THE CORRELATION BETWEEN THE SECOND GRADE STUDENTS' SELF-CONFIDENCE AND THEIR READING ALOUD ABILITY AT SMPN 3 SOLOK

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Abstract

The type of this study was correlation and its purpose was to the determine the correlation between self-confidence and reading aloud ability. The population of this research was the second grade students of SMPN 3 Solok that comprised 216 students. They were divided into seven classes: class VIII1, class VIII2, class VIII3, class VIII4, class VIII5, class VIII6, and class VIII7. The researcher used cluster random sampling technique to choose the sample, and the sample was class VIII4, that consisted of 30 students. The data of this research were collected by using two kinds of instruments. The first is questionnaire for self-confidence, and the second is reading aloud test. Based on the result of self-confidence questionnaire, it was found that the lowest score for self-confidence questionnaire was 75 and the highest score was 104, and the result of the reading aloud test was found that the lowest score for reading aloud was 5 and the highest score was 15. The reliability index of the questionnaire was .67, and the reliability index of reading aloud test was .69. It means that the instruments were reliable. Based on the result of the data analysis, the researcher found that the value of r-calculated in this research was .48, while the value of r-table with level of significance .05 and degree of freedom (df) n-2 was .36. It means that the r-calculated was higher than r-table (.48>.36). The hypothesis stating that there was a significant correlation between students' self-confidence and their reading aloud ability at SMPN 3 Solok was accepted. Therefore, the researcher proposed several suggestions. In order to improve their reading aloud ability the students should make effort to increase their self-confidence in reading text. In order to improve their ways to teach reading and improve student's self-confidence in reading aloud the teachers should make some efforts. Last, the researcher suggests further researchers to carry out other researches on students' self aspects and their achievement.

Key words: correlation, self-confidence, reading aloud ability.

Introduction

Reading is one of four language skills that should be mastered by students beside listening, speaking, and writing. As language skill, reading and writing are categorized as receptive skills, listening and speaking are categorized as productive skills. There are three levels of reading skill; decoding, fluency and comprehension level. First, sounding out level is the foundation of reading instruction. The second, fluency level is the ability to read accurately and expressively while maintaining a rate of speed that facilitates comprehension. The last, comprehension level is the ability to understand what has been read, and it involves strategies that students learn to use when reading independently (Hollowel, 1999).

Reading is a process to get information. It means if students read a text they will get information. According to Finnegan (2005:1), reading for academic study is an active, analytical process. You are not expected to accept everything you read and then repeat it back but to think carefully and critically about what you have read. You are expected to be able to think about what the reading means in the context of other things you have read, how the ideas are connected to other ideas, how the ideas make sense and what you think of these ideas.

In fact, in reading aloud text in front of the class, the students cannot comprehend the meaning of text that they read. And they cannot send or share the information that they get in the text to others after they read. The reason is beacuse they do not have self-confidence and motivation in reading and often feel afraid of making mistakes. So they will read the text with low voice, so the teacher cannot listens their voice and they prefer to be quiet or refuse when the teacher asks them.

Self-confidence influences reading aloud ability. Self-confidence is gained from life experience and relate to the ability to do something well. With good confidence someone will be able to actualize the potential that exists within him (Suhardita, 2001:130).

Based on the researcher's observation at SMPN 3 Solok, most students could not read English fluently when they were asked by the teacher. They were confused with language components, so they were afraid of making mistakes in reading the text in front of many people and they did not have self-confidence to read it. These reasons made students dificult to read English text fluently.

In contrast, by having self-confidence in reading, students felt a power to be brave to read in front of the class. They read the text that the teacher asked first without thinking they were going to make mistakes. Based on phenomena above, the researcher was interested in conducting a study about the correlation between the second grade student's self confidence and their reading aloud ability at SMP N 3 Solok.

The Relationship between Self-Confidence and Reading Aloud Ability.

According to Hiksen (2001:15) self-confidence and reading ability are shown to go hand in hand. Students with low self-esteem tend to have lower reading abilities because they do not feel confident enough to take risks in their reading. They are not confident enough in themselves or their ability to try new genres, authors, or types of reading materials.

Hiksen (2001:32) also states that studies have shown that self-confidence can directly affect the reading levels of students, especially reading comprehension. Students who show a positive attitude toward reading and confidence in reading have higher levels of academic success. A high level of self-confidence acts as a buffer against anxiety so students with high self-confidence are not as likely to struggle with reading challenges.

From explanation above, the researcher concluded that reading aloud in front of many people is one activity that needs a brave and self-confidence. The self confidence is needed in someone's reading aloud ability because it can make people believe in their self in reading aloud the text. And they will feel no worry in reading aloud the text so they can share the information that they get to other with clearly about the text that their read.

Research Method

The research belongs to correlational method. The researcher uses this method to find out the correlation between students' self-confidence and their reading aloud ability. Gay and Mills (2006:191) state that correlation research is a type of descriptive research primarily because it describes an existing condition. Thus, this type of research involves collecting data in order to determine to what degree a significant correlation exists between two or more quantifiable variables..

A population is a set (or collection) of all elements possessing one more attributes

of interest (Arikunto, 2006: 173). The population of the research was the second grade students at SMPN3 Solok in academic year 2013/2014. They were divided into seven classes: class VIII1, class VIII2, class VIII3, class VIII4, class VIII5, class VIII6, and class VIII7. The researcher chose the second grade students as the population because they were studying about kind of text such as: narrative and recount text, and they read the text. The number of students of each class can be seen in the following table:

Table 3.1

Distribution of the Members of Population by Class

No	Classes	Number of Students
1.	VIII1	31
2.	VIII2	30
3.	VIII3	30
4.	VIII4	30
5.	VIII5	31
6.	VIII6	32
7.	VIII7	32
	Total	216

Source : The Administration Office of SMPN 3 Solok

According to Gay (1987:101), sampling is the process of selecting a number of individuals that represent the larger group from which they are selected. The sample is only a part of population. Gay (1987:103) adds that a good sample is representative of the population from which it is selected.

The researcher used cluster random sampling technique. Gay (1987:110) states that cluster random sampling is sampling in which groups, not individuals, are randomly selected. They had the same syllabus, teaching materials, time alocation and they are thaugt by the same teacher.

To get the sample, the researcher chooses one class randomly. To choose one class as a sample, she uses seven small pieces of paper on which she writes VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, and VIII7, put them into the box and shakesthe box. Thenshe take one of those papers randomly. The selected class was class VIII4. So, class VIII4 was a sample class. There were about 30 students. And the percentage of the sample is 14%.

There were two kinds of instruments that were used in this research: questionairre and reading test.

a. Questionnaire

According to Arikunto (2006:151) questionnaire is a number of written questions used to obtain information from respondents in terms of their personal statements, or things that they know.

The questionnaire was used in this research to collect the data on student's self confidence. The questionnaire consisted of 24 items including several indicators of student's self confidence.

According to Lauster in Alsa (2006:2) there are four indicators of self-confidence, they are :

a. Believe in self
b. Act independently in making decisions
c. Having a positive sense of self
d. Dare to express opinions.

The specification of questionnaire is shown in Table 3.2.

Table 3.2

Questionnaire Specification

No	Self Confidence Indicators	The Total Number of Items	Item Specification
1.	Believe in self	6	1,2,3,4,5,6
2.	Act independently in making decisions	6	7,8,9,10,11,12
3.	Having a positive sense of self	6	13,14,15,16,17,18
4	Dare to express opinions	6	19,20,21,22,23,24

Responses to the questionnaire were scored by using Likert Scale. According to Tuckman in Widyastuti (2011:27), the Lickert Scale consists of five points where the interval between each point of the scale is to extend of agreement and disagreement toward a particular statement of an attitude, belief, or judgement.

To have valid questionnaire, especially in term of content, the researcher constructed it based on certain indicators about self-confidence.

To know the reliability of the questionnaire the researcher used Alpha Formula. Arikunto (2006:75) states that Alpha formula is used to find out the reliability of instrument whose scores are not 1-0, like a questionnaire.

Alpha Formula :

$$rii = \left(\frac{k}{k-1}\right)\left(1 - \frac{\Sigma_{\sigma b} 2}{\sigma 2t}\right)$$

Where :

Rii   : Reliability of Instrument

k   : Total Number of Questions
          or Statements

$\Sigma_{\sigma b} 2$: Calculation of Variance for
          Each Item

$\sigma^2 t$: The Total of Variance

Finally, the researcher used the degree of coefficient correlation based on Arikunto's idea (2006:75)

.80-1.00 : Very high correlation

.60-.80   : High correlation

.40-.60   : Moderate correlation

.20-.40   : Low correlation

.0-.20   : Very low correlation

The result showed that the questionnaire has *ri i* .67. It means that the questionnaire was reliable.

b.   Reading Test

To get the data on students' reading aloud ability, the researcher gave reading aloud test to measure students' reading aloud ability. Brown and Abeywickrama (2010:230) states that the test-taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in presence of an administrator.

The researcher gave short story to the students, and asked them to read the story in front of the class. The researcher scored student's reading aloud by scoring their fluency, accuracy, pronunciation, and intonation that are suggested by Aguswuryanto (2011:2).

The test is valid if it measures what it is supposed to be measured. The researcher used content validity in this research. Arikunto (2006:67) states that to get a valid test, it should be constructed based on curriculum, syllabus, and teaching materials. In testing reading aloud, it was also necessary to record students' voice in reading test. Therefore researcher recorded students' voice by using a tape recorder. This research used reading aloud test in the form of short story as an instrument. Every students was asked to read the text in front of the class.

To know the reliability of the test, the researcher used interrater technique. It means the researcher used two scorers (the researcher was the first scorer and Yolanda was the second scorer) and calculated both of scores by using Pearson Product Moment Formula as follows :

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

r_{xy} = The coefficient correlation between X and Y variables.

N = The number of the students who follow the test.

X = The score given by the first scorer.

Y = The score given by the second scorer.

The coefficient of correlation was based on Arikunto's idea (2006:75):

.80-1.00 : Very high correlation

.60-.80 : High correlation

.40-.60 : Moderate correlation

.20-.40 : Low correlation

.0-.20 : Very low correlation

It was found that the reliability of the test was .69. It means that the test was reliable.

The researcher used two kinds of instrument to get the data; first, questionnaire for gathering the data on students' self confidence and second was reading test for gathering the data on students' reading aloud ability. The technique of gathering data was explained as follows :

a. **Collecting Data through Questionnaire.**

For collecting the data through the questionnaire, the researcher distributed the questionnaire to the sample. After that the researcher asked them to give responses to the questionnaire and collected them. There were several steps of collecting the data :

1. Read the students' response for each item.

2. Score the students' response of questionnaire.

3. Counted the score of each statement based on scale lickert.

b. **Collecting Data through Reading Aloud Test.**

The second data of this research were the students' scores in reading aloud. The data were collected through the following procedures :

1. Each student was asked to read a short story that the researcher gave in the classroom.
2. The student's voice was recorded by using tape recorder, and then the student's voice was replayed to evaluate the pronunciation, fluency, accuracy and intonation.
3. The researcher and the second scorer gave scores based on the criteria of reading aloud.
4. The researcher counted the total score of each student.
5. The researcher counted the average score of two scorers by using the following formula:

Students'scores=

$$\frac{first\ scorer's\ score + second\ scorer's\ score}{2}$$

To analyze the data, the researcher used Pearson Product Moment Formula as follows :

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where :

r_{xy} = The coeficient correlation between even and odd items

x = The score of self-confidence questionnaire

y = The score of reading aloud test

n = The total number of the students

$\sum xy$ = The total scores of cross product xy

$\sum x$ = The sum of x

$\sum y$ = The sum of y

$\sum x^2$ = The sum of x squared

$\sum y^2$ = The sum of y squared

The result of the calculation showed that there was a significant correlaion between studnts' self-confidence and their reading aloud with coeficient determination .48 (see Appendix 7).

FINDING AND DISCUSSION

The Result of Descriptive Analysis

a. **Students' Self-Confidence**

Based on the result of self-confidence's questionnaire, it was found that the lowest score for self-confidence's questionnaire was 75 and the highest score was 104.

b. **Students' Reading Aloud Ability**

Based on the result of the reading aloud test, it was found that the lowest score for reading aloud was 5 and the highest score was 15.

As already discussed, to find out the correlation between students' self-confidence and their reading aloud at SMPN 3 Solok, the researcher used Pearson Product Moment Formula. Based on the result of data analysis, it was found that the value of r-counted between self-confidence and reading aloud was .48.

Testing Hypothesis

Based on the finding of descriptive analysis, it could be seen that value of r-calculated in this research was .48 and r-table was .36. To test the hypothesis, the researcher compared the r-calculated with r-table. As a matter of fact r-calculated was higher than r-table (.48> .36) it means that, the relationship between self-confidence and reading aloud was significant. Therefore, the hypothesis that stated, "there is a significant correlation between students' self-confidence and their reading aloud of second grade students at SMPN 3 Solok" was accepted.

DISCUSSION

The result of the data analysis showed there was a positive and significant correlation between students' self-confidence and reading aloud. Its coefficient of correlation was .48. Based on the

classification of correlation elaborated by Arikunto (2006 : 75), the correlation of two variables (self-confidence and reading aloud) could be classified as moderate correlation.

CONCLUSIONS

Based on finding as already discussed in the previous chapter, the researcher points out the following conclusions:

1. There was a positive and significant correlation between students' self-confidence and their reading aloud of second grade students at SMPN 3 Solok. It means that self-confidence gave contribution to reading aloud.

2. The correlation between students' self-confidence and their reading aloud of second grade students at SMPN 3 Solok was high. It means that, if the students' self-confidence is good, their reading aloud ability is good too.

SUGGESTIONS

Based on the conclusions above, the suggestions were for the students, for the teacher and for the futher researcher. For the students, in order to improve their reading aloud ability they should make effort to

increase their self-confidence in reading text by practice reading text frequently. For the teachers, in order to improve their way to teach reading and improve student's self-confidence in reading aloud they should make some efforts, such as giving interesting text or story. The researcher gives suggestions for the further researchers to find another correlation in reading aloud and self-confidence.

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