhile, the assurance indicator refers to the feeling of security and comfort in speaking English. On the other hand, the willing engagement indicator refers to the feeling of being assured that their English speaking ability can be useful for the future. The self-confidence questionnaire comprises 20 items, based on the Likert scale ranging from strongly disagree to strongly agreeing. In this way, the minimum score is 20, and the maximum score is 100. Hence, students' self-confidence in this study refers to students' scores of the self-confidence questionnaire result.

Table 3.5
Students' self-confidence Scale

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

d. BluePrint

The blueprint of the self-confidence questionnaire can be seen in the following table.

Table 3.6
Blueprint of Self-confidence questionnaire

Variable	Aspects	Indicators	Item numbers		Total of Items
			positive	Negative	
Self-confidence towards speaking ability	Ability	Students' attitude toward speaking English	5	-	11
		Students' ability in speaking English	14, 10, 20, 21, 22	6, 7, 8, 15, 16	
	Assurance	Students' believe in their speaking ability	1, 2	12	10
		Students' feeling of self-confidence in speaking ability	3, 11, 23	4, 13, 24, 25	
	Willing engagement	Students' willingness to use English either inside or outside the classroom	17, 27, 28	26, 29	9
		Students' intention to learn more about English	9, 18	19, 30	
Total numbers questionnaire			15	15	30

(Adapted from Griffee, in Doqaruni, 2010, p.8)

e. Validity and Reliability of Self-Confidence Questionnaire

a) Validity

Singh (2017) stated that the validity test is used to measure a questionnaire's validity. Then, the questionnaire is said to be valid if the questionnaire's questions can reveal something that the questionnaire will measure. To measure this questionnaire, the writer used the person product moment formula with the help of SPSS 22. Here is briefly the formula;

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\left(n \sum (X)^2 - (\sum X)^2 \right) \left(n \sum (Y)^2 - (\sum Y)^2 \right)}}$$

Where:

- r = product-moment correlation coefficient
- n = number of subjects
- $\sum x$ = score of each item
- $\sum y$ = total score
- $\sum XY$ = the sum of the results between the scores of each item with the total score
- $\sum x^2$ = the sum of the score of each item
- $\sum y^2$ = the sum of the total score

To know each item's validity could be seen from the column corrected item-total correction (r) compared with r-table (0.279) with 50 respondents. If $r > r\text{-table}$ that item was valid or otherwise using $\alpha = 0.05$ by product-moment formula

Table 3.7
The Validity Result of Self-Confidence Questionnaire

No Item	R- count	P-count	r-Table	Interpretation
1	0.384	0.006	0.279	Valid
2	0.523	0.000	0.279	Valid
3	0.099	0.494	0.279	Invalid
4	0.081	0.577	0.279	Invalid
5	0.509	0.000	0.279	Valid
6	0.293	0.039	0.279	Valid
7	0.473	0.001	0.279	Valid
8	0.277	0.052	0.279	Invalid
9	0.305	0.031	0.279	Valid
10	0.344	0.014	0.279	Valid
11	0.387	0.005	0.279	Valid
12	0.381	0.006	0.279	Valid
13	0.229	0.110	0.279	Invalid
14	0.470	0.001	0.279	Valid
15	0.439	0.001	0.279	Valid
16	0.299	0.035	0.279	Invalid
17	0.321	0.023	0.279	Valid
18	0.412	0.003	0.279	Valid
19	0.177	0.220	0.279	Invalid
20	0.377	0.007	0.279	Valid
21	0.481	0.000	0.279	Valid
22	0.431	0.002	0.279	Valid
23	0.238	0.096	0.279	Invalid
24	0.411	0.003	0.279	Valid

25	0.315	0.026	0.279	Valid	
26	0.179	0.213	0.279		Invalid
27	0.374	0.013	0.279	Valid	
28	0.361	0.010	0.279	Valid	
29	0.173	0.229	0.279		Invalid
30	0.220	0.126	0.279		Invalid

Based on the statistical data in Table 3.4 of the Pearson product-moment in SPSS 22, 30 items of the questionnaire, there were only 20 valid items. The remaining ten items were declared invalid because the value of r (the correlation coefficient) was smaller than the r -table (0.279). So that these items were not used in the study. The invalid item were number 3, 4, 8, 13, 16, 19, 23, 26, 29, and 30. The valid number were 1, 2, 5, 6, 7, 9, 10, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27 and 28. So, the valid items were found in 20 statements of the questionnaire, which can measure the students' self-confidence.

b) Reliability

A reliability test was conducted to determine the interval's consistency among the variables and instruments. The point about the item tested was a matter which valid. Looking for reliability interval method used was Cronbach Alpha Method, the formulation is as follow:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_n^2}{\sigma^2} \right]$$

Note:

- r_{11} = instrument of reliability
- k = number of items
- $\sum \sigma_n^2$ = number of variance scores per item
- σ^2 = total variance

According to Sudjono (2001), if the reliability score (r_{11}) is higher than 0.7, the instrument's reliability is sufficient. However, if the reliability score (r_{11}) is lower than 0.7, the instrument's reliability is unreliable. The briefly level of the reliability could be seen from the table as follows:

Table 3.8
The Level of Reliability

The Alpha Cronbach Value	Interpretation
0.80 <math>r_{11}>= 1.00	Very reliable
0.60 <math>r_{11}>= 0.80	Reliable
0.40 <math>r_{11}>= 0.60	Moderate
0.20 <math>r_{11}>= 0.40	Less Reliable
0.00 <math>r_{11}>= 0.20	Poor

Based on statistical data, the reliability calculation of Cronbach's Alpha obtained 0.745. It means 20 items from the Self-Confidence questionnaire reliability is categorized as Reliable. The students' self-confidence questionnaire also said reliable since the (r_{11}) is higher than 0.7 or $0.745 > 0.7$. Hence, the instrument's reliability is sufficient, and the 20 statements can be used. The table to see the reliability statistics is as follows;

Table 3.9
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.745	.763	20

3. Students' Speaking Ability Test

a. Conceptual Definition

Speaking ability is the ability to describe and draw an object such as a person, animal, and thing through sentences orally. Regarding the descriptive speaking assessment, some criteria used to evaluate the students' ability in descriptive speaking ability must be planned together to make it fair. Adopting from Hughes (2003) designed as the basic tools of successful students' speaking ability, the aspect measured in the descriptive speaking ability test was about students' speech about a person, animal, or thing description, based on some criteria that provided.

b. Operational Definition

Operationally, the students took 2-3 minutes speaking ability test through a video. Students are asked to decide one topic from three topics to describe orally for their speaking test. Then, students are asked to upload the video through the link provided. Moreover, the aspects assessed were accent, grammar, vocabulary, fluency, and comprehension adopted from Arthur Hughes verbal ability rubric. Students will then get 16 as the minimum score while 99 as the maximum score. Therefore, speaking ability in this study refers to students' scores on the speaking ability test

c. BluePrint

The blueprint of the Speaking ability test can be seen in the following table.

Table 3.10
Blueprint of English Descriptive Speaking Test

Variable	Indicator	Evaluation Criteria
English Speaking Ability	Students are able to mention the names of people, animals, and items in which area they choose to describe.	Accent, Grammar, Vocabulary, Fluency, and Comprehension
	Students are able to explain the special characteristics of people, animals, items which area they choose to describe.	
	Students are able to state the actions that related to people, animals, items which are all in accordance with the social function to be achieved	

	<p>In terms of linguistic elements, students are able to apply;</p> <ul style="list-style-type: none"> a) Singular nouns a and the, and plural (-s). b) The pronoun it, they, she, we, etc .; our, my, your, there, and so on. c) Adjectives about people, animals, objects in students' lives at home, school, and their surroundings, with or without the adverb quite, very. d) Nominal phrases such as dark brown, cute little cat, beautiful red flower e) The verb to express routine state and action in the simple present tense: be, have, go, play, get, take, etc. f) Appropriate use of singular and plural nominals, with or without the correct the this, those, my, their, etc. in the nominal phrase g) Speech, word stress, Handwritten intonation spelling, and punctuation 	
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Two raters assessed students' speaking ability. Another rater came from an English teacher of Islamic Junior High School of Assa'adah Tajurhalang. The inter-rater was an experienced English teacher for six years and graduated from the English Education Department of Indraprastha PGRI University. However, the student's English speaking ability test used some steps as follows; first, the researcher coordinated with another rater. Second, the researcher explained to the students how the instruction was through the WhatsApp group. Third, students were asked to record their English speaking performance related to the topic which the researcher, the last gave, the raters gave the score based on the speaking rubric.

In assessing the students' speaking ability, the two raters carefully assessed all students' speaking videos that were downloaded from students' collection through google form and WhatsApp. The two raters assessed the students' speaking ability based on Huges's rubric. The rubric has five aspects: accent, grammar, vocabulary, fluency, and comprehension. In addition, the students' speaking scores used were the calculations of the two raters. The two raters score each speaking ability using the aspects on the rubric. Each rater score 100 samples based on the five aspects, and then all the scores were combined and divided, so it gets the total score. After getting the students' speaking ability, the data were entered in Microsoft Excel 2018 version and exported to SPSS 22 program for statistical analysis. The researcher then made descriptive statistics from the data to describe the respondent's background characteristics, such as mean, standard error of the mean, median, mode, range, variance, minimum, maximum, and standard deviation. Therefore, the data were ready for the next step of the analysis.

d. Validity of Speaking Ability Test

Validity generally refers to the appropriateness of a given test or any of its parts as a measure of what it is supposed to measure. In accordance, Fraenkel et al. (2012, P. 147) asserted that validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. The clarity of what is being tested is what I have learned. In this research, content validity was used to validate the English speaking ability test. Content validity was carried out by considering experts' judgments on the suitability of indicators and items developed. Two validators were invited to assess the speaking ability test's indicators and instructions to determine the speaking instrument's content validity. Both of them were experts who came from speaking lectures who had many experiences in teaching English speaking. The result of the validation form from two validators can be seen in Appendix.

F. The technique of Data Analysis

Data analysis aimed to examine three hypotheses mentioned in the previous chapter. Regression and correlation technique analysis was chosen as the most appropriate procedure for analyzing the functional correlation and strong relationship among variables. Some steps of the test should be completed before the researcher used regression and correlation analysis. It entailed conducting a normality test to check if the data distribution is normal or not and doing a heteroscedasticity test to know if there is a regression model residual variance inequality from one observation to another. The study used the Kolmogorof-Smirnov technique, and for homogeneity test can be seen from Levene's test to calculate the normality test.

Therefore, to observe the significance of regression, this research used f-test; the significance of the simple correlation coefficient used t-test and the multiple ones used f-test. SPSS 21 was used as a tool in calculating the data. The steps are listed below:

- Step 1: Determine the structural equation
- Step 2: Calculate the regression coefficient
- Step 3: Calculate the correlation coefficient
- Step 4: Determine the significance

Moreover, analysis requirement testing to answer the research problems, the data were gathered then analyzed and interpreted concerning the research design. Since the data were in numerical form, statistical analysis was applied.

1. Testing of Analysis Assumption

a. Normality Test

A normality test was conducted to know whether the population of Y and X variables was distributed normally or not. In this research, the normality test used the Kolmogorov Smirnov method, in which the significance level $\alpha = 0.05$ as a rule to accept or reject the normal test.

b. Homogeneity Test

This test is intended to test the similarity of two variants of a normally distributed population. The homogeneity testing was important before doing hypothesis testing to know that the data were taken from the homogeneous participants (Kadir, 2015). The test was conducted by applying Levene's test of homogeneity of variance. The data was homogeneous if the F-count is higher than the F-table value at the significant level of 0.05.

c. Linearity Test

The relationship between two or more variables could be expressed or estimated in the form of mathematical equations. The linearity test was important for the correlational study to know that the relationship between the independent and dependent variables is linear. Regarding the variables being investigated, the model of the equation used in this research takes the forms of $Y = a+bX$

2. Testing of Hypothesis

To find out whether or not there was a relationship among the students' adjective mastery (X1), students' self-confidence (X2), with their speaking ability (Y), the partial correlation was used to determine the amount of variance that the intervening variable explained in both the independent and dependent variable. Multiple correlation coefficients showed the degree and direction of the relationship between the three variables that investigated the calculation. Then, the following Pearson Product Moment Correlation was used:

$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left(\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right)\left(\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right)}}$$

Where;

r = Pearson r

N = the number of students participating in the test.

ΣX = the sum of score variable X

ΣY = the sum of score variable Y

Moreover, the significance value should be obtained from calculating if the significance value < 0.05 means there was a significant relationship between the variables if the significance value > 0.05 meant there was no significant relationship between the variables.

The coefficient of determination, R^2 , was used to analyze how differences between variables can explain differences in one variable. The coefficient of determination, R^2 , was similar to the correlation coefficient, R. The correlation coefficient formula showed how strong of a linear relationship there was between three variables. R Squared was the square of the correlation coefficient, r (hence the term r squared). R Squared will be converted to a percentage for indicating the variables' correlation.

The coefficient correlation value was between 0—1. If the value was reaching 1 or -1, the relationship was very strong. In reserve, if the value was reaching 0, the relation was very weak. The interpretation of coefficient correlation adapted from Sugiono (2009) was presented in the following table:

Table 3.11
Interpretation of Coefficient Correlation from Sugiyono (2009)

Coefficient Interval	Correlation Level
0.80—1.00	Very strong
0.60—0.79	Strong
0.40—0.59	Strong Enough
0.20—0.39	Weak

G. Statistical Hypothesis

Hypothesis in quantitative research was the major component of the research. It is caused by quantitative research aimed to test the hypothesis set by the researcher based on the theoretical framework. Then the statistical hypotheses to be tested in this research are as follows:

Ho: $r_{x_1y} \leq 0$ (students' adjective mastery has no direct effect on their speaking ability)

Hi: $r_{x_1y} > 0$ (students' adjective mastery has a direct effect on their speaking ability)

Ho: $r_{x_2y} \leq 0$ (students' self-confidence has no direct effect on their speaking ability)

Hi: $r_{x_2y} > 0$ (students' adjective mastery has a direct effect on their speaking ability)

Ho: $r_{x_1x_2y} \leq 0$ (there is no relationship between students' adjective mastery and self-confidence in their speaking ability)

Hi: $r_{x_1x_2y} > 0$ (there is the relationship between students' adjective mastery and self-confidence in their speaking ability)

The final goals of this thesis were to prove or to answer those hypotheses set by the researcher to prove whether the hypotheses were accepted. These three hypotheses were expected to represent some possibilities that existed among the variables.

Note:

Ho = Null hypotheses

H1 = Alternative hypotheses

r_{x_1y} = The coefficient of relationship between students' adjective mastery and their speaking ability of descriptive

r_{x_2y} = The coefficient of relationship between students' self-confidence and their speaking ability of descriptive

$r_{x_1x_2y}$ = The coefficient of relationship between students' adjective mastery and self-confidence on their speaking ability of descriptive

CHAPTER IV RESEARCH FINDING AND DISCUSSION

The chapter provides the research finding, including the data descriptions, normality testing, data analysis, hypotheses testing, finding, and discussion. These processes are the core process to answer all the research questions to set the results to be concluded.

A. Research Finding

1. Data Description

The research focused on the three variables. They are Speaking ability (Y) as the dependent variable, Adjective Mastery (X1), and Self-confidence (X2) as independent variables. The research was conducted on the Private Islamic Junior High School of Assa'adah Tajurhalang. This research population is all the Eight grade students of Islamic Junior High school Academic year 2020-2021. The total number of Eight grade students is 200. At the same time, the samples were 100 students that were chosen by simple random sampling.

Moreover, The research instruments were tested before being used in this research. There were Adjective mastery test, a Self-confidence questionnaire, and a speaking ability test. Based on the data calculation that provides the general description of dissemination research finding data, the research description finding is provided. The provided data were processed by using the descriptive statistic technique. The data description of each variable was provided in the form of frequency distribution, total score, average score, standard deviation, mode, median, maximum score, and minimum score.

a. Adjective Mastery Test (X1)

Adjective Mastery is one of the variables measured in the research. This variable was measured through students' adjective mastery. The data were obtained by applying the adjective knowledge test that was regarded on the language features of descriptive text, especially on adjectives, such as a descriptive adjective, possessive adjective, Numeral adjective, and demonstrative adjective. Moreover, students were provided 25 questions to answer. The test was conducted through a google form. The score was such as bellow;

Table 4.1
Descriptive Statistic of Adjective Mastery

N	Valid	100
	Missing	0
Mean		72.90
Std. Error of Mean		1.541
Median		72.00
Mode		56 ^a
Std. Deviation		15.414
Variance		237.606
Range		72
Minimum		28
Maximum		100
Sum		7290

Based on data presented in table 4.1, it was found that students' adjective mastery of private Islamic Junior High School of Assa'adah Tajurhalang. The data were taken from 100 students as stated that the test consists of 25 questions. The ordinal form range of score is started from 0-25 and converted 0-100. The minimum score is 28, and the maximum score is 100, the mean is 72.90, the median is 72, and the standard deviation is 15.414. The ordinal form of the range is started from 0-100. Here is the interpretation of the Adjective mastery test

Table 4.2
Score Interpretation of Adjective Mastery

Score	Interpretation
80-100	Excellent
69-79	Good
60-69	Fair
40-59	Poor
0-39	Fail

Source : Bhakti and Marwanto (2018)

After knowing the score interpretation, most students obtained 72.9 for their adjective mastery test. Hence, it can be concluded that students of Eighth grade Private Islamic Junior High School of Assa'adah Tajurhalang mostly have Good adjective mastery reflected from their score in table 4.2 that they most obtained 72.9 which, consisted of interval 69-79.

b. Self-Confidence Questionnaire (X2)

Moreover, Self-confidence is the second variable measured in this research. The data were measured using a questionnaire consisting of 20 statements and five choices. In this questionnaire, students have measured their self-confidence on their English speaking in three indicators. They are ability, assurance, and willing engagement. The data were obtained by distributing a self-confidence questionnaire through a google form.

Table 4.3
Descriptive Statistic of Self-Confidence Questionnaire

N	Valid	100
	Missing	0
Mean		73.52
Std. Error of Mean		1.292
Median		73.50
Mode		80
Std. Deviation		12.924
Variance		167.040
Range		54
Minimum		44
Maximum		98
Sum		7352

Based on the calculation in Table 4.3, which found some scores; the maximum score of Self-confidence on English Speaking is 98, the minimum score is 44, the range score is 54, the mean score is 73.52, and the standard deviation is 12.924. Here is the interpretation of Self-confidence in English Speaking.

Table 4.4
The Criteria of students' Self-confidence

Score	Interpretation
84-100	Very High
68-84	High
52-68	Medium
36-52	Low
0-36	Very Low

Source : Amiyani and Widjajanti (2019)

After knowing the score interpretation, the minimum score is 44, while the maximum score is 98. Furthermore, most students got 73.52 for their Self-confidence questionnaire. Then, it can be said that students of Eighth grade Private Islamic Junior High School of Assa'adah Tajurhalang mostly have a High Confidence level on English speaking reflected from their score in table 4.4 that they most obtained 73.52, which consisted of interval 68-84.

c. Speaking Ability Test (Y)

Speaking ability is the dependent variable measured in this research. The speaking ability test concerned the students' ability to describe people, animals, and things orally. Then, the data were obtained from students' speaking abilities. Therefore, students are asked to take 2-3 minutes of speaking performance through a video. Moreover, the aspects assessed were accent, grammar, vocabulary, fluency, and comprehension adopted from Arthur Hughes speaking rubric. The score is as follows;

Table 4.5
Descriptive Statistic of Speaking Ability

N	Valid	100
	Missing	0
Mean		70.59
Std. Error of Mean		1.465
Median		73.00
Mode		83
Std. Deviation		14.654
Variance		214.729
Range		62
Minimum		30
Maximum		92
Sum		7059

Based on the calculation in Table 4.5, which found some scores; the maximum score of speaking ability is 92, the minimum score is 30, the range score is 62, the mean score is 70.59, the standard deviation is 14.654, and the most frequency score is the ordinal form range of score is started from 5-30 that has been converted 16-99. Here is the interpretation of the speaking ability test.

Table 4.6
Score Interpretation of Speaking Ability

Score	Rating	Criteria
16-25	0+	Poor
26-32	1	Bad
33-42	1+	Enough
43-52	2	Fair
53-62	2+	Average
63-72	3	Good
73-82	3+	Very Good
83-92	4	Well Done
93-99	4+	Excellent

Source: Adopted from Arthur Hughes, 2003, p. 133

After knowing the score interpretation, the minimum score is 30 while the maximum score is 92. Furthermore, most students got 70.59. Then, it can be said that students of the Eighth grade Private Islamic Junior High School of Assa'adah Tajurhalang mostly have a good level of English speaking ability reflected from their score in table 4.5 that they most obtained 70.59, which consisted of 63-72.

2. Requirement Analysis Test

Before Analyzing the regression or testing the hypothesis, it is necessary to do several requirement analysis tests on X1, X2, and Y variables. The distribution of variables must be normal and homogeneous. Moreover, several requirement analysis tests are needed to be accomplished to make correlation and regression clear enough. For the hypothesis test, there are two requirement analysis tests. First, a normality test is applied to the representative research samples. This test is done as a hypothesis test that requires that the sample be normal. The second is the homogeneity test. It is assumed that the dependent variable (Y) score is categorized based on the equation of independent variable scores (X1 and X2).

a. Testing of Analysis Assumption

1. Normality Test

The first step is the normality test. Normality was firstly applied before testing the hypotheses. It is so essential to know if the instruments were distributed to the participants. There are various ways to test normality. One of the ways to test normality is using the Kolmogorov-Smirnov method. The normality test result should be higher than the level of significance 0.05. Here is the result of the normality test using the Kolmogorov-Smirnov test, which was applied through the SPSS 22 program.

Table 4.7
The Result of Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual X1 on Y	Unstandardized Residual X2 on Y
N		100	100
Normal Parameters ^{a,b}	Mean	.0000000	.0000000
	Std. Deviation	6.39392770	8.47422378
	Most Extreme Differences		
	Absolute	.092	.099
	Positive	.071	.063
	Negative	-.092	-.099
Test Statistic		.092	.099
Asymp. Sig. (2-tailed)		.035 ^c	.017 ^c

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

Refer to the data presented in Table 4.7; the result was found that the statistical value of the Kolmogorov-Smirnov test shows Asymp. Sig (2-tailed) of 0.035 (X1 on Y) and 0.017 (X2 on Y) then, 1-tailed (X1 on Y) sig $0.035/2 = 0.175 > 0.05$ and (X2 on Y) $0.017/2 = 0.0085$. So, both of the data X1 on Y and X2 on Y variables normality significance values are above 0.05. Then, the data is normally distributed. Hence, the data X1 on Y and X2 on Y is normally distributed.

2. Homogeneity Test

The next is the homogeneity test. The homogeneity test is used to test the research instruments' data. The homogeneity test criterion is if the significance < 0.05 ; the variance of the data is not the same or heterogeneous. On the contrary, if significance > 0.05 , the data variance is the same or homogeneous. Furthermore, the test was conducted by applying Levene's Test of homogeneity of variance. The result of the calculation used SPSS 22 is presented below:

a. The Test of Variance Homogeneity Y toward X1

Table 4.8
Test of Homogeneity of Variances Y toward X1

Levene Statistic	df1	df2	Sig.
2.043	12	83	.030

ANOVA

Speaking Ability

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18176.452	16	1136.028	30.596	.000
Within Groups	3081.738	83	37.129		
Total	21258.190	99			

From the data presented in Table 4.8 above, the output table of the variance of Y variable toward X1, it can be seen that Levene's statistical value for Adjective mastery toward speaking ability is 2.043 with a value (sig.) 0.030. Hence, it means the data are declared homogeneous.

b. The Test of Variance Homogeneity Y toward X2

Table 4.9
Test of Homogeneity of Variances Y
Toward X2

Levene Statistic	df1	df2	Sig.
3.091	30	56	.025

ANOVA

Speaking Ability

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17662.723	43	410.761	6.398	.000
Within Groups	3595.467	56	64.205		
Total	21258.190	99			

From the data presented in Table 4.8 above, the output table of the variance of Y variable toward X2, it can be seen that Levene's statistical value for Self-confidence toward speaking ability is 3.091 with a value (sig.) 0.025. Therefore, it means the data are declared homogeneous.

3. Linearity Test

After applying normality and homogeneity testing, the linearity test is applied. A linearity test is important to be applied. The test is for correlational research to know that the relationship between the independent and dependent variables is linear. Moreover, in regression analysis, the regression is based on a dependent variable and will tend to a straight line. The significance level is 0.005. Then, it compares the significance level with the significant value with the result in the table significance. Suppose the significance value is more than a significant level, which means no linearity. However, if the significance value is lower than the significance level that means linearity, regarding the variables being investigated, the model of the equation used in this research takes the formula:

$$\hat{Y} = a+bX$$

To be linear, the result of the significance should be lower than 0.05. Therefore, this test should be applied before doing the hypotheses testing between students' adjective mastery (X1), students' self-confidence (X2), and their speaking ability (Y). This research for testing the linearity of the variables was done by SPSS 22.

a. Linearity Regression of Variable X1 toward Y

The first partial linearity test was conducted between students' adjective mastery (X1) and students' speaking ability (Y). The calculation of the linearity test on those variables was described in the tables below

Table 4.10
Linearity Test between X1 and Y Variable (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Y * X1 Between Groups (Combined)	18176.452	16	1136.028	30.596	.000
Linearity	17210.841	1	17210.841	463.537	.000
Deviation from Linearity	965.611	15	64.374	1.734	.060
Within Groups	3081.738	83	37.129		
Total	21258.190	99			

The significance level is 0.05. If the significance value is lower than 0.05, there is no linearity, but if the significance value is greater than 0.05, there is linearity. It was showed in Table 4.10 that the significance value of students' adjective mastery on speaking ability is 0.060, which is greater than 0.05. It can be concluded that the linearity is fulfilled. Hence, students' adjective mastery and their speaking ability are linear.

b. Linearity Regression of Variable X2 toward Y

The second partial linearity test was conducted on students' self-confidence (X2) and speaking ability (Y). The calculation of the partial linearity test on those variables was described in the tables below:

Table 4.11
Linearity Test between X2 and Y variables (ANOVA)

			Sum of Squares	df	Mean Square	F	Sig.
Y *	Between	(Combined)	17662.723	43	410.761	6.398	.000
X2	Groups	Linearity	14148.756	1	14148.756	220.369	.000
		Deviation from Linearity	3513.968	42	83.666	1.303	.176
Within Groups			3595.467	56	64.205		
Total			21258.190	99			

The significance level is 0.05. If the significance value is lower than 0.05, there is no linearity, but if the significance value is greater than 0.05, there is linearity. It was showed in Table 4.11 that the significance value of students' self-confidence on Speaking ability is 0.176 is greater than 0.05. So, the linearity is fulfilled. Therefore, students' self-confidence and speaking ability are linear.

c. Multiple Linear Regression of Variable X1 and X2 toward Y

The third partial linearity test was conducted on students' adjective mastery (X1), self-confidence (X2), and speaking ability (Y). The calculation of the partial linearity test on those variables was described in the tables below:

Table 4.12
Linearity Test between X2 and Y variables (ANOVA)

			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual *	Between	(Combined)	3419.922	77	44.415	1.567	.118
	Groups	Linearity	.000	1	.000	.000	1.000
Unstandardized Predicted Value		Deviation from Linearity	3419.922	76	44.999	1.587	.111
Within Groups			623,750	22	28.352		
Total			4043.672	99			

The significance level is 0.05. If the significance value is lower than 0.05, there is no linearity, but if the significance value is greater than 0.05, there is linearity. It was showed in Table 4.12 that the significance value of students' self-confidence on Speaking ability is 0.176 is greater than 0.05. So, the linearity is fulfilled. Therefore, students' adjective mastery, self-confidence, and speaking ability are linear.

B. Data Analysis

The researcher conducted the correlation between the X and Y variables between the independent and dependent variables in this study. This correlation test is applied to single variables and multiple variables. Moreover, regression analysis was also carried out in this

study to know the direction of the relationship between variables. The direction of this relationship can be positive and negative. Also, regression analysis is used to predict the value of the dependent variable's contribution. The data used in the analysis is an interval scale or ratio. The researcher used multiple regression and correlation analysis to analyse functional correlation and the strength of variable relationships.

a. Simple Regression Test (t-test)

This analysis's testing criteria compare the significant values obtained with the researcher's predetermined significance values. In general, researchers use a significance level of 0.05. If the significant value is <0.05, the independent variable can significantly influence the dependent variable, or the hypothesis is accepted. The following is a hypothesis test for each variable:

Table 4.13
Coefficients among X1, X2, and Y variables Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.600	3.793		2.004	.048
X1	.830	.097	.873	8.576	.000
X2	.034	.115	.030	3.575	.003

a. Dependent Variable: Y

According to Table 4.13, the adjective mastery on speaking ability has a significance value of 0.000. It is lower than 0.05 (level of significant $\alpha = 5\%$). It means that there is an effect between adjective mastery and speaking ability. Moreover, the self-confidence variable has a significance value of 0.003. It is lower than 0.05 (level of significant $\alpha=5\%$). It means that there is a significant effect between adjective mastery and self-confidence on speaking ability.

b. Multiple Regression Test (f-test)

The F-test analyzes whether the independent variables in a study have a simultaneous influence on the dependent variable. The criteria used in the F statistical test is if the sig value was lower than 0.05, which means that all independent variables have a joint influence on the dependent variable, while if the significance value is greater than 0.05, it means that all independent variables do not have a joint influence. The f-test result of this study is comprised in Table 4.14.

Table 4.14
ANOVA: Multiple Regression Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17214.518	2	8607.259	206.472	.000 ^b
	Residual	4043.672	97	41.687		
	Total	21258.190	99			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

From the result in Table 4.14, it can be concluded that the significant value is 0.000. It is lower than 0.05 (level of significant $\alpha = 5\%$). Therefore, it can be concluded that Students' adjective mastery and self-confidence simultaneously influence their speaking ability.

c. Correlation Analysis

Correlation research is a statistical data analysis technique that aims to find the correlation between two quantitative variables. The correlation between these two variables can occur due to a causal correlation, or it can also occur due to chance. In correlation, there are two directions, positive and negative. Both of these directions can form changes in one variable that can affect other variables regularly and directed. The significance can be determined by the line Sig. (2-tailed). If the value is Sig. (2-tailed) < 0.05, then the relationship found in r is considered significant. Moreover, the significance of coefficient correlation can be seen from the r-value compared to the r-table. Sugiyono (2009) has categorized the interpretation of coefficient correlation into several groups as follows:

Table 4.15
Interpretation of Coefficient Correlation from Sugiyono (2009)

Coefficient Interval	Correlation Level
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Strong Enough
0.20-0.39	Weak
0.00-0.19	Very Weak

Table 4.16
Coefficient Correlation X1 on Y

		X1	Y
X1	Pearson Correlation	1	.900**
	Sig. (2-tailed)		.000
	N	100	100
Y	Pearson Correlation	.900**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

Table 4.16 showed that the coefficient correlation of adjective mastery is 0.900, categorized as very strong. The significance value was obtained from the calculation 0.000, and it was lower than 0.05. If the Sig < 0.05 that indicated the correlation between students adjective mastery (X1) and speaking ability (Y) is significant. So, the first hypothesis is accepted.

Table 4.17
Coefficient Correlation X2 on Y

		Y	X2
Y	Pearson Correlation	1	.816**
	Sig. (2-tailed)		.000
	N	100	100
X2	Pearson Correlation	.816**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

Table 4.17 showed that the coefficient of self-confidence is 0.816, which means categorized as very strong. Moreover, the significance value obtained from the calculation is 0.000 and is lower than 0.05. If the Sig < 0.05 indicated the correlation between self-confidence (X2) and speaking ability (Y) was significant. Hence, the second hypothesis is accepted.

d. Determination Coefficient (R²)

The magnitude of the influence of adjective mastery with speaking ability can be indicated by the value of R square (coefficient of determination) based on the table below:

Table 4.18
Model Summary of Adjective Mastery

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1	.900 ^a	.810	.808	6.426
a. Predictors: (Constant), X1				
b. Dependent Variable: Y				

Based on the data presented in Table 4.18 above, the R square value is 0.810 or 81%. It means that students' speaking ability is influenced by adjective mastery by 81%, while 19% is influenced by other variables that were not evaluated in this research.

Moreover, the magnitude of the influence of self-confidence with speaking ability can be indicated by the value of R square (coefficient of determination) based on the table below:

Table 4.19
Model Summary of Self-Confidence

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1	.816 ^a	.666	.662	8.517

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

Based on the data presented in Table 4.19 above, the R square value is 0.666 or 66.6%. It means that speaking ability is influenced by self-confidence by 66.6%, while 33.4% is influenced by other variables that were not investigated in this research.

e. Multiple Correlation Analysis

This correlation analysis is done to know the relationship between the variables studied, namely X1 and X2 to Y. The result of this calculation shows the strength of the relationship between the three variables. The following are the results of multiple correlation analysis:

Table 4.20
Model Summary: Multiple Correlation Analysis

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.900 ^a	.810	.806	6.457	.810	206.472	2	97	.000

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Based on the data presented in Table 4.20 above, the correlation coefficient (R) value is 0.810. It shows a very strong relationship between students' adjective mastery and self-confidence with their speaking ability. In addition, the magnitude of the influence of adjective mastery and self-confidence with speaking ability can be indicated by the value of R square (coefficient of determination). The R square value is 0.810 or 81%. It means that speaking ability is influenced by adjective mastery and self-confidence by 81%, while 19% is influenced by other variables that were not examined in this research. In other words, adjective mastery and self-confidence determined students' speaking ability. On the other hand, there are still 19% other factors that can affect speaking ability.

f. Partial Correlation

Partial correlation is done to measure the association between two variables while controlling or adjusting the effect of one or more additional variables. The nature of the relationship in this partial correlation, the relationship formed between variables can be positive and negative. It can be seen based on the correlation coefficient from the analysis results. To give an illustration, when the relationship is positive, then the value of variable X has increased, the value of Variable Y will also increase. In other words, this relationship is directional. On the other hand, if the relationship is negative, then the variable X decreases, and then the Y variable increases. In other words, these relationships have unidirectional relationships. In this case, there are two partial correlation analyses. These are;

1. The Relationship between Adjective Mastery (X1) and Speaking Ability (Y) while Controlling by Self-Confidence (X2)

This analysis was done to know the strength of the relationship between Adjective Mastery and Speaking Ability variables while controlling for the self-confidence variable. The hypothesis formed as follows;

Ho: The relationship between adjective mastery and speaking ability while controlling by self-confidence is not significant

Ha: The relationship between adjective mastery and speaking ability while controlling by self-confidence is significant

The basis for the decision on the partial correlation test, if the significance (2-tailed) value is greater than 0.05, then H_0 is accepted, and H_a is rejected. On the contrary, if the significance (2-tailed) value is smaller than 0.05. Consequently, H_0 is rejected, and H_a is accepted. The results of this partial correlation calculation can be seen in the table below:

Table 4.21

Control Variables			adjective mastery	speaking ability	self-confidence
-none ^a	adjective mastery	Correlation	1.000	.900	.900
		Significance (2-tailed)	.	.000	.000
		df	0	98	98
	speaking ability	Correlation	.900	1.000	.816
		Significance (2-tailed)	.000	.	.000
		df	98	0	98
	self-confidence	Correlation	.900	.816	1.000
		Significance (2-tailed)	.000	.000	.
		df	98	98	0
self-confidence	adjective mastery	Correlation	1.000	.657	
		Significance (2-tailed)	.	.000	
		df	0	97	
	speaking ability	Correlation	.657	1.000	
		Significance (2-tailed)	.000	.	
		df	97	0	

a. Cells contain zero-order (Pearson) correlations.

Based on the data presented in table 4.21, the first output table, “-none-a,” showed the correlation value between adjective mastery and speaking ability before including the control variable (self-confidence) into the analysis. The table shows that the correlation coefficient was 0.900, and the significance value (2-tailed) was 0.000. It can be concluded that there is a positive and significant relationship between adjective mastery and speaking ability without control of the Self-confidence variable. Furthermore, the correlation value of 0.816 is included in the very strong relationship category.

The second output table showed the correlation value between adjective mastery and speaking ability after including self-confidence as the control variable in the analysis. From the data presented in the second table of 4.20, it can be seen that there is a decrease in the value of the correlation coefficient to 0.657 and the significance (2-tailed) value remains the same, namely 0.000. Therefore, H_0 is rejected, and H_a is accepted. It means that the

relationship between adjective mastery and speaking ability with self-confidence as the control variable is significant and positive. Furthermore, the correlation value of 0.657 is included in the strong relationship category.

Based on the partial correlation test discussion above, the self-confidence variable as a control variable will influence the relationship between adjective mastery and speaking ability.

2. The Relationship between Self-Confidence (X2) and Speaking Ability (Y) while Controlling by Adjective Mastery (X1)

This analysis was done to know the strength of the relationship between self-confidence and Speaking Ability variables while controlling for the effect of the adjective mastery variable. The hypothesis formed as follows;

Ho: The relationship between self-confidence and speaking ability while controlling by adjective mastery is not significant

Ha: The relationship between self-confidence and speaking ability while controlling by adjective mastery is significant

Table 4.22
Partial Correlations between X2 and Y by controlling X1

Control Variables			speaking ability	self-confidence	adjective mastery
-none ^a	speaking ability	Correlation	1.000	.816	.900
		Significance (2-tailed)	.	.000	.000
		df	0	98	98
	self-confidence	Correlation	.816	1.000	.900
		Significance (2-tailed)	.000	.	.000
		df	98	0	98
	adjective mastery	Correlation	.900	.900	1.000
		Significance (2-tailed)	.000	.000	.
		df	98	98	0
adjective mastery	speaking ability	Correlation	1.000	.030	
		Significance (2-tailed)	.	.767	
		df	0	97	
	Self-confidence	Correlation	.030	1.000	
		Significance (2-tailed)	.767	.	
		df	97	0	

a. Cells contain zero-order (Pearson) correlations.

The basis for the decision on the partial correlation test, if the significance (2-tailed) value is greater than 0.05, then H_0 is accepted, and H_a is rejected. On the contrary, if the significance (2-tailed) value is smaller than 0.05. Consequently, H_0 is rejected, and H_a is accepted. The results of this partial correlation calculation can be seen in the table below:

Based on the data presented in table 4.22, the first output table, “-none-a,” showed the correlation value between self-confidence and speaking ability before including the control variable (adjective mastery) into the analysis. From the table, it is known that the correlation coefficient was 0.816, and the significance value (2-tailed) was 0.000. It can be concluded that there is a positive and significant relationship between self-confidence and speaking ability without control of the adjective mastery variable. Furthermore, the correlation value of 0.816 is included in the very strong relationship category.

The second output table showed the correlation value between self-confidence and speaking ability after including adjective mastery as the analysis control variable. The data presented in the second table of 4.23 shows a decrease in the value of the correlation coefficient to 0.030, and the significance (2-tailed) value was 0.767. Therefore, H_0 is accepted, and H_a is rejected. It means that the relationship between self-confidence and speaking ability with adjective mastery as the control variable is no significant. Based on the discussion in the partial correlation test above, it is known that the presence of the adjective mastery variable as a control variable has not influenced the relationship between self-confidence and speaking ability.

C. Hypothesis Testing

The hypothesis test is aimed to test the correlation between students' adjective mastery (X1) and self-confidence (X2) towards their speaking ability (Y).

1. The Relationship between students' adjective mastery (X1) and their speaking ability (Y)

In this study, the first hypothesis testing is “there is a relationship between students' adjective mastery and their speaking ability” The hypothesis will be answered if the correlation coefficient is between 0—1. If the coefficient approaches or even reach 1 or -1, then there is a very strong relationship. However, if the coefficient is close to 0, then the research variables' relationship is very weak. On the other hand, the correlation can also be seen from the significance value (2-tailed). If the value is below 0.05 means that there is a significant relationship between variables

After calculating the SPSS 22, the simple regression test (t-test) criteria used in this analysis are by comparing the significant values. The significance value has found $0.000 < 0.05$ (see table 4.13). It can be concluded that H_0 is rejected, which means there is a significant effect of adjective mastery on speaking ability.

Moreover, the Pearson Correlation calculation of partial correlation was obtained that the correlation coefficient between adjective mastery and speaking ability is 0.900, which means that high correlation (see in 4.16). It shows that a very strong categorized relationship between adjective mastery and speaking ability.

On the other hand, the magnitude of the influence of adjective mastery on the speaking ability can be indicated by the R square (coefficient of determination). The R square value was 0.810 or 81% (see Table 4.18). It indicates that the speaking ability was influenced by adjective mastery by 81%, while 19% is influenced by other variables that were not

examined in this research. Hence, higher students' adjective mastery increases the more students' speaking ability.

2. The Relationship between students' self-confidence (X2) and their speaking ability (Y)

The second hypothesis tested in this research is "there is a significant relationship between students' self-confidence and speaking ability. The coefficient correlation value is between 0 -1. If the value is reaching 1 or -1, the relation is very strong. In reverse, if the value is reaching 0, the relation is very weak. On the other hand, the correlation can also be seen from the significance value (2-tailed). If the value is below 0.05 or 5%, there is a significant relationship between variables.

After calculating the SPSS 22, the simple regression test (t-test) criteria used in this analysis are by comparing the significant values. The significance value has been found $0.003 < 0.05$ (see table 4.13). It can be concluded that H_0 is rejected, which means there is a significant effect of self-confidence on speaking ability.

Moreover, the Pearson Correlation calculation of partial correlation was obtained that the correlation coefficient between self-confidence and speaking ability is 0.816, which means that high correlation (see in 4.17). It then shows a very strong categorized relationship between self-confidence and speaking ability.

On the other hand, the magnitude of the influence of Self-confidence on speaking ability can be indicated by R square (coefficient of determination). The R square value was 0.666 or 66% (see Table 4.19). It indicates that the speaking ability was influenced by adjective mastery by 66%, while 34% is influenced by other variables that were not examined in this research. Therefore, the higher students' self-confidence, the more students' speaking ability increases.

3. The relationship between Students' adjective mastery (X1), Self-confidence (X2), and their speaking ability (Y)

In this study, the third hypothesis testing is "there is a relationship between students' adjective mastery and self-confidence on their speaking ability. The hypothesis will be answered if the correlation coefficient is between 0—1. If the coefficient approaches or even reach 1 or -1, then there is a very strong relationship. However, if the coefficient is close to 0, then the research variables' relationship is very weak. On the other hand, the correlation can also be seen from the significance value (2-tailed). If the value is below 0.05, it means that there is a significant relationship between variables.

Based on the results of the SPSS 22, the multiple regression test (f-test) used in this analysis is by comparing the significant values. The significance value has been found (see Table 4.20); the correlation coefficient (R) value is 0.900. The significance value has found $0.000 < 0.05$ (see table 4.14). It shows a very strong categorized relationship among adjective mastery and self-confidence on speaking ability. It means H_0 is rejected. Then, the multiple coefficient regression of students' adjective mastery and self-confidence on their speaking ability is significant.

Moreover, the magnitude of the influence of adjective mastery and self-confidence on speaking ability can be indicated by the R square (coefficient of determination). The R square value was 0.810 or 81%. It indicates that the speaking ability was influenced by adjective mastery and self-confidence by 81%, while 19% is influenced by other variables that were not examined in this research. Hence, the relationship is positive, and there is a

tendency in this case high score adjective mastery and self-confidence will most likely lead to a high score of speaking ability.

D. Discussion

The present study investigated the relationship between students' adjective mastery and self-confidence on their speaking ability at the Eighth-grader of Private Islamic Junior high school Assa'adah Tajurhalang. Students' adjective mastery and students' self-confidence were the independent variables, while students' speaking ability was the dependent variable in this study. The current study aimed to find out the correlation between two variables with speaking ability. After analyzing the data and testing the hypotheses, the results were discussed as follows;

1. The relationship between students' adjective mastery and their speaking ability

The first hypothesis confirmed that H1 was accepted as a relationship between adjective mastery and speaking ability. The single regression result indicates a significant relationship between adjective mastery and speaking ability. It was proved by the coefficient correlation, which obtained 0.900. Besides, the relationship between the variables is a very strong categorized relationship. The single regression's result indicates that students' adjective mastery contributed to increasing their speaking ability. The R square value is 0.810 or 81%. In short, the speaking ability is influenced by adjective mastery by 81%, while 19% is influenced by other variables not investigated in this research.

The statement above is supported by a study conducted by Widayanti and Aryani (2019) who argued that lacking adjectives has quite happened at the junior high school level and students realize that adjective is important to master. It is in line with Malik (2020), who mentioned that students still lack vocabulary since they have rarely practiced their English in daily activities. Moreover, mastering adjective help students to explain things. Students not only mention what the thing is, but also they will present the thing well. In addition, Choemue and Bram (2020) revealed that adjectives are the highest errors experienced by students. Students have many mistakes in using adjectives. Students have difficulties explaining their descriptions since students have low adjective mastery. Hence, lacking adjectives is being the current issue that students experienced.

Moreover, this research finding was also supported by the fact that Asyiah (2017) indicates that the lack of students' adjective mastery influenced their speaking ability were low. Consequently, students have to explore their vocabularies, especially adjective words, to improve their speaking ability. It is in line with Ahmed, Pathan, and Khan (2017), who reported that Japanese students complained that students face many difficult English speaking and listening difficulties. Therefore, students cannot explore their ideas in speaking performances. Hence, from those two types of research, it can be said that students' adjective mastery influenced their speaking ability.

Furthermore, adjectives as a basic vocabulary list to construct good descriptions in this research were acknowledged as an effective way to describe things orally. It is in line with Clark (1958, as cited in Hough, 2017), who defined an adjective as a word that qualifies or tells us something about; a noun, a phrase used as a noun, or a clause used as a noun. Adjective mastery is crucial in composing words into sentences to describe things. Without adjectives, the students will find out the difficulties of arranging words into clear sentences. Therefore, it can be said that adjective mastery helps students describe the quality, quantity,

nature, and character of an object that the student is presenting. Hence, adjective mastery is a valuable part of constructing good sentences in modifying nouns and pronouns.

The result of the study is suitable with the theories as stated in the literature review. This current study proved that a significant correlation between students' adjective mastery and speaking ability. It is in line with Kaiser (2018) who argues that adjective tells how things look, feel, taste, sound, or smell. Moreover, adjectives help to describe feeling about something. Consequently, adjectives help the speaker create clear ideas of the noun or pronoun taste, smells, feels, looks, and sounds. The listeners will get a fuller picture of things when they listen to the language production through a spoken passage. It appeals to the listeners' senses. Therefore listeners can hear, see, touch, taste, and even smell what the speaker is describing.

This current study also confirms that adjective mastery has an essential role in developing students' descriptive speaking ability. In accordance, Nelson (2019) noted that adjectives are important because they describe a noun (person, place, or thing), tell more about a noun (person, place, or thing), make sentences more interesting, and affect the meaning of sentences. In such wise, the more knowledge about adjectives that students have, the easier it is for them to develop their speaking ability to describe things. Sujatna and Yuliawati (2019) also agreed that adjectives are important in describing something. They made an analogy that spoken descriptive language production likes spices, and the adjective is its' flavors. Without adjectives, the speaker could not say how any object looks like. By mastering adjectives, students describe something through spoken language readily. Hence, adjective mastery plays a vital role in improving students' descriptive speaking ability.

As mentioned, the result of the current study indicating a significant correlation between students' adjective mastery and speaking ability is consistent with Taslim et al.'s (2019) results that showed students' adjective mastery played an important role in improving English communication purposes, especially speaking. Students with high adjective mastery would perform better comparably with low adjective mastery in speaking activities. The available evidence can be seen when students with high adjective mastery could arrange the words to better sentences. Students were able to describe clear ideas. They would clearly explain how the quality, quantity, and character of an idea were being conveyed if they have a high level of adjective mastery. Thus, students with high-level adjective mastery are good at speaking English since they could clearly convey their ideas.

In contrast with the other arguments, Alharthi (2020) aimed to find out the relationship between vocabulary mastery and English speaking ability, exposed that the effective influence of the students' vocabulary mastery toward English speaking ability is 58%. It is meant that the correlation was strong enough. Meanwhile, this current study revealed that the effective influence of the students' adjective mastery toward speaking ability obtained 80%. It is meant that the correlation was very strong. According to Okun's law, the difference in percentage results could be affected by factors not being studied, such as psychological aspects.

To sum up, there is a relationship between adjective mastery and speaking ability. In other words, students' adjective mastery is one factor influencing increasing students' speaking ability. Although the number of percentages might not be high, adjective mastery helps students arrange sentences into descriptive oral form. However, further study needs to be conducted to confirm this finding since this research was done in a small area and with few samples. The current study presented only one school in the Private Islamic Junior High

School of Assa'adah Tajurhalang. Therefore, generalization was not able to conclude as a whole.

2. The relationship between students' self-confidence and their speaking ability

The second hypothesis confirmed that H1 was accepted that there is a relationship between students' self-confidence and speaking ability. The single regression result indicates a significant relationship between self-confidence and speaking ability. It was proved by the coefficient correlation, which was obtained at 0.816. Besides, the relationship between the variables is a very strong categorized relationship. The single regression's result indicates that students' self-confidence gave a contributed to their speaking ability. Furthermore, the R square value is 0.666 or 66%. It means that the speaking ability is influenced by self-confidence by 66%, while 34% is influenced by other variables which not investigated in this research.

As an influential factor in this research, self-confidence was acknowledged as an effective to perform good speaking ability. In accordance, Hutchinson (2019) argued that self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Similarly, Pebriyana (2018) asserted that self-confidence is a feeling of trust in someone or something and believes in their own abilities without being cocky, arrogant. In general, students need self-confidence in learning since self-confidence is essential in almost every aspect of life. Self-confidence helps students to believe in themselves in doing any learning activities. Particularly, Darling and Chanyoo (2018) noted that self-confidence plays an essential role in affecting learners' readiness to describe something in a spoken language. Those indicate that self-confidence helps students to perform their speaking ability confidently.

The above finding proved that self-confidence had a close relationship with speaking ability. Similarly, Suhaili (2021) reported a correlation between students' self-confidence and their fluency in speaking at Eleventh graders of SMAN 01 Jereweh. In his study, the research also mentioned that to achieve good fluency, students must have self-confidence. Self-confidence has an essential role in students' willingness to communicate. Moreover, Arslantas and Tokel (2018) suggested that students' experiences in Second Life provided them with increased motivation and self-confidence, overcoming anxiety related to speaking English. Then, Arifin (2017) adds that self-confidence affects students' abilities, especially speaking. In addition, Abda (2017) emphasized that students need to develop their self-confidence during the speaking lesson. Hence, self-confidence is closely related to the ability to speak.

Furthermore, this current study was proved by Araminta (2018) that students who have high self-confidence have the good speaking ability. Since students will deliver ideas smoothly in oral performance, seven factors that influenced students' self-confidence are desire and effort, optimism, motivation, adaptation, having and utilizing superiority, physical and mental health, and autonomy (Goleman, 1995, as cited in Rathore, Chadha & Rana, 2017). Those seven indicators established students' feeling of confidence to express what is on their minds. Consequently, students can easily express ideas through oral performance. Therefore, students who have high self-confidence have excellent speaking ability.

In addition, this current study showed that most of the students have a high confidence level in English speaking, reflected from their mean score of 73.52. Accordingly, students seem to be indicated that they got the chance to implement Carnegie's guidances. Carnegie (2017) provided the four guidances on developing self-confidence in English Speaking

performance. First, start with a strong and persistent desire. Second, Be prepared. Students have to prepare the content that they will be delivered. Third, act confident. Students have to act confidently. They express ideas in oral performance smoothly. Fourth, practice. Students' fear is the result of a lack of confidence that is influenced by lacking experiences. In this way, students have to practice as often as possible.

On the other hand, students who have low self-confidence seem to lack speaking ability. The students do not have the confidence to convey their opinions to others (Abda, 2017). Moreover, Tridinanti (2018) adds that students who have self-confidence will be able to overcome fears. Consequently, she suggested that teachers will encourage students' self-confidence in order to improve their speaking ability. From those two types of research, it can be said that students who have high self-confidence will be easier to improve their speaking ability.

To sum up, self-confidence is one factor that correlates with speaking ability. The number of percentages might not be high, but it affects students' performance in conveying ideas into oral form. However, further studies need to be conducted to confirm this finding since this research was done in a small area and with few samples. This finding was found in the context of private Islamic junior high school as the representative. Further research about the relationship between self-confidence and speaking ability with bigger samples might have different results and conclusions

3. The relationship between students adjective mastery, self-confidence, and their speaking ability

The hypothesis testing with the multiple correlation coefficient analysis results found that three variables were significant. Both adjective mastery (X1) and self-confidence (X2) significantly affect speaking ability. It can be seen from the result of the multiple regression, where the multiple correlation coefficient (R) is 0.900. It was obtained Sig. = 0.000 < 0.05. Hence, this study succeeded in proving the third hypothesis, which states that there is a positive and significant effect of students' adjective mastery (X1) and self-confidence (X2) on their speaking ability (Y) of the Eighth-grader of private Islamic junior high school, Assa'adah Tajurhalang. A determination coefficient of 0.810 means that 81% of the speaking ability variable variation is determined by adjective mastery and self-confidence by multiple linear regression analysis.

Moreover, Rivers (2018) proved the statement above, who claimed that speaking is now the most emphasized skill in foreign language teaching. This current study revealed that speaking ability could describe and draw an object such as a person, animal, and thing through sentences orally. Also, speaking ability correlates with adjective mastery in oral language. The difficulty of speaking activities requires students to express their ideas through oral language performance. Students are not given enough time to think. Students are required to express their ideas directly through spoken language. Consequently, students need adjectives to describe things (Nelson, 2019). Accordingly, Pebriyana (2018) researched the correlation between students' anxiety and self-confidence in their speaking ability. This study indicates a significant relationship between students' anxiety and self-confidence towards their speaking ability. Furthermore, Mega (2018) adds that students' vocabulary mastery and self-confidence determined their speaking skills.

Additionally, speaking is essential for students in order to communicate and get new knowledge. Speaking is an act of communication in which people having interaction and conversation has happened. It is in line with Taylor (2018), who noted that speaking is an oral interaction involving two or more people interacting to share opinions. In this case,

students should realize that speaking ability is an essential ability to be acquired. Related to this current study, students seem to recognize that they must have the ability to speak English. The mean score shreds of evidence this obtained 70.59, which is included in the good level category. Therefore, students need speaking ability to communicate with others.

The significant influence of adjective mastery and self-confidence greatly helps the students' descriptive speaking ability. A spoken descriptive essay cannot be separated from adjectives since adjectives are essential vocabulary lists used in describing. It is in line with King (2020), who argued that adjectives mean a word that describes nouns in terms of such qualities as size, color, number. It indicates that adjectives help students describe things, people, and places in spoken language. Related to adjectives, Mas'ud (2005) classified adjectives into five classifications. They are descriptive adjectives, possessive adjectives, numeral adjectives, demonstrative adjectives, and Interrogative adjectives. In this current study, students applied those adjective classifications in spoken descriptive essays. That is to say, adjective mastery has a significant influence and has an important role in students' speaking ability.

Furthermore, in completing assignments given by teachers, the students need self-confidence. Self-confidence defines students' belief in their ability that is fully capable of accomplishing a task (Hutchinson, 2019). Students' confidence in accomplishing their assignment to produce good results and succeed in explaining and getting good results. In addition, Langer (2016) argued that confidence could proceed on the belief that a person can succeed in a task. Particularly, students' self-confidence in a spoken descriptive essay, Griffe (as cited in Doqaruni, 2014) hypothesized three leading indicators underlying confidence speaking English: ability, assurance, and willing engagement. He defined ability as a command of grammar, vocabulary, and pronunciation, assurance as a feeling of security and comfort in speaking English, and willing engagement as one who is glad to speak English with native speakers of English. Hence, these three indicators must be attached to students in increasing their speaking ability.

In conclusion, the current study indicates that adjective mastery and self-confidence determine students' speaking ability. Therefore, the study results prove that adjective mastery and self-confidence positively and significantly affect speaking ability. It means that the students who have the good speaking ability also have good adjective mastery and high self-confidence. In other words, students' speaking is good and well organized. Consequently, teachers allow them to get high scores in speaking tests.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the findings, the researcher concluded the results of this study in this chapter. It consists of the conclusion about research findings, the suggestions for all education stakeholders, and the implication.

A. Conclusion

Based on the normality and homogeneity test results, the data of this study fulfilled the correlation test requirements. The correlation test results successfully answered the hypothesis that had been made previously. The results of the research hypothesis analysis about the relationship between students' adjective mastery and self-confidence on their speaking ability of the Eighth-grader of private Islamic junior high school can be summarized as follows:

First, the correlation analysis showed a relationship between students' adjective mastery and their speaking ability. Therefore, the hypothesis states that a relationship between students' adjective mastery and their speaking ability is accepted. Moreover, the relationship between the two variables is very strongly categorized. Furthermore, it can be said that their adjective mastery determined students' speaking ability. Adjective mastery includes students' understanding of adjective indicators. Those are descriptive adjectives, possessive adjectives, numeral adjectives, demonstrative adjectives. Consequently, the improvement of students' adjective mastery contributes to their speaking ability. Hence, adjective mastery seems to play an essential role in increasing the students' speaking ability.

Second, the correlation analysis results proved a significant and positive relationship between students' self-confidence and speaking ability. Thus, the hypothesis stated that a relationship between students' self-confidence and their speaking ability is accepted. Moreover, the relationship between the two variables is strongly categorized. It means that students' self-confidence contributes to their improvement of speaking ability. For instance, increasing students' self-confidence can enhance their speaking ability. Students' self-confidence consists of their desire and effort, optimism, motivation, adaptation, motivation, having and utilizing superiority, having physical and mental health, and autonomy. Therefore, self-confidence plays an essential role in increasing students' speaking ability.

Third, multiple correlation analysis results proved a significant relationship between students' adjective mastery and self-confidence in their speaking ability. The study results also indicated a positive relationship between the three variables. It means that students' adjective mastery and self-confidence contribute to improving their speaking ability. Significantly, the contribution of these variables is very strongly categorized. The two variables play an essential role in students' speaking ability. Therefore, Students who have high adjective mastery will be more active when performing their speaking ability, and students who have high self-confidence will speak confidently.

To sum up, this current study reveals a relationship between students' adjective mastery and self-confidence in their speaking ability. This finding was found in the context of the private Islamic junior high school of Assa'adah Tajurhalang. However, further study needs to be done to confirm this finding since this research was done in a small area and with few samples. Further research with more significant samples and locations might have different results and conclusions.

B. Implication

This current research has shown that speaking ability is necessary for students. Students' speaking ability could be improved by mastering adjectives and developing self-confidence. The results of this correlation study indicate that adjective mastery and self-confidence have a relationship with speaking ability. Therefore, the results of this study can be one of the sources for developing the learning process in the classroom. Following the result, several research implications could enhance and strengthen English learning, especially in private Islamic junior high schools. Those are:

First, the result showed that to improve students' speaking ability is needed a high adjective mastery. Moreover, adjectives are important. Since adjectives describe a noun (person, place, or thing), tell more about a noun (person, place, or thing), make sentences more interesting, and affect sentences' meaning. By mastering adjectives, the students compose sentences properly and convey oral performance ideas. Students will find difficulties producing written or spoken language production when students have limited vocabulary knowledge, particularly in using adjectives. Hence, the more students' adjective mastery increases, the more their speaking ability will be improved.

Second, the knowledge about self-confidence to speak. In this sense, English teachers and EFL students can be introduced. Teachers need to be role models for their students, as it is one source of self-confidence. Therefore, teachers need to encourage their students to enhance their self-confidence to improve their speaking ability. Self-confidence is students' attitude about their skills and abilities. Students accept and trust themselves. Students also have a sense of control in their lives. Then, students also know their strengths and weakness well. The current study result showed that self-confidence has a significant impact on improving student's speaking ability. Consequently, teachers should encourage students to enhance their self-confidence to be more optimistic when presenting their speaking performance.

Besides, teachers need to pay attention to improving students' adjective mastery and self-confidence. Moreover, the students can also use these findings as reference material to improve their adjective mastery and self-confidence to affect their speaking ability. So that, it can be used as a benchmark to determine activities in the class in improving students' speaking ability.

C. Suggestion

Besides proving the hypothesis, this study aims to make a real contribution to the teaching and learning activities. Therefore, the researcher gave some suggestions to students, teachers, and further researchers. The recommendations are summarized as follows:

1. Suggestion for the Students

To improve students' speaking ability, students need to have adjectives lists and high self-confidence. This study suggests students expand their adjective mastery and improve their self-confidence in increasing their speaking ability. Students' adjective mastery helps them convey ideas by describing things clearly through oral performance. Besides, self-confidence is also needed to overcome obstacles in speaking ability. Students are expected to speak confidently without any shyness. Therefore, students who have high self-confidence will be more comfortable improving their speaking ability.

2. Suggestion for the English Teacher

In developing students' adjective mastery, teachers were suggested using various techniques and supporting media to create a fun learning for students. The result showed that

adjective mastery and self-confidence could influence students' speaking ability. Therefore, teachers can concern their students who got the lowest score in speaking to develop their adjective mastery and self-confidence. The teacher should always use an exciting teaching method and try to help students solve their problems. For example, teachers can apply the Panjaitan and Elga (2020) activities to teach adjectives (see chapter 2). Teachers must also pay attention to student psychology, especially in terms of students' self-confidence. Millennial teenagers need teacher awareness of this. Consequently, teachers should create comfortable and interesting learning that is vital to stimulate students to improve their level of self-confidence.

3. Suggestion for the further Researcher

As shown in this study, there are still many problems, such as the research population. Further researchers can apply a larger population to get more comprehensive research. Theoretically, they can use it compared to other studies in educational research. Practically, they can use the information to further research aspects that might contribute to speaking ability. Moreover, it is also suggested to collaborate with raters who have many experiences on the speaking assessment to get valuable results.

D. Limitation of The Study

Several limitations must be considered when concluding the results of this study. This research was conducted within one school scope, the Islamic Private Junior High school of Assa'adah Tajurhalang. Therefore, it is impossible to conclude that all students have the same results as this study. It is suggested that a further researcher use a more extensive scope to get more comprehensive research. Following that, the speaking test was rated by only one rater and the researcher herself. It is suggested that the rater expertise on the topic that was being rated. In this case, the researcher got the help of a rater experienced teaching English in Junior high school for six years. Besides, this current study has limited time availability since the research was conducted during the Covid-19 pandemic. Consequently, the researcher experienced difficulties in collecting data, and the data was collected online.

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APPENDIX 1
INSTRUMENT OF ADJECTIVE MASTERY

The Blue Print of Tryout for Adjective Test before Validity

No	Language Skill or Component	Aspect	Indicators	Items Number		Total
				Odd	Even	
1	Adjective Mastery in Descriptive Text	Descriptive Adjective	Students can apply descriptive adjective properly	1, 3, 21, 23, 27, 29, 35, 37, 39	8, 18, 20, 24, 38,	14
2		Possessive Adjective	Students can apply possessive adjective properly	13, 15, 19	2, 12, 14, 32, 40	8
3		Numeral Adjective	Students can apply numeral adjective properly	5, 9, 25, 31,	10, 16, 30, 34, 36	9
4		Demonstrative Adjective	Students can apply demonstrative adjective properly	7, 11, 17, 33	4, 6, 22, 26, 28	9
Total				20	20	40

INSTRUMENT OF ADJECTIVE MASTERY

Name :

Class :

INSTRUKSI:

Pilihlah jawaban yang menurut anda tepat dengan memilih jawaban yang tersedia A, B, C & D.

No	Question	No	Question
1	She has long and ... hair. a. curly b. happy c. slim d. late	Questions no 21- 24	I have a (21)... bedroom. My mother and father teach me and ask me to clean (22)... room every day. If the room is neat and clean, I will sleep soundly. (23)... body and (24)... soul will be earned by sleeping well. 21. a. wild b. cheerful c. comfortable d. trouble

2	I love swimming. Sometimes I go to public swimming pool with ... family. a. my b. your c. their d. our	22	a. those b. this c. these d. that
3	I have fallen in love with ... woman. a. closed b. beautiful c. woodern d. handsome	23	a. loose b. hearty c. healthy d. strong
4	... boy stole the book. a. that b. these c. this d. those	24	a. calm b. hard c. weak d. rough
5	I have bought ... egg. That should be enough. a. six b. some c. one d. many	25	My older brother is ... years old. a. six b. sixty c. sixteen d. sixth
6	Which of the following contains a demonstrative adjective? a. red socks b. old socks c. stinky socks d. those socks	26	... men are good looking. a. this b. it c. those d. his
7	Choose the correct demonstrative adjective sentence! a. Maria loves this muffins b. Maria loves those muffins c. Maria loves these muffin d. Maria loves that muffins	27	She brushed her ... hair. a. long brown b. large blue c. big d. small

8	<p>He drives a bright red sport car. It is a very ... car.</p> <p>a. wild b. shallow c. fast d. tall</p>	28	<p>Choose the correct demonstrative adjective sentence!</p> <p>a. These apples are delicious, but those apples are not. b. This apples are delicious, but that apples are not. c. That apples are delicious, but this apples are not. d. Those apple is delicious, but these apple are not.</p>
9	<p>John has a younger sister. His younger sister is ... years old.</p> <p>a. several b. sixteen c. first d. ones</p>	29	<p>At night time, I sometimes think a ... monster is hiding under my bed.</p> <p>a. red b. happy c. terrifying d. lonely</p>
10	<p>There were ... children in the class.</p> <p>a. nobody b. nothing c. one d. some</p>	30	<p>Prambanan temple has ... temples.</p> <p>a. ninety-nine b. one c. fifth d. thrid</p>
11	<p>Choose the incorrect demonstrative adjective sentence!</p> <p>a. Sam owns that motorcycles. b. Sam owns these motorcycles. c. Sam owns this motorcycle. d. Sam owns those motorcyles.</p>	31	<p>... one of us must attend the meeting.</p> <p>a. First b. Several c. Some d. Every</p>
12	<p>This is my dearest friend, ... name is Alisa.</p> <p>a. her b. his c. their d. she</p>	32	<p>Dave lives in Germany, but ... brothers live in France.</p> <p>a. her b. his c. he d. she</p>
13	<p>Do not tell ... secret to anyone, or we will kick you out from the group.</p> <p>a. her b. we c. our d. their</p>	33	<p>... is my favorite type of ice cream</p> <p>a. Those b. These c. This d. That</p>

14	My computer is very old, ... keyboard does not work well. a. its b. it is c. her d. his	34	My friends and I like ... new classroom. a. our b. their c. they d. he
15	Bagas is singing a song, so we are concerned to ... performance. a. her b. his c. their d. he	35	Josh likes ... coffee. So, he doesn't put a lot of sugar in it. a. sweet b. salty c. bitter d. sour
16	There is a lake in the park where you can see people enjoying ... activities. a. one b. first c. many d. much	36	There is only ... solution to every problem written on the board. a. every b. each c. one d. first
17	... issue has troubled us in the past. a. These b. Those c. That d. This	37	37. Every students have to bring ... box to school. a. big b. bigly c. easy d. difficult
18	She has ... stories to tell. a. interest b. interesting c. pretty d. ugly	38	Cinta is 16 years old. Vania is 17 years old. Cinta is ... than Vania. a. young b. older c. younger d. stronger
19	David and Sara do not go out at night ... father does not let them. a. their b. them c. his d. her	39	Fitria is the ... student in the class. a. smartest b. clever c. laziest d. stupid
20	Betty always likes to sit at ... table in the corner near the front windows. a. thin b. big c. small d. pretty	40	You have broken ... ruler, do apologize to him. a. her b. his c. my d. he

APPENDIX 2
INSTRUMENT OF SELF-CONFIDENCE

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

Name :

Class :

PETUNJUK PENGISIAN

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

1 = sangat setuju

2 = setuju

3 = Ragu-ragu

4 = tidak setuju

5 = sangat tidak setuju

No	Pernyataan	1	2	3	4	5
1	Saya menyukai berbicara Bahasa Inggris.					
2	Saya merasa Bahasa Inggris itu penting dipelajari.					
3	Saya tidak malu untuk berbicara Bahasa Inggris di depan kelas.					
4	Saya merasa Bahasa Inggris saya tidak cukup baik.					
5	Saya merasa tahu kosa kata yang digunakan oleh guru atau teman saya dalam berbicara Bahasa Inggris.					
6	Saya merasa hanya sedikit kosa kata yang saya kuasai.					
7	Saya merasa kesulitan dalam menghafal kalimat berBahasa Inggris.					
8	Saya berusaha mengganti Bahasa Inggris saya ke dalam Bahasa Indonesia ketika saya tidak tahu kata apa yang ingin saya ucapkan.					
9	Ketika guru saya memberikan saya kesempatan untuk menanyakan sesuatu, saya selalu bertanya jika saya tidak mengetahui materinya					
10	Saya memilih untuk diam apabila guru meminta saya untuk berbicara atau menjawab pertanyaan walaupun saya tahu jawabannya.					
11	Saya ingin berbicara kepada sekelompok orang dalam Bahasa Inggris.					
12	Saya hanya berani berbicara Bahasa Inggris di depan satu orang saja.					

13	Saya merasa kemampuan berbicara Bahasa Inggris teman saya lebih baik daripada saya.					
14	Saya dapat mempratekkan kemampuan Bahasa Inggris saya dengan baik.					
15	Kemampuan mendengarkan kalimat-kalimat Bahasa Inggris saya biasa saja.					
16	Saya sulit memahami apa yang guru dan teman saya katakan dalam berbahasa Inggris.					
17	Saya mencari kesempatan untuk menggunakan Bahasa Inggris saya baik di dalam maupun di luar kelas.					
18	Saya berpartisipasi aktif dalam kegiatan di kelas Bahasa Inggris.					
19	Saya berpartisipasi pasif dalam kegiatan di kelas Bahasa Inggris.					
20	Saya dapat mengembangkan dialog berBahasa Inggris saya ketika saya lupa.					
21	Saya dapat memberikan pendapat dalam berbahasa Inggris ketika berbicara dengan teman atau guru Bahasa Inggris saya.					
22	Saya dapat mengkritik atau mengoreksi teman saya apabila mereka salah dalam menggunakan Bahasa Inggris mereka.					
23	Saya senang jika saya diberi kesempatan untuk berbicara Bahasa Inggris di depan kelas.					
24	Saya sering kali merasa gugup untuk berbicara Bahasa Inggris di depan kelas.					
25	Saya takut ketika saya melakukan kesalahan dalam berbicara Bahasa Inggris yang membuat saya malu.					
26	Saya malas memperjuangkan cita-cita saya.					
27	Saya percaya saya akan menjadi seorang yang mampu berbicara Bahasa Inggris di depan banyak orang kemudian hari.					
28	Saya akan belajar Bahasa Inggris untuk mendukung kemampuan saya menghadapi pekerjaan di masa depan.					
29	Saya menghindari untuk berdiskusi tentang Bahasa Inggris diluar jam pelajaran.					
30	Saya malas mencari sumber belajar tambahan untuk meningkatkan kemampuan berbicara Bahasa Inggris saya.					

APPENDIX 3
INSTRUMENT OF SPEAKING ABILITY TEST

PETUNJUK:

1. Sebutkan nama dan kelas anda dengan jelas dalam berbahasa Inggris.
2. Pilihlah satu topik yang ingin anda deskripsikan!
 - a. Orang (contoh : Orang Tua, Artis, Presiden.dll)
 - b. Benda yang ada di sekitar kita (contoh: Buku, Pencil, Tas. dll)
 - c. Tempat Favorit (contoh: Perpustakaan, Masjid, Sekolah. Dll)
3. Dalam mengerjakan tugas ini, anda diminta untuk mendeskripsikan orang yang anda kagumi, benda yang anda sukai di sekitar anda, atau tempat/destinasi favorit untuk dikunjungi. Untuk menyelesaikannya, anda perlu;
 - a. Menyebutkan orang, benda, atau tempat yang anda sukai.
 - b. Menyebutkan karakter atau sifat khusus dari seseorang, benda atau tempat yang anda sukai yang atau yang anda gambarkan.
 - c. Menjelaskan alasan anda menyukai orang, benda, atau tempat tersebut.
4. Deskripsikan pilihan anda tersebut dalam bentuk Video 2-3 menit.
5. Kirim Video tersebut di Link Google Drive yang sudah di sediakan.
6. Kemampuan berbicara Bahasa Inggris anda akan diukur oleh 4 aspek yaitu *Accent, Grammar, Vocabulary, and Fluency*.

**VIDEO BERBICARA BAHASA
INGGRIS**
Durasi: 2 – 3 Menit

APPENDIX 4 EXPERT VALIDATOR

EXPERT VALIDATION FORM FOR ENGLISH SPEAKING ABILITY TEST

Direction:

For each questions, please give your response by ticking ceklish a box representing your choice.

No	Questions	Yes	No	Comment
1	Are the direction and the instruction of the test instrument clear enough?			
2	Is the time allocation quite effective?			
3	Are there any ambiguous words?			
4	Does the indicator in the test instrument has covered all aspect measured?			
5	Are the topics quite understandable?			

General comments

Please give any general comment or suggestion you may have concerning the test development.

Instrument needs further development:

- 1. A model for speaking test rubric from the literature is needed for reference, to make sure that comprehensive criteria for speaking proficiency are included.*
- 2. Test instruction needs major revisions to make it clearer and more instructive to the participants, especially when the test instruction is provided virtually; an example of clear and instructive instruction has been made for you.*

Validator



Kustiwan, S. Ag., M.A., Ph. D.

EXPERT VALIDATION FORM FOR SPEAKING ABILITY TEST

Direction:

For each question, please give your response by ticking checklist a box representing your choice.

No	Questions	Yes	No	Comment
1	Are the direction and the instruction of the test instrument clear enough?	Yes		
2	Is the time allocation quite effective?	Yes		
3	Are there any ambiguous words?		No	
4	Do the indicators in the test instrument have covered all aspects measured?	Yes		
5	Are the topics quite understandable?	yes		

General comments

Please give any general comment or suggestion you may have concerning the test development.

.....

.....

.....

.....

.....

.....

Validator

Direview Hari Kamis tgl 27 Agustus 2020



[Handwritten Signature]
 Dr. Fahriany, M. Pd.

Blueprint of English Descriptive Speaking Test

Variable	Indicator	Evaluation Criteria	Item Number
English Speaking Ability	<ul style="list-style-type: none"> a. Students are able to mention the names of people, animals, and items in which area they choose to describe. b. Students are able to explain the special characteristics of people, animals, items which area they choose to describe c. Students are able to state the actions that are related to people, animals, items which are all in accordance with the social function to be achieved. d. In terms of linguistic elements, students are able to apply; <ul style="list-style-type: none"> h) Singular nouns a and the, and plural (-s). i) The pronoun it, they, she, we, etc .; our, my, your, there, and so on. j) Adjectives about people, animals, objects in students' lives at home, school, and their surroundings, with or without the adverb quite, very. k) Nominal phrases such as dark brown, cute little cat, beautiful red flower l) The verb to express routine state and action in the simple present tense: be, have, go, play, get, take, etc. m) Appropriate use of singular and plural nominals, with or without the correct a the, this, those, my, their, etc. in the nominal phrase n) Speech, word stress, intonation o) Handwritten spelling and punctuation 	Accent Grammar Vocabulary Fluency	1

APPENDIX 5
SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Men erapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda • <i>Fungsi sosial</i> Membang gakan, menjual, mengenal kan, mengiden tifikasi, mengkritik, dsb.	Mengamati <ul style="list-style-type: none"> Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat keterca paian fungsi sosial teks deskriptif tentang orang, binatang g, benda, pendek dan sederha na. Tingkat kelengk 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Ketela danan ucapa n dan tindak an guru mengg unaka n setiap tindak an komun ikasi interpe rsonal/transa

<p>sederhana, sesuai dengan konteks penggunaannya .</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • <i>Struktur text</i> (gagasan utama dan informasi rinci) a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya 	<p>n ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p>	<p>apan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasa 		<p>ksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti : <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/aer/eso/urcefiles - http://learnenglish.britishec
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	<p>sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> <ol style="list-style-type: none"> (1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s). (2) Kata ganti <i>it</i>, <i>they</i>, <i>she</i>, <i>we</i>, dst.; <i>our</i>, <i>my</i>, <i>your</i>, <i>their</i>, dst. (3) Kata sifat tent 	<ul style="list-style-type: none"> • Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Membaca semua teks deskriptif tentang 	<p>ma, cinta damai, dan percaya diri yang menyertai tindakan menyebarkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</p> <p>CARA PENILAIAN: SIKAP</p> <ul style="list-style-type: none"> • Observasi • Observasi terhadap kesungguhan, tanggung jawab, dan kerjasama siswa 		<p>unci.l.org/en/</p> <p>- http://www.google.com/</p>
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	<p>ng orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very.</i></p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p>	<p>orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda 	<p>dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang 		
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	<p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take, dll.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my,</i></p>	<p>baca yang digunakan</p> <ul style="list-style-type: none"> • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan 	<p>orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <ul style="list-style-type: none"> • Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. • Portfolio Menilai penggunaan fungsi sosial, unsur kebahasaan, dan struktur teks melalui karya-karya peserta didik dalam bentuk teks 		
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	<p><i>their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><i>Topik</i> Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama</p>	<p>dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang 	<p>deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</p> <p>KETERAMPILAN.</p> <ul style="list-style-type: none"> • Untuk Kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan deskripsi orang, binatang, benda • Portfolio Penilaian melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana 		
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	<p>, dan bertanggung jawab.</p>	<p>ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	<p>tentang orang, binatang, benda yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> • Observasi : (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam 		
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		Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Inggris.	dan di luar kelas.		
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APPENDIX 6
DATA (STUDENTS' RESULT)

Hereby the data of students' results from tests and questionnaire. The tests are adjective mastery test (X1) and speaking test (X2). However, questionnaire is a self-confidence questionnaire. The results are as follow;

No	Name	Class	X1	X2	Y
1	Adinda	VIII-A	80	80	79
2	Agnia Helieni Pасlah	VIII-A	100	95	89
3	Alia Dwiriani	VIII-A	88	85	83
4	Amanda	VIII-A	100	97	92
5	Amanda Aulia Syawal	VIII-A	68	64	69
6	Amanda Widya Juniar	VIII-A	72	67	73
7	Annisa Dwi A	VIII-A	68	62	56
8	Arlia Muliya Illahi	VIII-A	88	88	79
9	Dian Syarifah Ramadhani	VIII-A	88	88	86
10	Eneng Aida Lestari	VIII-A	96	97	86
11	Fika Adinda Sakila	VIII-A	100	98	92
12	Fiki Nayana Sakila	VIII-A	72	73	73
13	Galby Hadizah M.	VIII-A	88	89	83
14	Hanny Satya Ningrum	VIII-A	80	80	83
15	Linda Rosdiana	VIII-A	60	61	50
16	Lulu Amelia Ardani	VIII-A	78	77	83
17	Lulu Intan Sabilah	VIII-A	64	65	66
18	Nadia Febriana	VIII-A	72	71	73
19	Rahma Retno P.	VIII-A	84	84	86
20	Salma Agustin	VIII-A	68	65	56
21	Salwa Nurul Hidayah	VIII-A	92	90	86
22	Syifaulia Cahya Septrizia	VIII-A	80	80	89
23	Tasya Pahira	VIII-A	72	70	83
24	Yusri Wahyuni	VIII-A	64	60	69
25	Alvia Safitri	VIII-B	68	62	63
26	Alisa Mutiara	VIII-B	72	76	73
27	Al Sharani Bakti	VIII-B	56	60	56
28	Anisa Juliyanti	VIII-B	56	74	50

29	Annisa Suwardi	VIII-B	52	57	59
30	Auliana Khairum	VIII-B	84	83	86
31	Carissa Okalina J	VIII-B	84	85	86
32	Maikashafina	VIII-B	92	91	59
33	Marsha Arindy Putri	VIII-B	76	76	73
34	Meisya Ardila Hanifah	VIII-B	80	82	83
35	Nadiatul Auliya	VIII-B	88	89	86
36	Nisa Ratna	VIII-B	80	82	83
37	Nuranida	VIII-B	64	61	59
38	Rhenata Dian Putri	VIII-B	92	92	92
39	Safira	VIII-B	72	73	76
40	Seli Safitri	VIII-B	28	44	30
41	Siti Hanifah	VIII-B	72	73	73
42	Siti Rahmah	VIII-B	92	93	86
43	Tiara Nadia Riski	VIII-B	64	63	56
44	Alfiah Febriany S	VIII-C	76	74	73
45	Aliena Rui Zovia	VIII-C	76	80	79
46	Alya Nurul Fauziah	VIII-C	76	78	69
47	Cynthia Rahmawati	VIII-C	72	78	73
48	Elsa Eskaria Pasha	VIII-C	76	75	73
49	Firda	VIII-C	64	69	63
50	Intan Nuraini	VIII-C	56	63	63
51	Maulida Putri	VIII-C	96	92	89
52	Minkhayla Putri Hidayah	VIII-C	68	85	79
53	Nalytha Putri Tyara	VIII-C	56	56	63
54	Nazela Avrilda Savitri Herwan	VIII-C	88	83	76
55	Nova Dwiaryanti	VIII-C	80	80	83
56	Revalina	VIII-C	76	74	73
57	Salma Amirah A	VIII-C	68	64	63
58	Shalsa Nabila Aulia	VIII-C	80	80	76
59	Siti Aulia	VIII-C	92	88	83
60	Zahrotussyta	VIII-C	48	67	40
61	Ahmadi Reza	VIII-D	48	64	43
62	Daffa Fari Ahmad	VIII-D	100	96	89

63	Dimas Nur Abadi	VIII-D	48	58	63
64	Ervan	VIII-D	84	61	83
65	Fawwaz Prayitno	VIII-D	88	80	86
66	Fazri Septian	VIII-D	60	49	56
67	Maestro Ariesta	VIII-D	48	53	50
68	Muhammad Rafif Al Fawaz	VIII-D	72	72	59
69	Muhammad Zaghi Sasmika	VIII-D	60	58	69
70	Revan Anggara	VIII-D	56	69	53
71	Revan Bintang Prakoso	VIII-D	100	93	83
72	Rizki Aditya Saputra	VIII-D	76	77	73
73	Rizky Abdillah	VIII-D	84	81	83
74	Sandi Muhammad Ridwan	VIII-D	48	48	40
75	Welly Ferdinand	VIII-D	72	71	59
76	Wisnu Riza Ulil Amri	VIII-D	96	95	86
77	Zaki Surya Syabani	VIII-D	96	86	92
78	Adithya Pratama	VIII-E	48	49	59
79	Ega Saputra	VIII-E	48	63	46
80	Hikmal Akbar	VIII-E	92	90	86
81	Ikhsan Fadillah	VIII-E	60	70	63
82	Muhammad Riski Fadilah	VIII-E	56	52	56
83	Mohamad Rizki	VIII-E	80	80	83
84	Muhammad Refan	VIII-E	56	63	46
85	M.Syafiil Kamil	VIII-E	68	62	66
86	Satria Putra Adirangga	VIII-E	68	54	59
87	Adrian Mahmuda	VIII-F	56	69	56
88	Aswad Fadillah Zen	VIII-F	56	64	53
89	Dika	VIII-F	64	63	63
90	Krisna Yudhistira	VIII-F	80	81	83
91	Muhammad Agil Maulana Nst	VIII-F	56	56	46
92	Muhammad Jihad	VIII-F	64	65	63
93	Rasya Dwi Prasetya	VIII-F	84	77	83
94	Roby Irwanyah Putra	VIII-F	64	67	63
95	Alya Afandiani	VIII-F	72	73	73
96	Husna	VIII-F	68	61	66

97	Hafiz Rafiansyah	VIII-F	88	84	89
98	Fadhilah Zulfa Ramadhani	VIII-F	44	62	40
99	M.Fadhil Abdul Aziz	VIII-F	56	66	56
100	Sahal Dzikri Ramadan	VIII-F	84	82	83



APPENDIX 7 STUDENTS' SELF-CONFIDENCE CALCULATION


To get the students' self-confidence score, researcher applied 20 statements. The statements consist of ten negative statements and ten positive statements. Next, the calculation can be seen in the table below;

*yellow (positive statement), green (negative statement)

No	Name	Class	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	X2
1	Adinda	VIII-A	5	5	5	4	4	3	4	4	4	4	2	2	3	4	4	5	4	4	5	5	80
2	agnia heleni paslah	VIII-A	5	5	5	4	5	5	5	3	5	5	5	5	5	4	5	4	5	4	5	5	95
3	Alia Dwiriani	VIII-A	5	5	4	5	4	5	4	4	4	1	4	4	5	5	5	4	4	3	5	85	
4	Amanda	VIII-A	5	5	5	5	4	5	5	5	5	4	5	4	5	5	5	5	5	5	5	97	
5	Amanda aulia syawal	VIII-A	5	5	3	2	2	5	3	1	3	3	1	5	5	3	3	4	1	1	4	5	64
6	Amanda Widya Juniar	VIII-A	5	5	3	2	2	3	4	4	1	3	4	5	3	3	3	2	2	3	5	5	67
7	Annisa Dwi A	VIII-A	3	4	3	1	3	4	3	3	1	3	2	3	4	3	3	3	3	3	5	62	
8	Arlia nulya ilahi	VIII-A	5	5	5	4	4	4	5	5	5	5	5	5	5	5	4	4	3	2	4	4	88
9	Dian Syarifah Ramadhani	VIII-A	5	5	5	5	5	5	5	5	5	5	5	5	4	5	2	3	2	2	5	5	88
10	Engeng Aida Lestari	VIII-A	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	4	97
11	Fika adinda sakila	VIII-A	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	98
12	Fiki nayana sakila	VIII-A	5	5	5	5	5	5	3	3	5	3	3	2	2	2	2	3	2	2	4	4	73
13	Galby hadizah M.	VIII-A	5	5	5	4	3	5	5	5	5	4	4	4	4	4	5	4	5	4	3	5	89
14	Hamny satya ningrum	VIII-A	5	5	3	4	4	5	5	3	4	4	4	5	4	5	2	5	2	1	5	5	80
15	Linda rosdiana	VIII-A	4	4	3	4	2	4	2	4	2	4	2	3	4	4	2	2	1	1	4	5	61
16	Lulu Amelia Ardani	VIII-A	4	5	3	5	4	3	4	3	4	3	4	3	4	3	5	4	4	3	3	4	77
17	Lulu intan sabilah	VIII-A	4	5	4	2	3	4	3	3	3	3	2	3	3	3	3	4	2	2	4	5	65
18	Nadia febriana	VIII-A	4	4	3	4	3	4	3	3	2	2	4	3	4	4	3	4	4	4	4	5	71
19	Rahma retno p.	VIII-A	4	5	4	5	5	5	5	5	4	4	5	4	4	3	4	3	1	4	5	84	
20	Salma agustin	VIII-A	4	5	3	2	4	4	2	3	3	4	3	3	3	3	3	2	2	4	5	65	
21	Salwa Nurul Hidayah	VIII-A	5	5	4	5	5	4	4	5	5	4	5	5	4	4	4	4	5	4	4	5	90
22	Syifaulia Cahya Septrizia	VIII-A	5	4	3	3	3	3	4	3	3	5	5	4	5	4	4	4	5	3	5	5	80
23	Tasya Pahira	VIII-A	3	4	3	4	5	4	4	4	5	4	4	4	3	2	2	4	1	1	4	5	70
24	Yusri wahyuni	VIII-A	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
25	Alvia safitri	VIII-B	4	3	4	2	3	4	3	3	2	3	2	3	3	4	3	3	3	3	4	3	62
26	Alisa mutiara	VIII-B	5	5	3	3	3	4	4	4	3	4	4	5	4	2	3	4	2	3	4	5	76
27	AL SHARANI BAKTI	VIII-B	4	5	2	1	2	5	1	1	5	2	2	4	2	3	4	4	2	5	4	60	
28	Anisa julyanti	VIII-B	5	5	4	2	2	5	5	1	2	3	5	5	4	4	5	4	1	2	5	5	74
29	Annisa suwardi	VIII-B	5	5	3	1	3	5	1	1	3	1	3	3	3	5	4	2	1	1	3	4	57
30	Auliana Khairum	VIII-B	3	5	5	4	4	5	3	4	4	5	4	4	4	4	3	4	3	5	5	83	
31	CARISSA OKALINA J	VIII-B	4	5	5	5	5	4	5	1	5	2	3	5	5	3	4	4	5	5	5	5	85
32	Maikashafina	VIII-B	5	5	4	4	5	5	4	4	4	5	5	5	5	5	5	4	4	3	5	91	
33	Marsha arindy putri	VIII-B	5	5	5	4	4	3	4	4	4	3	4	4	4	4	4	4	2	2	3	4	76
34	Meisya Ardila Hanifah	VIII-B	5	4	2	2	2	4	3	5	5	5	5	4	5	4	4	4	4	5	5	5	82
35	Nadiatul auliyah	VIII-B	5	5	5	5	3	5	5	3	4	4	4	4	5	5	4	4	5	4	5	5	89
36	Nisa Ratna	VIII-B	5	5	3	4	4	5	5	4	5	5	5	5	3	3	3	2	3	5	5	82	
37	Nuranida	VIII-B	5	5	3	1	1	5	3	1	1	1	1	5	5	5	4	3	1	1	5	5	61
38	Rhenata Dian Putri	VIII-B	4	5	5	5	5	5	5	4	4	4	5	5	5	4	5	5	4	3	5	5	92
39	Safira	VIII-B	4	5	4	4	3	4	5	2	4	1	4	5	4	4	4	4	2	2	4	4	73
40	Seli safitri	VIII-B	3	3	2	1	2	1	1	1	1	2	3	3	4	3	2	3	1	2	3	4	44
41	Siti Hanifah	VIII-B	4	5	5	4	2	4	4	4	4	2	4	3	3	4	4	5	1	1	5	5	73
42	Siti rahmah	VIII-B	5	5	5	5	5	5	4	4	4	4	4	5	5	5	5	4	4	5	5	93	
43	Tiara Nadia Riski	VIII-B	5	5	4	1	1	4	5	1	1	3	2	3	5	4	3	3	2	1	5	5	63
44	ALFIAH FEBRIANY S	VIII-C	4	5	3	4	4	4	4	4	3	4	2	4	2	3	3	4	4	4	5	74	
45	Aliena rui zovia	VIII-C	5	5	3	4	3	5	1	5	5	1	1	5	5	5	5	5	2	5	5	5	80
46	Alya Nurul Fauzah	VIII-C	4	5	5	4	4	4	4	5	4	3	4	4	5	4	1	4	3	3	4	4	78
47	Cynthia rahmawati	VIII-C	5	5	4	2	5	5	5	1	4	1	1	4	5	3	5	5	4	4	5	5	78
48	Elsa Eskaria Pasha	VIII-C	4	4	4	2	4	4	3	3	4	3	4	4	4	4	4	4	4	3	4	5	75
49	Firda	VIII-C	4	5	4	3	2	4	3	2	2	3	2	5	4	4	4	3	2	3	5	5	69
50	Intan nuraini	VIII-C	4	4	3	3	2	3	3	3	2	2	3	3	4	4	4	4	2	2	4	4	63

No	Name	Class	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	X2
51	Maulida putri	VIII-C	5	5	5	4	4	5	5	5	4	4	4	5	4	5	4	4	5	5	5	5	92
52	Minkhayla putri hidayah	VIII-C	4	5	4	4	5	5	5	2	5	1	2	5	5	5	5	5	3	5	5	5	85
53	Nalytha putri tyara	VIII-C	4	3	4	3	1	5	1	1	1	2	2	5	1	5	2	2	3	2	4	5	56
54	Nazela Avrilda Savitri Herwan	VIII-C	5	5	4	4	4	5	4	3	2	3	2	4	5	5	5	5	5	5	4	4	83
55	NOVA DWIARYANTI	VIII-C	5	5	5	4	4	5	3	3	3	4	3	4	3	5	4	3	4	4	4	5	80
56	Revalina	VIII-C	4	5	4	2	3	5	4	3	3	3	3	5	5	4	3	4	3	3	3	5	74
57	Sahna Amirah A	VIII-C	3	4	4	3	1	4	4	3	3	4	3	3	3	3	3	3	2	3	4	4	64
58	Shaka nabila aulia	VIII-C	5	4	3	4	4	4	4	4	4	4	5	4	3	2	3	5	5	4	5	80	
59	Siti Aulia	VIII-C	5	5	4	4	4	5	5	5	5	5	5	3	4	4	4	4	4	4	5	5	88
60	Zahrotussya	VIII-C	4	4	3	1	1	5	5	1	2	4	5	3	4	3	3	4	4	4	4	3	67
61	Ahmadi Reza	VIII-D	2	4	3	2	5	2	1	4	4	3	2	5	4	2	3	5	3	1	5	4	64
62	Daffa Fari Ahmad	VIII-D	5	5	5	5	4	5	5	5	3	5	5	5	5	5	5	4	5	5	5	5	96
63	Dimas Nur Abadi	VIII-D	4	3	4	2	3	2	3	3	2	2	4	3	4	4	1	4	1	1	4	4	58
64	Erwan	VIII-D	3	4	4	2	2	4	4	3	3	2	3	3	3	3	4	4	1	2	4	3	61
65	Fawwaz Prayitno	VIII-D	4	4	4	4	5	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
66	Fazri Septian	VIII-D	2	3	1	1	1	5	1	5	5	5	1	1	1	3	1	1	1	1	5	5	49
67	Maestro ariesta	VIII-D	2	2	3	1	2	4	1	4	2	4	3	2	3	4	4	3	1	2	3	3	53
68	Muhammad raffi al fawaz	VIII-D	5	5	1	4	1	5	1	2	1	5	5	5	5	1	5	5	1	5	5	5	72
69	Muhammad Zaghi Sasmika	VIII-D	4	3	3	2	1	3	3	3	2	3	3	3	3	3	3	4	1	1	5	5	58
70	Revan Anggara	VIII-D	3	3	3	1	1	4	5	1	5	1	3	5	5	4	3	3	4	5	5	5	69
71	Revan bintang prakoso	VIII-D	5	5	4	5	4	5	4	5	4	5	5	5	5	4	4	5	5	5	4	93	
72	Rizki Aditya Saputra	VIII-D	5	4	4	3	5	5	5	3	3	3	3	4	4	3	3	5	2	4	4	5	77
73	Rizky Abdillah	VIII-D	5	5	4	3	4	4	4	5	5	5	3	3	3	4	3	4	4	4	4	5	81
74	Sandi Muhammad Ridwan	VIII-D	1	1	2	3	3	1	3	4	3	2	3	3	1	2	3	2	4	3	1	3	48
75	Welly Ferdinand	VIII-D	3	4	3	1	3	5	5	3	5	3	1	3	5	4	1	3	5	5	4	5	71
76	Wisnu Riza Ulil Amri	VIII-D	4	5	5	4	4	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	95
77	Zaki Surya Syabani	VIII-D	4	5	5	4	4	5	4	4	4	5	4	4	4	4	5	4	4	4	4	5	86
78	Adihya pratama	VIII-E	3	3	5	1	1	4	1	1	1	4	3	2	1	3	3	1	1	1	5	5	49
79	Ega Saputra	VIII-E	4	5	4	1	1	3	4	4	3	3	2	2	4	3	4	3	2	2	2	4	63
80	HIKMAL AKBAR	VIII-E	5	5	4	4	4	5	4	4	4	4	4	5	5	5	5	5	4	4	5	5	90
81	Ikhshan Fadillah	VIII-E	5	5	5	5	5	4	1	5	2	3	3	3	4	1	2	5	1	1	5	5	70
82	Muhammad Riski FADILAH	VIII-E	3	4	1	1	1	4	3	5	3	2	1	3	3	3	3	3	1	1	3	4	52
83	Mohamad Rizki	VIII-E	5	5	3	2	4	5	5	2	4	3	4	4	4	4	5	3	4	4	5	5	80
84	Muhammad refan	VIII-E	3	3	3	2	4	3	3	5	3	3	2	5	3	2	3	3	3	1	4	5	63
85	M.syafil kamil	VIII-E	5	5	3	2	2	4	3	2	2	3	1	5	3	4	3	2	2	2	4	5	62
86	Satria putra adirangga	VIII-E	3	4	3	2	2	4	2	4	4	4	2	2	2	1	2	3	1	2	3	4	54
87	Adrian Mahmuda	VIII-F	4	5	3	2	2	5	4	4	3	3	2	3	4	3	3	4	2	3	5	5	69
88	ASWAD FADILLAH ZEN	VIII-F	2	5	3	2	3	5	5	4	2	4	2	4	4	3	2	2	2	2	4	4	64
89	Dika	VIII-F	3	4	3	2	1	4	5	3	2	3	4	3	3	3	3	3	2	2	5	5	63
90	Krisna yudhistira	VIII-F	4	4	2	3	4	5	5	4	4	5	4	5	3	4	4	5	4	4	4	4	81
91	Muhammad Agil Maulana NS	VIII-F	1	1	1	1	5	1	5	5	5	2	5	2	2	2	3	1	5	3	4	2	56
92	Muhammad Jihad	VIII-F	3	4	4	2	3	4	3	2	3	3	2	4	4	4	3	4	2	2	5	4	65
93	Rasya Dwi Prasetya	VIII-F	5	5	5	2	2	4	4	1	5	1	5	5	5	3	4	4	2	5	5	5	77
94	Roby irwanyah putra	VIII-F	4	2	4	5	1	4	3	5	3	3	3	2	1	3	2	4	5	3	5	67	
95	alya afandiani	VIII-F	5	5	3	2	3	5	4	1	3	2	1	5	5	3	5	3	4	4	5	5	73
96	Husna	VIII-F	4	5	4	1	2	5	1	1	2	3	2	5	5	4	3	4	1	1	3	5	61
97	Hafiz rafiansyah	VIII-F	5	5	3	4	5	4	5	4	5	2	1	4	4	4	5	5	4	5	5	5	84
98	Fadhilah Zulfā Ramadhani	VIII-F	4	5	3	1	4	4	1	2	3	4	4	3	3	3	2	1	2	1	5	5	62
99	M.Fadhil Abdul aziz	VIII-F	4	5	3	2	3	4	4	1	3	3	2	4	4	3	3	4	3	1	5	5	66
100	Sahal Dzikri Ramadan	VIII-F	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	82

APPENDIX 8
SURAT TUGAS BIMBINGAN TESIS

 KEMENTERIAN AGAMA UIN JAKARTA FITK <small>Jl. E. P. Juanda No. 65 Cijuar 15172 Indorejo</small>	FORM (FR)	No. Dokumen : FITK-FR-AKD-081
		Tgl. Terbit : 1 Maret 2020
		No. Revisi : 01
		Hal : 1/1
SURAT TUGAS BIMBINGAN TESIS		

Nomor : Ft.01/S2.PBI/061/IV/2020
Lamp. : 1 Bundel (Proposal)
Hal : Bimbingan Tesis

Jakarta, 22 April 2020

Yang terhormat,
Dr. Farida Hamid, M.Pd.
Dr. Ahmad Sofyan, M.Pd.
Pembimbing Tesis

Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah Jakarta

Assalamualaikum Wr. Wb.

Dengan ini diharapkan kesediaan Bapak/Ibu untuk menjadi pembimbing (materi/ teknis) penulisan tesis mahasiswa:

Nama : Erniyanti Nur Fatahbela Dewi
NIM : 21180140000005
Jurusan : Magister Pendidikan Bahasa Inggris
Judul Tesis : *The Effect of Hot Seat Strategy and Self-Confidence in Enhancing Students' Speaking Ability*

Judul tersebut telah disetujui oleh program studi yang bersangkutan pada tanggal 21 April 2020, abstraksi/ *outline* terlampir. Bapak/Ibu dapat melakukan perubahan redaksional pada judul tersebut. Apabila perubahan substansial dianggap perlu, mohon pembimbing menghubungi pengelola program studi terlebih dahulu.

Bimbingan tesis ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerjasama Bapak/Ibu, kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Dekan
Program Magister PBI


Dr. Fahrianty, M.Pd
19700611 199101 2 001



Tembusan:

1. Dekan FITK;
2. Kaprodi MPBI;
3. Mahasiswa ybs.

APPENDIX 9
SURAT PERMOHONAN VALIDATOR AHLI MATERI

 KEMENTERIAN AGAMA UIN JAKARTA FITK <small>J. K. H. Juanda No 95 Ciputat 15412 Indonesia</small>	FORM (FR)	No. Dokumen : FITK-FR-AKD-081
		Tgl. Terbit : 1 Maret 2010
		No. Revisi : 01
		Hal : 1/1
SURAT TUGAS		

Nomor : Ft.1/S2.PBI/015/X/2020

Jakarta, 03 September 2020

Lamp. : 1 Bundel (Proposal)

Hal : **Permohonan Validator Ahli Materi**

Kepada Yth.

Dr. Kustiwan, S. Ag., M.A., Ph. D.
Validator Ahli Materi

Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah Jakarta

Assalamu'alaikum Wr.Wb.

Dengan ini diharapkan kesediaan Bapak untuk menjadi validator ahli materi (expert validator) instrumen penelitian mahasiswa:

Nama : Erniyanti Nur Fatahhela Dewi
NIM : 21180140000005
Jurusan : Magister Pendidikan Bahasa Inggris
Judul Tesis : The Relationship between Students' Adjective Mastery and Self-Confidence on their Speaking Ability.

Judul tersebut telah disetujui oleh program studi yang bersangkutan pada tanggal 27 Juli 2020, abstraksi/outline terlampir. Bapak dapat melakukan perubahan redaksional pada judul tersebut. Apabila perubahan substansial dianggap perlu, mohon menghubungi pengelola program studi terlebih dahulu.

Atas perhatian dan kerjasama Bapak, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

a.n. Dekan

Ketua Program Magister PBI




[Signature]
Drs. Fahriany, M. Pd.

NIP. 19700611199101 2 001

Tembusan:

1. Dekan FITK
2. Mahasiswa ybs.

APPENDIX 10
SURAT PERMOHONAN IZIN PENELITIAN

 KEMENTERIAN AGAMA UIN JAKARTA FITK <small>Jl. A. H. Azhari No. 89 Ciputat Timur 15712 Indonesia</small>	FORM (FR)	No. Dokumen : FITK-FR-AKD-086
		Tgl. Terbit : 1 Maret 2020
		No. Revisi : 01
		Hal : 1/1
SURAT PERMOHONAN IZIN PENELITIAN		

Nomor : Ft.1/S2.MPBI/001/X/2020

Jakarta, 3 September 2020

Lamp. : -

Hal : Permohonan Izin Penelitian

Yang terhormat,
Kepala Madrasah
MTs. Assa'adah Tajurhalang
Di
Tempat

Assalamualaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa:

Nama : Emiyanti Nur Fatahhela Dewi
NIM : 21180140000005
Prodi : Magister Pendidikan Bahasa Inggris
Semester : V (Lima)

adalah benar mahasiswa pada Program Magister Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta yang akan melakukan penelitian di lembaga yang Bapak/ Ibu pimpin sehubungan dengan penyelesaian tugas akhir (Tesis) yang berjudul *The Relationship between students' adjective mastery and Self-confidence and their Speaking Ability*. Mahasiswa tersebut memerlukan penelitian dan observasi pada lembaga yang Bapak/ Ibu pimpin. Oleh karena itu, kami mohon kesediaan Bapak/ Ibu untuk menerima mahasiswa tersebut dan memberikan bantuannya.

Demikianlah, atas perhatian dan bantuan Bapak/ Ibu kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

a.n. Dekan

Setua Prodi Magister PBL,



Dr. Fahriany, M.Pd.

NIP. 19700611 199101 2 001

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan;
2. Kaprodi Magister Pendidikan Bahasa Inggris

APPENDIX 11
SURAT IZIN PENELITIAN



MADRASAH TSANAWIYAH ASSA'ADAH
STATUS : TERAKREDITASI A

No. SK : 02.00/322/BAP-SM/XI/2013
IZIN OPERASIONAL : D/W.I/MTs/387/94.TGL. Sk17-10-1994
NOMOR STATISTIK MADRASAH : 12123 20 10222
Jl. AMD Desa Sasak Panjang RT. 005/02 Kecamatan Tajurhalang - Kabupaten Bogor - Jawa Barat

SURAT IZIN PENELITIAN

Nomor : 1.167/S.Ket/MTs.As/2021

Kepala Madrasah Tsanawiyah Assa'adah memberikan izin kepada :

Nama : Erniyanti Nur Fatahhela Dewi
Nomor Induk Mahasiswa : 21180140000005
Universitas : UIN Syarif Hidayatullah Jakarta
Fakultas : Ilmu Tarbiyah dan Keguruan
Program studi : Magister Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian di Madrasah Tsanawiyah Assa'adah Tajurhalang dari tanggal 25 Agustus 2020 – 25 Oktober 2020. Demikian surat izin penelitian ini dibuat untuk dipergunakan sebagaimana mestinya.

Bogor, 16 Februari 2021
Kepala MTs Assa'adah



H. Ahmad Zarkasyi Z. Lc