THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM AND THEIR SPEAKING SKILL AT THE ELEVEN GRADE OF SMA EXCELLENT NURUL IKHLAS

A THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (S1) Degree



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FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF BUKITTINGGI

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ABSTRACT

Irum Elda Putri: 2316068, "The Correlation between Students' Self Esteem and Their Speaking Skill at The Eleven Grade of SMA Excellent Nurul Ikhlas", A Thesis, State Islamic Institute of Bukittinggi, 2022.

The base of this research was there various problems related to students' self-esteem. The theories talk about that the students who have self-esteem, they can be able in speaking. Conversely, the students who have lack self-esteem, so they tend to avoid opportunity in speaking.Otherwise, the researcher obtain the problems related to the students' self-esteem, and those problems were contrary with the theory. There were certain students who have lack self-esteem, but they have a best score in speaking.Nevertheless,there were some students capable to speak English even though it was not perfect, but they still have a good score in speaking.As a result, the researcher wanted to find out the relation between students' self-esteem and their speaking skill at the tenth grade of SMA ExcellentNurul IKhlas. Thus, this research was done in SMA Excellent Nurul IKhlas.

The form of this research was correlational research. The instrument of this research was a questionnaire for measuring students' self-esteem and a speaking test (retelling a story of the hungry lion and the foolish stag) for measuring students' speaking skills. The population of this research was all of the tenth grade students of SMA Excellent Nurul Ikhlas in the academic years of 2020/2021 which consists of 4 classes. The sample was 57 students taken by saturation sampling technique. The research was carried out in Desember 2021. To find that the students' self-esteem and their speaking skill correlate or not, the researcher used the Pearson Product Moment Correlation Coefficient.

The results of the research show that there is a correlation between students' self-esteem and their speaking skill at the tenth grade of SMA Excellent Nurul Ikhlas academic years 2020/2021. In this research, the researcher see that the coefficient of correlation between students' self-esteem and their speaking skill at the tenth grade of SMA Excellent Nurul Ikhlas was 0,257. There was a positive correlation and significance. It means that Ho is accepted. Then, there is a positive correlation between students' self-esteem and their speaking skill at the eleven grade of SMA Excellent Nurul Ikhlas . Based on the result of the research, it can be concluded that self-esteem has a positive contribution to speaking skills. It means that if the students have high self-esteem, they have high skill in speaking. Conversely, if the students have low self-esteem, they have low skill in speaking. In conclusion, this research is done for finding the correlation between students' self-esteem and their speaking skill at the tenth grade of SMA Excellent Nurul Ikhlas.

Keywords: Correlation, Self-Esteem, Speaking Skills.

ABSTRAK

Irum Elda Putri: 2316068, "Hubungan antara Penghargaan Diri Siswa dengan Keterampilan Berbicara Mereka Kelas XI SMA Excellent Nurul Ikhlas", Skripsi, Institut Agama Islam Negeri Bukittinggi, 2022.

Latar belakang dari penelitian ini adalah terdapat beberapa permasalahan yang berkaitan denganpenghargaan diri siswa. Teori mengatakan bahwa siswa yang memiliki penghargaan diri, maka mereka akan untuk berbicara. Sebaliknya, siswa yang kurang percaya diri, maka mereka akan cenderung untuk menghindari kesempatan untuk berbicara. Selain itu, peneliti menemukan permasalahan-permasalahan yang berkaitan dengan penghargaan diri siswa dan permasalahan-permasalahan lainnya yang bertentangan dengan teori. Terdapat beberapa siswa yang kurang penghargaan dirinya, tapi mereka memiliki nilai berbicara yang bagus. Namun, terdapat beberapa siswa yang mampu untuk berbicara bahasa inggris meskipun tidak terlalu sempurna, tetapi mereka tetap memiliki nilai berbicara yang bagus. Akibatnya, peneliti ingin melihat hubungan antara penghargaan diri siswa dengan keterampilan berbicara mereka kelas XI SMA Excellent Nurul Ikhlas. Jadi, penelitian ini dilakukan di SMA Excellent Nurul Ikhlas.

Jenis penelitian ini adalah penelitian korelasi. Instrumen dari penelitian ini adalah sebuah kuesioner untuk mengukur penghargaan diri siswa dan tes berbicara (menceritakan sebuah cerita tentang singa yang lapar dan rusa yang bodoh) untuk mengukur keterampilan berbicara siswa. Populasi dari penelitian ini adalah seluruh siswa kelas X SMA Excellent Nurul Ikhlastahun ajaran 2020/2021 yang mana terdiri dari 4 kelas. Sampel dari penelitian ini sebanyak 57 siswa yang diambil melalui teknik sampel jenuh. Penelitian ini dilakukan pada bulan Desember 2021. Untuk menemukan bahwa penghargaan diri siswa dan keterampilan berbicara mereka berhubungan atau tidak, peneliti menggunakan rumus Pearson Product Moment.

Hasil dari penelitian ini terlihat bahwa terdapat hubungan antara penghargaan diri siswa dengan keterampilan berbicara mereka kelas XI SMA Excellent Nurul Ikhlastahun ajaran 2020/2021. Peneliti mendapatkan bahwa koefisien hubungan antara penghargaan diri siswa dengan keterampilan berbicara mereka adalah 0,257. Korelasi itu menunjukkan tanda positif dan signifikan. Itu artinya Ho diterima. Jadi, terdapat hubungan positif antara penghargaan diri siswa dengan keterampilan berbicara mereka kelas XI SMA Excellent Nurul Ikhlas. Berdasarkan hasil penelitian tersebut, itu dapat disimpulkan bahwa penghargaan diri mempunyai kontribusi yang positif dalam keterampilan berbicara. Itu berarti, jika siswa memiliki penghargaan diri tinggi maka mereka memiliki keterampilan yang tinggi dalam berbicara. Sebaliknya, jika siswa memiliki penghargaan diri rendah maka mereka memiliki keterampilan yang rendah dalam berbicara. Disimpulkan, penelitian ini dilakukan untuk mendapatkan hubungan antara penghargaan diri siswa dengan keterampilan berbicara mereka kelas X SMA Excellent Nurul Ikhlas.

Kata kunci: Korelasi, Penghargaan Diri, Keterampilan berbicara

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Alhamdulillahirabbil'alamin, in the name of Allah SWT, the Most Gracious and the Most Merciful, who always gives health and all of things to the writer in accomplishing this thesis. *Shalawat and Salam*to the most honorable Prophet Muhammad SAW.

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Bukittinggi,Januari 2022
The Researcher

Irum Elda Putri
2316068

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CHAPTER I

INTRODUCTION

A. Background of The Problem

In a foreign language, there are five skills in learning English. One of the important skills is speaking. Speaking is communication that happens between two or more people. Many people believe that speaking is a way to get information and to transfer information. Moreover, people will feel proud if they can speak English. Many people think that speaking is a must factor in learning English which will make the students successful.Thus, speaking is an important skill in English.

In addition, Bailey and Nunan said that speaking is an interactive process of constructing meaning which includes producing, receiving, and processing information.[1] It means that people usually speaking to transferring information to each other. Furthermore, in speaking, people producing information before they are receiving and processing information to others. Speaking is also producing systematic verbal utterances to exchange meaning with another speaker. In short, speaking involves producing, receiving, and processing meaning or information between two or more people each other.

Moreover, Luoma said that speaking as an interaction, as social, and speaking depends on activity or situation. Speaking is an integral part

[1] Kathleen Bailey and David Nunan, *Practical English Language Teaching Speaking*, (London, United States: McGraw-Hill Education), p.2.

of people activities in their daily lives.[2] It means that the people interacts with each other and the people need listeners and speakers in speaking. It depends on the people situation or activity. In conclusion, speaking is communication that happens between two or more people depends on a certain situation or activity.

There are several factors that influenced people to speak. One of the factor is self-esteem.Self-esteem involves anxiety, afraid to make mistakes, bad judgment, nervous, self-evaluation, self-respect. Self-esteem can influencepeople's behavior when they want to do something. If the people to do something like speaking, they need high self-esteem in themselves because it can helps them to speak fluently. On the contrary, if the people have low self-esteem, they can't speak fluently. Thus, self-esteem is needed in speaking.

According to Mruk, self-esteem is a continuum of several things as people such as mentally healthy, successful, living effectively, and even the good life.[3] It means that self-esteem has some important things like being mentally healthy. A mentally healthy is a person who has a healthy soul in respecting himself. Then, successful is a persons' success to respect himself in another thing. After that, living effectively is a person who lives in a good life. The last, even the good life is a person who respects and appreciates himself in life. In short, self-esteem is people respect and appropriate themselves to do something to their goals.

---

[2] Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press,2004), p.9.

[3] Christopher J Mruk, *Self-Esteem Research, Theory and Practice*, (New York: Springer Publishing Company, 2006), p.2.

Moreover, Branden said that self-esteem is the main basic of consciousness, basic of all particular experiences that they are in the most important things about the role in human psychology.[4] It means that self-esteem people are aware to respect themselves. The people are able to respect themselves because they had been experienced. Moreover, several things are important factors related to the role in human psychology.

Based on the researcher's preliminary research by conducting observation at the tenth grade of SMA Excellent Nurul Ikhlas on March 32021 theresame problems related with student's self-esteem and speaking, which was obtained in the class activity, interviewed with teacher and students. In the learning of English, there were many ways of teacher to improve thestudents' speakingskill.The researcher saw the teacher in the class. The teacher gave a short movie to the students and after the watched the movie the students asked to retell the story again. In the day of presentation or retell the movie some of the students were panic, hesitant, some silent,some ask other friends, and help each other.Besides, researcher also found students follow the learning with focus, helped each other with friends, and answer questions using English and Indonesian vocabulary. From this situations it seen that students have something wrong with self-esteem.

In the other side,the researcher also interviewed the English teacher. Based on that interview, the teacher said that there were some

[4]Nathaniel Branden, *Honoring the Self Self-Esteem and Personal Transformation*,(New York: Bantam Book,1983), p.5.

students gave good response and students' response in learning process affected by the students' educational background. Otherwise, the teacher mentioned that there were some problems in speaking class; the students tend to be silent afraid to speak, shy, lack of vocabulary, wrong pronunciation, and fluency. In addition, the researcher also interviewed some students. Some students said that they had some problems in speaking, such as; lack vocabulary,afraid and shy to speak. Another problem of students is pronunciation, which affects the fluency of speaking students. Then, they were more confidentto speak if they wrote what they want to say. The students also felt lazy to practice English mainly in speaking. They were try to speak English when they were learning English speaking. There were some students felt confident to speak English even though they have deficiency in speaking.

Based on the explanation above, the researcher is interested in conducting the research entitled: **"The Correlation between Students' Self-Esteem andSpeaking Skill at The Tenth Grade of SMA Excellent Nurul Ikhlas".**

B. Identification of the Problem

Based on the background of the problem above, the researcher identified some problems were:

1. The students lack of self-esteem tend to avoid opportunity in speaking.

2. The students of good in self-esteem tend to use opportunity in speaking.

C. Limitation of the Problem

Based on the identification of the problem, the researcher limit the scope of the problems to have a clear focus of this research. The researcher focused on finding out whether there is The Correlation between Students'Self-Esteem and Speaking Skill at The Tenth Grade of SMA Excellent Nurul Ikhlas.

D. Formulation of the Problem

Based on the limitation of the problems above, the researcher formulation the problems as:

1. Was there any significant correlation between students' self-esteem and their speaking skill?
2. What was the correlation direction between students' self-esteem and their speaking skill at The Tenth Grade of SMA Excellent Nurul Ikhlas?
3. What was the correlation magnitude between students'self-esteem and their speaking skill at The Tenth Grade of SMA Excellent Nurul Ikhlas?

E. Purpose of the Research

In line with the formulation of the researcher, the purpose of the research as follows:

1. To find out whether there was a correlation between students' self-esteem and their speaking skill at The Tenth Grade of SMA Excellent Nurul Ikhlas
2. To find out the correlation direction betweenstudents' self-esteem and their speaking skill at The Tenth Grade of SMA Excellent Nurul Ikhlas
3. To find out the correlation magnitude between students' self-esteem and their speaking skill at The Tenth Grade of SMA Excellent Nurul Ikhlas

F. Significance of The Research

The researcher hopes the result of this research will be useful for:

1. For the students, the research is expected to be useful for improving students' self-esteem and speaking skills.
2. For the teachers, the research can illustrate that the self-esteem is important for students success speaking skills.
3. For the next researcher, the research can be used in the future as reference for further research related to self-esteem and speaking skills.

G. Definition of Key Terms

In the order, to have better understanding and to avoid misinterpretation about the terms used in this study they are:

1. Self -Esteem

   Self-esteem is a student assessment about self in the learning process in class

2. Speaking Skill

   Speaking skill is a student ability in retelling a story effectively in English speaking class.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. The Nature of Speaking

a. Definition of Speaking

Generally, speaking is a reciprocal relationship between listener and speaker. It means thatin speaking exist the act of communication between two or more people. There are some definitions of speaking. According to Nunan, speaking is oneof theelement when we learn a second language, andsuccess or failure of someone in learning a second language can be seen from the person speaking.[5] It means that in second language learning speaking skills is an important thing.

Besides, Ur stated that speaking is who a person knows a language, this refers not only to the speakers of language but also to who is interested in learning a language.[6] It means that people who have an interest in learn a language and also people who have a want to learn a language especially in speak, can be called speaking.

In addition, Luoma stated that speaking is a communication process that involves two or more people, where they discuss something

[5]David Nunan, *Language Teaching Methodology*, (Sydney: Macquarie University, 1991), p.39.

[6] Penny Ur, *A Course in Language Teaching Practice and Theory*, (New York: Cambridge University Press, 1991), p.120.

interesting and appropriate with a condition.[7] It means that speaking can occur if there are more than two people. Speaking can occur if the speaker and listener have the same topic of discussion and also relate to each other in a situation. Besides, with the same topic between speaker and listener can be able to share opinions, and able to do and finish something together.The students' ability to speak and share ideas confidently and involve self-esteem in speaking, where students are required to able to speak well. It means that if students have good self-esteem students can share ideas and opinions well. On the other hand, if students lack self-esteem, ideas and opinions will be hampered or not conveyed well and clearly. Thus, speaking is an activity involving two or more students who have the same goals and have good self-esteem.

B. The Types of Speaking

According to Brown, there are several types of speaking:[8]

1. Imitative

   In imitative, people able to imitate words, phrases, and sentences. The assessment more focus to pronunciation and it can't consider students' ability to understanding or comprehending the meaning of speaking.

[7]Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press, 2004), p.20.

[8] Brown H Douglas, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), p.141-142.

2. Intensive

   Intensive is often to use in speaking assessment in short oral production that designed for show the competency in limited scope phrase relationship, lexical, and grammatical. The speakers must be aware semantic characters, but interaction with other people in administration test is minimal at best.

3. Responsive

   Responsive with limited level, such as short conversations, standard greetings, and small talk, simple requests and comments.

4. Interactive

   Interactive is interaction with length and complexity involved many speakers and interpersonal exchanges, which have the purpose of maintaining social relationships.

5. Extensive (*Monologue*)

   Extensive involved speeches, oral presentations, and story-telling with opportunity to interact from listeners very limited or not at all.

C. Types of Speaking Assessment

Speaking is one of the skills in learning English. In the learning process of speaking many things that affect such as lack of self-esteem, shy to speak, afraid, and others. Besides, many students are interested to speak English and have proficiency in speaking. To measure and know the development of learning speaking can be seen from assessment.

Louma stated that assessing speaking is a challenge, is called that because many factors can affect how well we can speak the language, and want test accurate to our purpose.[9] It means that assessing speaking is something difficult because where we see people ability to speak the language, in speaking assessment people want to have good grades and according to the target. In conclusion, in assessing speaking there is desire and purpose of results of work that has been done when learning alanguage.

Furthermore, Brown stated that assessment is an act of assessing what the teachers do to students in the learning process. When students answer the question, provide comments, and try new word or structures, this is when the teacher make an assessment of students.[10] According to Brown, there are several ways to assessment speaking:[11]

1. Read-Aloud Task

   In reading aloud teachers assess based on the number of phonological factors(vowels, diphthongs, consonants, consonant clusters, stress, and intonation). There are several advantages in assessing read aloud, namely: predictable output, practically, reliability, in scoring. Disadvantage sometimes students don't often read aloud. The form of assessment of reading aloud is in

[9]Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press, 2004), p.1.
[10]H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), p.4.
[11]*Ibid*, p.147-159.

form of a scoring scale, with looking the result of teachers assessment can improve for next learning.

2. Picture-Cued Task

The assessment of picture-cued is by looking at a picture, it can be a series of pictures with students asked to compile and then tell it in form of a story or incident in speaking. Another form of assessment by givinga map, where students are asked to provide directions from a location with speaking. The judgments are seen in this picture cued like grammar, comprehension, vocabulary, pronunciation, pronunciation fluency, task (accomplishing the objective of the elicited task).

3. Translation Task

The students are given longer texts to read in the native language and then they should translate into English. The way to assess speaking in this translation is students are given words, phrases, or sentences and then asked to translate them.Translation assessment here is seen not only focus on translation but also errors related to oral production skills.

4. Retelling a story, News Event

The way of assessing the retelling story is that students listen and read a story or news event and then asked to retell it. In retelling story assessment students can communicate sequences and events, stress, and emphasis or expression,

fluency and also interaction with listeners. Besides, scoring must include existing criteria.

5. Role play

Role play is a speaking activity where students pretending to be other people in a certain situation. Role play can have effect on student anxiety because they portray a personality that is different from themselves.

6. Oral interview

The interview is a direct interaction between the test administrator and test-takers by providing questions and directions. The interview can be recorded and playback, then it can be assessed on one or more parameters, like vocabulary use, pragmatic suitability, task achievement, comprehension, and pronunciation.

Accordingly to Harris, score interview is a simple method and a method that is often used to assess speaking ability. One or more raters interview students separately then recorded an evaluation of competence in their spoken language. Here is a typical scale form used with interview score:

Student: _____ Rater:_____ Date:_____ Score:_____

Pronunciation

___5. Has few traces of foreign accent.
___4. Always intelligible, through one is conscious of a definite accent.
___3.Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
___2.Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
___1.Pronunciation problems so severe as to make speech virtually unintelligible.

Grammar

___5. Makes few (if any) noticeable errors of grammar of word order.
___4. Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
___3. Makes frequent errors of grammar and word order which occasionally obscure meaning.
___2. Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
___1. Errors in grammar and word order so severe as to make speech virtually unintelligible.

Vocabulary

___5. Use of vocabulary and idioms is virtually that of a native speaker.
___4. Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
___3. Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
___2. Misuse of words and very limited vocabulary make comprehension quite difficult.
___1. Vocabulary limitations so extreme as to make conversation virtually impossible.

Fluency

___5. Speech as fluent and effortless as that of a native speaker.
___4. Speed of speech seems to be slightly affected by language problems.
___3. Speed and fluency are rather strongly affected by language problems.
___2. Usually hesitant; often forced into silence by language limitations.
___1. Speech is so halting and fragmentary as to make conversation virtually impossible.

Comprehension

___5. Appears to understand everything without difficulty.
___4. Understand nearly everything at normal speed, although occasional repetition may be necessary.

___3. Understand most of what is said at slower-than-normal speed with repetitions.
___2. Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
___1. Cannot be said to understand even simple conversational English.

Range 1 to 5 points followed by a short behavioral statement. Besides, the weakness of oral ratings is the tendency to have low reliability. That is, no interviews have been conducted in the same way. Similarly, no interview can maintain the exact same standard of assessment.[12]

In conclusion, from the explanation above there are several ways to assessing speaking skills. In this research, the researcher used retelling story or news event to assessing speaking skills. The researcher used the retelling story method because this method is in accordance with the material found by the researcher in class.

2.The Nature of Self-Esteem

a. Definition of Self-Esteem

Self-esteem is a picture of a person's assessment of himself, where someone knows what can be done and what is not mastered. Self-esteem is very important in someone's life. For example, a student judges himself to be unable to learn even though he has studied and knows, this includes low self-esteem. If students believe in their ability by what students have previously learned then this is an

[12]David Harris, *Testing English as a Second Language*, (US: McGraw-Hill Book Company, 1969), p.83-85.

example of high self-esteem. Here are some expert opinions about self-esteem:

According to Branden self-esteem is a belief in yourself that you are able to face life's challenges and a belief in the right to be happy, a feeling of worth, focus on your need and desires, and can enjoy the results of what you have done.[13] It means that self-esteem is a person belief in himself that he can go through and face challenges found in life.

Besides, Richard and Schmidt said that self-esteem is people's judgments of their own worth, based on feelings of circumstances and feelings of environmental interactions, where the control is from those people.[14]It means that self-esteem is how people give the measurement of self-esteem based on the efficacy of interaction with the environment. This measurement occurs under self-control. In short, from self-esteem people knows about value or limit of own value, whether it has low or high self-esteem. Furthermore, Rowson says that self-esteem is the picture that people have about themselves and also a value that has been set to themselves. This value can influence what people hear about themselves.[15]It means that self-esteem is the picture of people, where it can be affected from the

[13] Nathaniel Branden PH.D, The Power of Self – esteem, (Deerfield Beach, Florida : Health Communications, 1992), p. 8

[14]jack C. Richard and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistics Third edition,* London: Pearson Education Limited , 2002), p. 475.

[15]Pauline Rowson, *Communicating with more Confidence,* (England: Rowmark Limited, 2005), p.45

opinions of others. And finally the formation of value that people put on themselves. Thus, the values that people believe in themselves will eventually shape who they are.

Based on the definition above, self – esteem is a student evaluation of themselves, where the assessment of self can be seen when the student wants to do a thing in life. Judgment about self -esteem can be influenced by other student's opinions, feelings of circumstancesan also the environment. Besides, self - esteem is an assessment that is in students who also influencespeaking English. For example, when going to speak English, want or not when speaking is the effect of previous judgment of people. In conclusion, self-esteem influences a student's life, including in specifying learning speaking.

b. Elements of Self-Esteem

Plummer states that there are seven elements self-esteem: [16]

Self-knowledge. That is about theunderstanding of who I am and where my placement in social to the around, andunderstanding my differences and similarities with others. Then, self, and others. It's about knowing how to develop and to maintain my identity with recognizing the interdependent of the natural ability of relationship, Understanding the problems in the relationship and learning co-operate with others, developing an understanding of other people's

[16] Deborah Plummer, *Helping students to build self-esteem*, (united kingdom: Jessica Kingsley, 2001), p. 17

views who I am, understood my emotions and realized the way I am to appreciate, know how to properly appreciate emotions rather than act in an inappropriate manner, recognize my emotions and understand how to see my differences from others

Next, self-acceptance. It meansthat know the limits of what you can and can't do, accepting that mistakes are something reasonable, knowing that the knowledge and skill I have are the best, receive about my physical body. After that, self-reliance it is about to know how to take care of yourself, understanding difficult life and understanding many things that yourself can do, build measures of independence and self-motivation, able to adjust actions, feelings and thoughts by the assessment of progress limits owned, understand the mastery over oneself to appreciate the challenges if any time comes.

In addition, self-expression it is about understanding how we communicate with each other with words, facial expressions, body postures, intuition, clothes used and others,learn to read signals outside the city to understand others to be in tune, and develop creativity in self-expression. Furthermore, self-confidence it means thatknowing I deserve to be myself ,knowing the right opinions, thoughts, and actions have value and confidence in ability to solve a problem. Last, self-awareness related todevelop the ability to focus instead of being influence by negative thought about the past or future. know my ability and learn to set a realistic goals, it is natural to

understand emotional, mental, physical changes, realized I had control over my own change and development and understand yourself having a strategy so you can deal with the unexpected.

Additionally, Branden states that self-esteem consists of two components:[17] First, to consider oneself effective, it means that believe in one's own ability to learn, think, choose and make decisions and overcome challenges and bring about change.The last, to respect oneself. It means that to quit yourself, self-confidence to the right to be happy, and everyone is entitled to misstate the respect of the respect, love, and fulfillment that appear in life.

In conclusion, there are several factors that can influence to build and to maintain students' self-esteem to face challenges in life. The development of self-esteem concerning life experience.

c. Assessing of Self-Esteem

Lawrence said there are several ways to assess self-esteem, such as:[18]

1. Behavioral checklist

The way to assess self – esteem in the behavioral checklist is to look at children with less self – confidence, who seem

[17] Nathaniel Branden, *The Psychology of Self-Esteem A revolutionary Approach to Self-Understanding That Launched a New Era in Modren Psychology*,(New York:A Wiley company,2001), p. 110

[18] Denis Lawrence, *Enhancing Self-Esteem in the Classroom 3rd Edition,* (India: Paul Chapman Publishing, 2006), p.56 – 62.

unconcerned with everything that happens around them, who seem unable to take a risk, and the like. The checklist method is a simple way to use and useful considering its limitations.

2. Lawrence Self – Esteem Questionnaire (The Lawseq)

   Lawseq is reputed way to useful because of its brevity and high reliability and validity. Besides, there are several factors that can affect the reliability of a test when measuring self-esteem. When using the lawseq questionnaire, the tester and child relationship was crucial to ensure reliability. A child willing to expressing unfavorable feelings is very lacking unless there is a good relationship with the tester. Preferably, before the test lawseq is given, a tester must build a good relationship with the child. Building this relationship relates to two factors, namely: first, consideration of the age of child being taster. Differences in use of words between the childhood age different from the middle age of children. Second, the consideration is whether the assessment is intended to assess self-esteem in a group situation or an individual child.

Additionally, according to Rosenberg to measure self-esteem using self- esteem scale. Then, in the self-esteem scale there are 10 items questions, where there are positive and negative items that present alternately. Furthermore, respondents choose by respondents self. Respondents were given a choice of answers that strongly agree, agree,

disagree, and strongly disagree on each item that presents. The results obtained by respondents from measuring self-esteem are classified into high and low self-esteem. The interpretation is present as follows: strongly disagree gave score 0 , disagree gave score 1, agree gave score 2, and strongly agree gave score 3.[19]

Based on the explanation above, there are several kinds of self-esteem assessments, one of it is a self-esteem scale. In this research, the researcher usedself-esteem scale to measure student's self-esteem according to Morris Rosenberg.Besides, self-esteem scale consists of 10 questions with four different options. It has different interpretations appropriate with total points of respondents get before. If the students get score less than 15, it means that their get low self-esteem. But, if the students get score more than 15, it means that they have high self-esteem. Furthermore, the researcher adapted this self-esteem scale suitable for the researcher's purposes.

3.The Relationship between Self-Esteem and Speaking Skill

In speaking, it can be seen not only students communication skills but also self-esteem from students. According to Brown self-esteem is an important variable in learning a second language.[20]It means thatin second language learning students not only demonstrate their ability or

[19]Morris Rosenberg,*Society and The Adolescent Self-Image*, (Princeton, New Jersey: Princeton university Press, 1965).

[20] H. Dauglas Brown, *Principles Language Learning And Teaching Fourth Edition,* (San Farancisco State University,Addison Welsy Logman, Inc,2002)P.146

proficiency but also involve self-evaluation or self-esteem. Furthermore, self-esteem can support or also have effect when students learn a second language. Besides, Habrat states that students with low self-esteem will be less willing to communicate because they feel anxious about their negative evaluation.[21] It means that when speaking, students can be assessed by other people such as classmates, interlocutors, and also listeners. Because assessment of other people will have an impact on the lack of desire to communicate from students. In conclusion, self-esteem has a relationship with the students speaking skills. Then, students with low self-esteem will feel anxious, afraid of other people evaluation of them and self-esteem has an affect when students learn to speak.

B. Review of the Related Studies

In this research, the researcher found some previous studies that relate and support this research. To support this research, the researcher found some previous studies that relate to this resear. Firstly, research was done by Ratih Septiana., Hery Yufrizal, Rosita Simbolon, the title is "The Effect Of Students Self – Esteem On Their English Speaking Ability". The study was designed to investigate the effect of student self-esteem on their speaking ability and to find out which is better among low, normal, and high self-esteem on their speaking ability. Thirty students were selected as samples. Data obtained researchers through questionnaires about self-esteem and speaking test. Data were analyzed

[21]Agnieszka Habrat, *The Role of Self-Esteem in Foreign Language Learning and Teaching*, (Poland: Springer International Publishing AG, 2018), p. 42

using one-way Anova. The test result showed students with high self-esteem grain the highest score in speaking ability. The result showed that students' self-esteem affect the students' ability.[22]

Secondly, research was done by Yupika Maryansyah and Epi Wadison, the title is "picture of students' self-esteem in learning speaking". Research use questionnaires and interviews to collect data and this research were conducted by students of Muhammadiyah Bengkulu. The type of research is qualitative. This research examines self-esteem based on the gender of students. The result showed that there was no difference between male and female students' self-esteem when learning to speak. [23]

Thirdly, research was done by Navita, the title is "Role Of Self-Esteem in English Speaking Skills In Adolescent Learners". The study was designed to knowing self-esteem and speaking skills discussing on teen students and relationships between self-esteem and speaking skills. Then the study involved 100 male and female adolescent students in the age group of 16 until 18 years. This research uses Rosenberg self-esteem scale and English speaking skill questionnaire to collect the data. The

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[22] Ratih Septiana P., Hery Yufrizal, Rosita Simbolon*," The Effect of Students Self-Esteemon Their English Speaking Ability."*

[23]Yupika Maryansyah and Epi Wadison," *Picture Of Students Self –Esteem In Learning Speaking*", Advances In Social Science, Education And Humanities Research (ASSEHR), vol.110, 2017, hal. 35

result showed that there was a significant positive correlation between students self –esteem and speaking skill.[24]

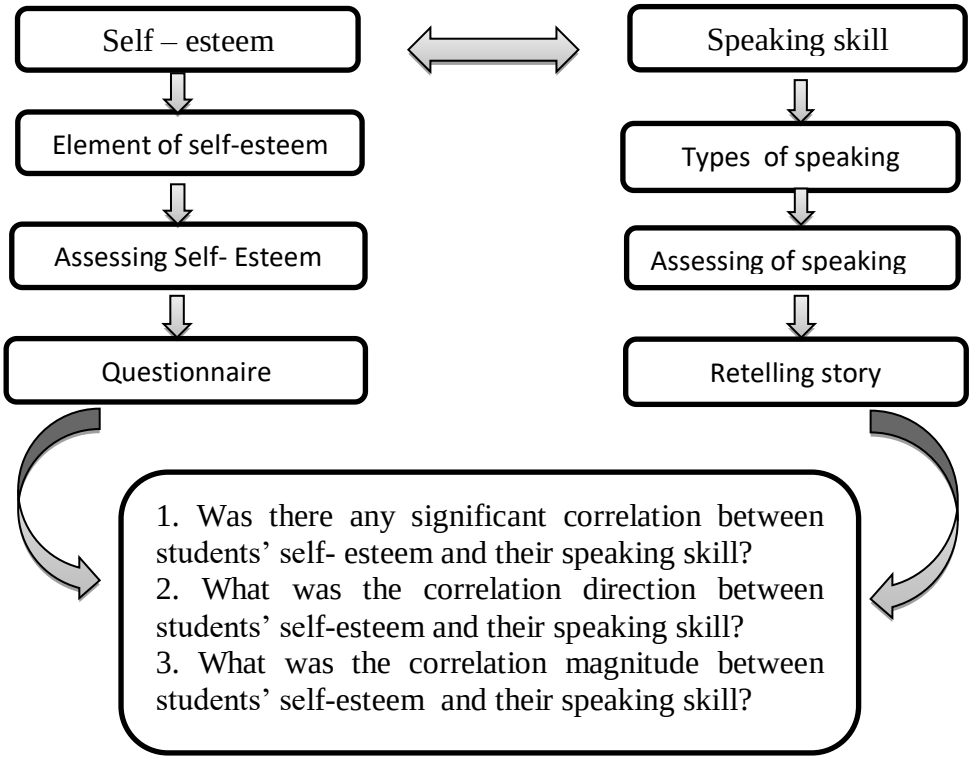
The last is research was done by Intan Sastriani, the title "Correlation between Students' Self-Esteem and English Language Proficiency of Indonesian EFL Students". The study was designed to understand the relationship between self-esteem and the Indonesia language skills in Indonesia EFL. To collect self- esteem data, researchers used a questionnaire by Hyde and for English language proficiency, it was collected from standardized TOEFL scores. The instrument was given at 2 weeks intervals to identify the relationship between the 2 analysis variables with the Pearson Product Moment correlation. The results of this study indicate that the students' self-esteem has a strong positive correlation is significant with the students speaking ability. [25]

Different from the research above, the type of this research is correlational research. The aim is to find out the correlation between students' self-esteem and speaking skill. In this research, the researcher will use a questionnaire for measure students' self- esteem . Whereas retelling story will be used to measure students' speaking skill. In addition, the researcher will conduct the research at the tenth grade of SMA ExcellentNurul Ikhlas.

[24] Navita, *Role Of Self – Esteem In English Speaking Skills In Adolescent Learners,* research journal of English language and literature(RJELAL), vol.4.4, 2016, hal.216

[25]Intan Sastriani, *Correlation Between Students' Self-Esteem and English Language Proficiency of Indonesian EFL students,* correlation between students', hal.68

C. Conceptual Framework



The diagram above shows the relationship between students' self-esteem and speaking skill. Students' self-esteemwas a variable X and speaking skill wass a variable Y. In the diagram, it can be seen that self-esteem has aspects while speaking skill has characteristics and elements. Otherwise, the researcher used a questionnaire Rosenberg self-esteem scale to measure students' self-esteem.On the other hand, speaking skill measure through retelling story that contributed with the English teacher according to H. Douglas Brown's book the title is "Language Assessment Principles and Classroom Practices".This research was done for finding the correlation between students' self-esteem and their speaking skill at the tenth grade of SMA Excellent Nurul Ikhlas.

D. Hypothesis

According to the explanation of the theories above, the hypotheses of this research are:

Ha: there is a correlation between students' self-esteem and their speaking skill. In statistic form: (Ha: p =/O) (Ha: p = /O)

Ho: there is no correlation between students' self-esteem and speaking skill. In statistic form: (Ho: p = o) (Ho: r = o)

CHAPTER III

RESEARCH METHOD

A. Design of The Research

In this research, the researcher used correlational research. According to Lodico, correlation research involves measuring of relationship between two or more variables. Correlation research often measure various variables. [26] in this research, the researcher used correlational research because the researcher wanted to find out the relationship between students' self-esteem and speaking skill. The researcher used quantitative research to measure it because the researcher wants to know the degree of relationship between two variables. In this research, the researcher used two variables which were variable X and variable Y. Variable X was students' self-esteem while variable Y was students' speaking skill. To collect the data, the researcher used a questionnaire andretelling story. Furthermore, to analyze the data, the researcher used two variables for finding the correlation between students' self-esteem and speaking skill.

B. Population and Sample

1. Population

According to Given, population as a concept in the research methods to adjust to each individual in accordance with the criteria (broad or

[26]Marguerite G. Lodico, Dean, Katherine, *Methods in Educational Research From Theory to Practice Second Edition*, (US: Jossey-Bass A Wiley Imprint, 2010), p.273.

narrow) that researcher have been arranged for research participants.[27]The population of this research was all of the Tenth grade of SMA Excellent Nurul Ikhlas in the 2020/2021 academic year, which consists of three classes. The population is described in the following table:

Table3.1: Table of Population

No	Class	Total
1	X IPA PA	20
2	X IPA PI	28
3	X IPS PA	5
4	X IPS PI	4
Total		57

Source: Administration English Teacher of SMA Excellent Nurul Ikhlas

2. Sample

According to Cohen et al, the researcher gets the data from a smaller group of population, the smaller group is knows as sample. The are four key factors; the sample size, representativeness and parameters of the sample, access to the sample, and the sampling strategy to be used .[28]There are two techniques in taking sample that are probability sampling and nonprobability sampling. Probability sampling is the technique which gives equal opportunities for every member of population to be sample.In contrast, nonprobability sampling is the technique which doesn't give equal opportunities for every member of population to be sample.Based on

[27]Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods Volumes 1&2*, (US: Sage Publications, Inc, 2008), p.643-644.

[28]Louis Cohen, Lawrence, Keith, *Research Method in Education Sixth Edition*, (UK: British Library Catalogue, 2007), p.100.

the population above, the researcher will take nonprobability sampling. One of technique of nonprobability sampling issaturation sampling. Saturation samplingis all members of the population to be sample.[29]

Then, the researcher in this study used saturation sampling, because in this study each member of the population were less than 100 people.

C. Instrumentation

Instrumentation is a part of data collection. In the development of the proposal researcher provide information about the actual survey instrumentation to be used in research.[30]

In this research, the researcher will get the data from two kinds of instrumentation that are questionnaire for measuring students' self-esteem and testfor measuring students' speaking skills.

1. Questionnaire

Sugiyono said that questionnaire is a technique for collecting data with giving several questions or written statement to respondents. In this research, the researcher uses closed questionnaire to obtain data. Closed questionnaire usually respondents only choose the answers that have been provided.[31]To know of students' self-esteem in speaking, the researcher took a Rosenberg self-esteem scale. There are 10 items from self-esteem developed with some considerations, such as: items used are smaller with

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[29] Prof.Dr.Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: Alfabeta, 2013), p. 85

[30]John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition,* (US: Sage Publication, Inc, 2009), p.149-150.

[31]Prof.Dr.Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: Alfabeta, 2013), p. 142

reason to make it easier to take answer, reduce the time to get answers from respondents, all items are related, and the items used must pass validity.[32]

The questionnaires written by the researcher in Indonesia, so that respondents can understand and more easily answer the questions. Rosenberg self-esteem scale used to measure students' self-esteem at tenth grade of SMA Excellent Nurul Ikhlas by answered 10 items from questionnaire. The questionnaire will use a Likert Scale model which is strongly disagree, disagree, neither agree and strongly agree. In this research, the researcher gavescore 0 forthose who choose strongly disagree. If the students choose to disagree gave score 1.While score 2 for those who choose agree, and score 3 gave ifstudents choose to strongly agree. It can be seen on the table below:

Table 3.2 Rating Scales

Alternate opinions	Score
Strongly disagree	0
Disagree	1
Agree	2
Strongly agree	3

Source: **Morris Rosenberg,*Society and The Adolescent Self-Image***

The score results obtained from the answers to the students questionnaire measure students' self-esteem. The result obtain from measurement of students' self-esteem are classified into two levels,

[32]Morris Rosenberg,*Society and The Adolescent Self-Image,* (Princeton, New Jersey: Princeton university Press, 1965), p.16-18

namely: high and low self-esteem. The interpretation is presented as follows; a score of less than 15 suggests low self-esteem and a score more than 15 suggests high self-esteem.

Test is a way to measure the ability, knowledge or performance of students of given domain. Besides, test is a method. Test is an instrument of a set of techniques, procedures that require performance on a test chart. Then, a test must measure. Some test measure the general ability, while others focus on competence or purpose. Next, the test measure individual abilities, knowledge and performance. Testers need to understand who the test-takers are finally, a test measures a given domain. In the case of the proficiency test, even though the actual performance on the test involves only a sampling of skills, that domain is overall proficiency in a language-general competence in all skills of a language.[33] In conclusion, a method used to measure ability, knowledge and performance. Test includes a set of instruments, such as techniques, procedures in the test section.

In this research,speaking skill measured through the speaking tests with students tell a story in front of the class. The studentsretelling a storyaboutthe hungry lion and the foolish stag.Then, the students retelling the story.After that,scored interview was used as the scoring of speaking tests.scoring of the speaking test included components: pronunciation, grammar, vocabulary, fluency, and comprehension.

[33]H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), p.3-4.

Table3.3:Scoring of Speaking Test

Student: _____ Rater:_____ Date:_____ Score:_____

Pronunciation

___5. Has few traces of foreign accent.
___4. Always intelligible, through one is conscious of a definite accent.
___3.Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
___2.Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
___1.Pronunciation problems so severe as to make speech virtually unintelligible.

Grammar
___5. Makes few (if any) noticeable errors of grammar of word order.
___4. Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
___3. Makes frequent errors of grammar and word order which occasionally obscure meaning.
___2. Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
___1. Errors in grammar and word order so severe as to make speech virtually unintelligible.

Vocabulary
___5. Use of vocabulary and idioms is virtually that of a native speaker.
___4. Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
___3. Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
___2. Misuse of words and very limited vocabulary make comprehension quite difficult.
___1. Vocabulary limitations so extreme as to make conversation virtually impossible.

Fluency
___5. Speech as fluent and effortless as that of a native speaker.
___4. Speed of speech seems to be slightly affected by language problems.
___3. Speed and fluency are rather strongly affected by language problems.
___2.Usually hesitant; just read the text and often forced into silence by language limitations.
___1. Speech is so halting and fragmentary as to make conversation virtually impossible.

Comprehension

___5. Appears to understand everything without difficulty.
___4. Understand nearly everything at normal speed, although occasional repetition may be necessary.
___3. Understand most of what is said at slower-than-normal speed with repetitions.
___2. Has great difficulty following what is said. Can comprehend only read the text, spoken slowly and with frequent repetitions.
___1. Cannot be said to understand even simple English and just read the text given.

Furthermore, the questionnaire and test must be tried out to find out the validity and reliability.

a. Validity

According to Lodico, validity is ensure what the instrument claims to measure is exactly what it is measuring. This validity shows the accuracy of instrument.[34]Besides, one kind of validity is content validity. Content validity is of particular importance for achievement tests. Content validity is the extent to which a test can measures the desired content area. Content validity is determined by expert judgment or content validation.[35]

A questionnaire must measure what is supposed to be measured. The researcher consulted it with the lectures and the English teacher, to know whether the questionnaire is good or not. Then, the researcher consulting it to the expert, the researcher would get more information about how to make good questionnaire.

[34]Marguerite G. Lodico dkk, *Methods in Educational Research From Theory To Practice*, (A Wiley Imprint 989 Market Street, San Francisco: ossey-Bass, 2010), p. 93

[35]L.R Gay, Geoffrey, Peter, *Educational Research Competencies for Analysis and Applications Tenth Edition,* (US: Pearson Education, Inc, 2012), p. 161

b. Reliability

Lodico stated that reliability is the ability of instrument to produce the same score when testing repeated.[36] Questionnaire is reliable if it gives the constant result the best is given to the some individual in another time. Besides, reliability test and questionnaire will be done by using the coefficient correlation product moment:[37]

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

r refers to the coefficient correlation

x refers to students' self-esteem score

y refers to speaking skill score

Σx refers to the the sum of scores in X-distribution

Σy refers to the sum of scores in Y-distribution

Σxy refers to the sum of products of paired X and Y distribution

Σx2 refers to the sum of the squared scores in X distribution

Σy2 refers to the sum of the squared scores in X distribution

N refers to the number of paired X and Y scores

D. Technique of Data Collection

[36]Marguerite G. Lodico dkk, *Methods in Educational Research From Theory To Practice,* (A Wiley Imprint 989 Market Street, San Francisco: ossey-Bass, 2010), p. 93

[37]Arifmiboy, *StatistikPendidikan,* (Bukittinggi: IAIN Bukitttinggi),p.70

In this research, this research used questionnaire and test for collecting the data. The researcher usde questionnaire for collecting the data students' self-esteem. The respondents asked to answer the questionnaire. Furthermore, retelling a story or news event used to measure students' speaking skills. The story was about the hungry lion and the foolish stag. After that, the students must retell the story about it. Besides, scored interviews used as scoring of speaking tests. After that, the researcher collected the questionnaire and speaking test that already filled and ready to analyzed them. The step to collect the data will be as follow:

1. Questionnaire
    a. The researcher determines the respondent
    b. Researcher are looking room to respondents can answers questionnaire
    c. Researcher provide explanations to respondents related to questionnaire to respondents
    d. Researcher divide questionnaire to respondents
    e. Researcher instruct the respondents to fill questionnaire
    f. Researcher collect questionnaire that have been answer by respondents
2. Retelling a story or news event
    a. The researcher gave a story about the hungry lion and the foolish stag, a score of speaking test, and instruction to the teacher
    b. The teacher gave a story about the hungry lion and the foolish stag to the respondents
    c. The teacher gave instructions to the respondents related to retell a story

d. Respondents retelling story about the hungry lion and the foolish stag

e. Teacher and researcher assessed the respondents presentation using scoring speaking test

f. The researcher collected and analyzed the result from the teacher

E. Technique of Data Analysis

Before finding the correlation, the data analyzed by using some steps, it would be explained as follow:

a. Converted ordinal data into interval data (MSI)

The researcher needed to change the data into interval data in order to fulfill the requirement to use the person the correlation. Then, interval data needed because it included quantitative data. Changing the type of data was done through MSI (Method of Successive Interval) in Microsoft Office Excel.

b. Test the normality of the data

The purpose of testing data normality is to find out whether the distribution of data or variables is normal or not. The researcher used the Liliefors test to test the normality of the data. The steps were: [38]

1. Arrange the data from the lower to the higher
2. Find the mean score ($\bar{x}$), the standard deviation (SD), and the variant (S^2)

$$(\bar{x}) = \frac{\sum \times}{N}$$

[38]Arifmiboy, *StatistikPendidikan*, (Bukittinggi: IAIN Bukitttinggi), p.56

$$SD = \frac{\sqrt{\sum(fx)^2}\mathrm{n} - 1}{\mathrm{n} - 1}$$

$$S^2 = \frac{\sum(f \times)}{\mathrm{n} - 1}$$

3. Find the score of Zi with the formula

$$Zi = \frac{\times i - \bar{x}}{S}$$

4. Find the score of F (Zi) by observed the score of Zi with $_{\text{Ztable}}$
5. Find S (Zi)
6. Find the absolute score of F (Zi) – S (Zi)
7. Determine the higher score of absolute mark F (Zi) - S(Zi). It is named with Lo (Liliefors)
8. Determine the Lo score with Liliefors table with a certain degree of freedom (α: 0.05)
9. Take the conclusion, if Lo < L table or if L table> Lo it can be concluded that the data is distributed normally

c. Test the homogeneity of the data

The purpose of testing homogeneity of the data is to know whether the population or variant homogeneous or not. Researcher used the F test, the steps as follow:[39]

1. Find the mean score ($\bar{x}$)

$$\bar{x} = \frac{\sum \times}{\mathrm{n}}$$

[39]Arifmiboy, *StatistikPendidikan,* (Bukittinggi: IAIN Bukitttinggi),p.64.

2. Find the Standard Deviation (SD)

   $\mathrm{SD}=\frac{\sum(\mathrm{f}\times)}{\mathrm{n}-1}$

3. Find the variant (S^2)

$$S^2 = \frac{\sum(\mathrm{f}\times)}{\mathrm{n}-1}$$

4. Find the F- obtained $= \frac{the\ higher\ variant}{the\ lower\ variant}$

5. Find the score ofF-table with the certain of level significant (α: 0.05). It can be concluded that if F- obtained < F-table, the data is homogeneous

d. Test the linearity of the data

The linearity test aims to determine the relationship between the independent variable and dependent variable. Besides, testing linearity using SPSS 20.Testing for SPSS with used level of significance 0,05. If score of deviation from linearity Sig > 0,05, it can be concluded that there is linearity relationship between independent variablesand dependent variable. On the other hand, if score of deviation from linearity Sig < 0,05, in short there is no linearity relationship between independent variables and dependent variable. ANOVA table in SPSS will help to determine the type of regression that can be used to explain the result between independentvariables and dependent variables.

e. If the data is normal and homogenous, the next step is to find out the correlation by using Pearson Product Moment Correlation, the formula:

$$rxy = \frac{n\sum xY - (\sum x)(\sum Y)}{\sqrt{n\sum(x)^2 - (\sum x)^2\ (n\sum(Y)^2 - (\sum Y)^2}}$$

The formula were illustrated as follows:

n = the number of respondent

x = the students' score in self-esteem

y = the students' score in speaking

$\sum$x = the sum of self esteem

$\sum$y = the sum of speaking score

$\sum$x2 = the sum of squares self esteem scores

$\sum$y2 = the sum of squares speaking scores

$\sum$xy = the sum multiplication self esteem scores and speaking scores [40]

The interpretation Pearson Product Moment Correlation Coefficient:

0,80- 1,00 : Very High

0,60- 0,80 : High

0,40- 0,60 : Sufficient

0,20- 0,40 : Low

0- 0,20 : Very Low[41]

[40]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi Revisi,* (Jakarta: Bumi Aksara, 1999), p.72&75.

[41]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi Revisi,* (Jakarta: Bumi Aksara, 1999), p.72&75.

CHAPTER IV

FINDING AND DISCUSSION

In this part, the researcher clarifies the data that have been gotten. This research analyzes the data by using quantitative technique. This chapter composed of two parts that are research finding and discussion. The research finding explains about the data description and correlation.

A. **Finding**

In finding, the researcher indicate about the correlation finding and the interpretation of the data that are be gathered through students' self-esteem and their speaking skill to answer the research questions:

1) Was there any significant correlation between students' self-esteem and their speaking skill?
2) What was the correlation direction between students' self-esteem and their speaking skill?
3) What was the correlation magnitude between students' self-esteem and their speaking skill?

In finding, there are three sections that are the explain of the data, testing hypothesis, and analysis of the data.

1. The Description of the Data

The research was finished at the eleven grade of SMA Excellent Nurul Ikhlas. The data was collected by using questionnaire and speaking test.

a. Questionnaire

Table 4.1

Scoring of Self-Esteem

No	Name of students	1	2	3	4	5	6	7	8	9	10
1	IPB	2	1	0	1	2	3	3	3	0	1
2	MF	3	2	0	2	0	2	3	3	0	0
3	AF	2	1	1	1	1	2	1	2	1	1
4	MDA	2	2	1	2	1	3	2	2	1	2
5	MRU	2	2	1	1	2	3	2	3	1	2
6	ACP	2	2	2	2	2	3	2	3	1	0
7	COH	1	1	1	1	1	3	2	1	1	1
8	MHZ	3	3	1	1	2	3	3	1	1	1
9	RV	3	3	0	2	1	3	3	3	1	1
10	AFZ	3	2	2	3	0	3	3	3	2	2
11	ARS	2	1	2	2	1	2	1	2	1	2
12	FFL	2	2	2	2	2	2	2	2	2	2
13	FK	2	2	1	2	1	3	2	3	1	1
14	FSN	2	2	2	2	2	2	2	3	2	2
15	HLI	1	2	1	2	2	3	1	3	2	2
16	HS	2	2	1	2	2	3	3	2	1	1
17	ICR	2	2	0	2	0	3	2	2	0	1
18	IA	3	2	0	2	0	3	3	3	0	1
19	MRDP	2	1	2	1	2	3	2	2	1	1
20	MRYP	2	2	1	1	0	3	3	2	1	1
21	MFH	3	1	2	2	2	3	1	3	2	2
22	MDQ	2	1	2	2	1	2	1	2	1	2
23	MFA	3	3	0	3	2	3	3	3	1	0
24	PR	3	2	1	2	1	3	3	3	1	1
25	RA	3	2	1	2	1	3	2	3	1	0
26	RG	3	3	3	3	2	3	3	3	0	2
27	SAR	3	2	2	1	2	2	1	3	3	3
28	SAR	2	2	2	2	2	3	3	3	2	2
29	AF	1	2	1	2	1	2	1	1	0	0
30	AKN	3	3	1	3	1	3	3	3	0	0
31	AN	3	2	1	2	1	2	2	2	0	2
32	AH	2	2	2	1	1	3	2	3	1	2
33	ARS	2	2	1	2	1	2	2	2	0	0
34	AAF	3	2	1	2	1	3	2	2	1	0

35	AHS	2	2	1	2	1	3	3	3	1	1
36	AA	3	3	1	2	0	3	2	3	0	0
37	AF	2	2	1	2	1	3	3	3	1	1
38	AJ	2	2	1	2	1	2	2	2	0	0
39	CAM	2	2	0	2	0	2	2	2	0	0
40	CD	3	2	1	2	1	2	2	3	1	2
41	FTS	2	2	0	2	0	3	2	2	0	0
42	FH	3	2	0	2	0	3	3	3	0	0
43	FY	3	2	1	2	1	3	3	3	1	1
44	GOH	3	2	1	2	1	3	3	3	1	1
45	HN	2	2	1	2	2	3	2	2	1	1
46	KBZ	3	3	1	2	0	2	3	2	0	0
47	KRA	2	2	2	2	1	2	2	3	2	2
48	LKP	2	2	1	2	1	3	3	3	1	1
49	NZ	2	2	1	2	1	3	3	3	1	1
50	NAP	2	2	1	2	2	2	2	2	1	2
51	NR	2	2	1	2	1	3	3	3	1	1
52	NMF	2	1	3	1	2	3	3	3	1	1
53	NSA	2	2	1	2	2	2	2	2	1	2
54	NUF	2	2	0	2	1	2	3	2	1	1
55	SA	2	2	1	2	1	3	3	3	1	1
56	SR	3	3	1	3	1	3	3	3	0	1
57	SNA	2	1	2	1	2	3	3	3	0	2

The questionnairewas used to collect the data about students' self-esteem. There were 57 respondents. There were 10 items. The questionnaire will used a Likert Scale model which is strongly disagree, disagree, neither agree and strongly agree. In this research, the researcher gavescore 0 forthose who choose strongly disagree. If the students choose to disagree gave score 1.While score 2 for those who choose agree, and score 3 gave ifstudents choose to strongly agree. Generally, the students' high score of self-esteem is three scores. It means that they have high self-expression.

b. Test

Retelling a story was used to take the data on students' speaking skills. The story was about the hungry lion and the foolish stag. The scoring of speaking test can be seen in table below:

Table 4.2

Scoring of Speaking test from scorer

NO	NAME OF STUDENTS	Scorer I	Scorer II	Scorer III
1.	IPB	75	60	75
2.	MF	70	60	70
3.	AF	70	70	65
4.	MDA	75	60	70
5.	MRU	80	65	80
6.	ACP	80	70	80
7.	COH	65	60	70
8.	MHZ	90	95	90
9.	RV	95	95	85
10.	AFZ	80	60	80
11.	ARS	65	60	60
12.	FFL	85	75	65
13.	FK	75	60	70
14.	FSN	85	85	75
15.	HLI	80	70	65
16.	HS	80	65	70
17.	ICR	80	80	70
18.	IA	75	65	80
19.	MRDP	65	60	60
20.	MRYP	80	70	75
21.	MFH	75	65	70
22.	MDQ	75	60	65
23.	MFA	80	65	75
24.	PR	85	65	60
25.	RA	70	70	75
26.	RG	90	65	65
27.	SAR	80	60	75
28.	SAR	80	60	65
29.	AF	65	60	70
30.	AKN	80	80	80

31.	AN	80	75	90
32.	AH	75	80	85
33.	ARS	65	65	75
34.	AAF	80	70	80
35.	AHS	90	90	90
36.	AA	80	80	90
37.	AF	75	65	75
38.	AJ	80	80	80
39.	CAM	75	60	75
40.	CD	85	95	85
41.	FTS	85	60	75
42.	FH	85	65	75
43.	FY	65	65	75
44.	GOH	85	85	80
45.	HN	80	70	70
46.	KBZ	90	85	90
47.	KRA	80	75	80
48.	LKP	75	65	75
49.	NZ	90	90	85
50.	NAP	80	85	80
51.	NR	75	65	70
52.	NMF	60	60	65
53.	NSA	80	80	70
54.	NUF	70	70	75
55.	SA	75	60	75
56.	SR	70	60	70
57.	SNA	70	70	75

In scoring of speaking test, the researcher needed three scorer of speaking test to get objective score of speaking test. There were 57 students, which consist of three classes. In addition, scared interview was used as the scoring of speaking test, included components: pronunciation, grammar, vocabulary, fluency, and comprehension. From data population, the researcher used saturation sampling was non probability sampling. The researcher in this study used saturation samplingbecause in this study each

member of the population wereless than 100 people. There were 57 respondents in this research. The researcher analyzed the data by using the program of SPSS 20.

The descriptive statistics were used to know the median, mean, mode, standard deviation, minimum and maximum score, and sum score.

Table 4.3

Data Distribution

Statistics

		SELF ESTEEM	SPEAKING SKILL
N	Valid	57	57
	Missing	0	0
Mean		20.80	74.30
Median		21.28	73.00
Mode		21	72
Std. Deviation		5.023	7.435
Minimum		11	62
Maximum		45	92
Sum		1186	4235

The Description Data of Students' Self-esteem

Collecting the data for variable X, the researcher used the questionnaire. The questionnaire used a Likert Scale model which is strongly disagree, disagree, neither agree and strongly agree. In this research, the researchergavescore 0 forthose who choose strongly disagree. If the students choose to disagree, the researcher gave score 1.While score 2 for those who choose agree, and score 3ifstudents choose to strongly

agree. The theoretical data can be indiced that *mean*; 20,80, *median*; 21,28, *mode*; 21, *standard deviation*; 50,23, *minimum score*; 11, *maximum score*; 45, and *sum*; 1186. The description of the students' self-esteem can be seen in appendix 6.

The Description Data of Students' Speaking Skill

Collecting the data for variable Y, the researcher used the retelling a story about the hungry lion and the foolish stag. Otherwise, scored interview was used as the scoring of speaking tests. The scoring of the speaking test involve five components: pronunciation, grammar, vocabulary, fluency, and comprehension. The theoretical data indicate that *mean*; 74,30, *median*; 73,00,*mode*; 72, *standard deviation*; 74,35, *minimum score*; 62, *maximum score*; 92, and *sum*; 4235. The description of the students' speaking skill can show in appendix 10.

2 The Analysis of the Data

1.Prerequisites of Analysis

Before analyzed the data, the researcher doing some steps; converted ordinal data into interval data by using MSI (Method of Successive Interval), test the normality of the data, test thehomogeneity of the data, test the linearity of the data.

a.Data Conversion

The researcher needed to change the ordinal data into interval data to fulfill the need to use the Pearson Product Moment Correlation. Besides, interval data be required because it included quantitative data.

Changing the type of data was done through MSI (Method of Successive Interval) in Microsoft Office Excel. The result of data can be seen in appendix 5 and 6.

b. Test the Normality of the Data

The purpose of testing normality data is to know spread of distribution of the data normally or not. The researcher used the Liliefors test to test the normality of the data.

Table 4.4

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
SELF ESTEEM	.136	57	.010	.856	57	.000
SPEAKING SKILL	.166	57	.000	.942	57	.008

a. Lilliefors Significance Correction

The normality of the data indicate that self-esteem significant was 0,010 while speaking skill significant was 0,000. It means that the data on the variable X and variable Y was normal distribution. The data were normal distribution because the values of X and Y variables were bigger than 0,05.

c. Test the Homogeneity of the Data

The purpose of testing homogeneity of the data is to know whether the populationhomogeneous or not.

Table 4.5

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
11.042	1	112	.001

The homogeneity of the data showed that significant was 0,001. It means that the homogeneity of the data was homogeneous because the value significantly more than 0,05.

d. Test the Linearity of the Data

Linearity test is intended to determine the pattern of relationships between each independent variable with the dependent variable whether formed linear or not.The researcher used SPSS 20 to do the test for linearity. Testing for SPSS with a used level of significance 0,05. If the score of deviation from linearity Sig > 0,05, it intend that there is a linear relation betwee independent and dependent variables. On the other hand, if the score of deviation from linearity Sig < 0,05, it means that there is no linearity relationship between two variables. ANOVA (Analysis of Variance) table in SPSS can help to determine the type of regression that can be used to explain the result between independent and dependent variables.

Table 4.6

Test of Linearity

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
SPEAKING SKILL * SELF ESTEEM	Between Groups	(Combined)	2477.430	46	53.857	.871	.651
		Linearity	203.946	1	203.946	3.297	.099
		Deviation from Linearity	2273.484	45	50.522	.817	.698
	Within Groups		618.500	10	61.850		
	Total		3095.930	56			

The linearity of the data showed that significant was 0,69. It intend that there was a linear relationship between two variables because the value significantly more than 0,05.

3. The Analysis of the Data

In this study, the data collected by using questionnaire and speaking tests. The researcher was used statistical calculation to measure the data which have been gotten. The researcher used the formula by using the Pearson Product Moment Correlation to know out the correlation.

Table 4.7

Correlations

		SELF ESTEEM	SPEAKING SKILL
SELF ESTEEM	Pearson Correlation	1	.257
	Sig. (2-tailed)		.054
	N	57	57
SPEAKING SKILL	Pearson Correlation	.257	1
	Sig. (2-tailed)	.054	
	N	57	57

The table above showed the correlation coefficient r=0,257. It means that there was a positive relationship between self-esteem and speaking skills. Based on the interpretation of the Pearson Product Moment Correlation Coefficient between 0,20-0,40. Thus, there was a low correlation between two variables.

Based on the some table above, there were some questions that can be answered in this research, such as:

a. Was there any significant correlation between students' self-esteem and their speaking skill?

The correlation coefficient which shows the relationship between self-esteem and speaking skill was 0,257. Clearly, there was a significant correlation between students' self-esteem and their speaking skill.

b. What was the correlation direction between students' self-esteemand their speaking skill?

To answer the second question in this research, the correlation coefficient shows that the correlation between self-esteem and speaking skill was 0,257. In short, there was a significant correlation between self-esteem and speaking skill because the result of this calculation has a positive symbol.

c. What was the correlation magnitude between students' self-esteem and their speaking skill?

To find out the magnitude of the correlation between self-esteem and speaking skill, the researcher consults with the interpretation table below:

Table 4.8

Magnitude of Correlation

Coefficient	Magnitude of Correlation
0,80- 1,00	Very High
0,60- 0,80	High
0,40- 0,60	Sufficient
0,20- 0,40	Low
0- 0,20	Very Low

Source: Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan Edisi Revisi.....p.72&75

It can be concluded that the correlation coefficient shows that the correlation between self-esteem and speaking skill was 0,257. This interpretation answers the third question in this research. Based on the interpretation table above, 0,257 “has a low” correlation because it was between 0,20-0,40. Thus, the magnitude of the correlation between self-esteem and speaking skill was low.

3. Testing Hypothesis

The researcher was done the hypothesis to decide whether the hypothesis accepted or rejected. There were two hypotheses; Ha: there is a correlation between students’ self-esteem and their speaking skill. The second hypothesis is Ho: there is no correlation between students’ self-esteemand speaking skills. To consult with the r-table, the researcher has to determine the degrees of freedom (df) and the significant alpha value (ɒ).The degrees of freedom in this research is N-2 = 57-2 = 55. Then, the researcher uses a significant alpha value (ɒ) = 0, 05. To determine whether the researcher will accept or reject the hypothesis, the researcher uses the formulation below:

If r_{xy}>r_{tab}, so Ha is accepted and Ho is rejected

If r_{xy}<r_{tab}, so Ha is rejected and Ho is accepted[42]

The researcher consults to r-table with significant alpha value (ɒ) = 0, 05 and df= 55. Based on the r-table, it is obtained 0,2609,and the

[42]Sugiyono, Metode *Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung : CV Alfabeta, 2015), p.258.

researcher has r_{xy} = 0,257. It means that r_{xy} score is smaller rather than r-table score.

If r_{xy}<r_{tab}, so Ha is rejected and Ho is accepted

0,257<0,2609, so Ha is rejected and Ho is accepted

Shortly, Ho is accepted and Ha which states that there is a significant correlation between students' self-esteemand speaking skill is rejected.

B. Discussion

From the data analysis above, the researcher has found that the coefficient of correlation between students' self-esteem and their speaking skill at the eleven grade of SMA Excellent Nurul Ikhlas was 0,257. It means that there is a positive correlation between two variables because the result has a positive symbol. In conclusion, if the students have high self-esteem, they have high skill in speaking. On the other hand, if the students have low self-esteem, they have low skill in speaking. Hosogi, et al said that if students have high self-esteem, they encourage to speak English. [43]

This research is about the correlation between students' self-esteem and speaking skills at the eleven grade of SMA Excellent Nurul Ikhlas. It means that correlates between students' self-esteem as variable X and

[43] Rosita Larasati, dkk," *Hubungan antara Harga Diri dan Kemampuan Berbicara Siswa*", STKIP Kusuma Negara, Oktober 2019, Hal. 6

speaking skill as variable Y. The data is gotten from the questionnaire and speaking tests. The questionnaireconsists of 10itemswith four Likert Scales. Then, the speaking test is the students retell the story about the hungry lion and the foolish stag.

In analysis data, the researcher calculates students' self-esteem and speaking skill score by using the Product Moment Formula. It is found that there is a correlation between students'self-esteemand speaking skills at the tenth grade of SMA Excellent Nurul Ikhlas. Furthermore, there is also a positive correlation betweentwo variables.

In addition, based on the hypothesis testing, the result of $r_{xy}$is 0,257, and r-table is 0,2609 on df = 57-2 = 55, alpha = 0,05.Because r_{xy} is smaller than r-table, Ha is rejected and Ho is accepted. It means that there is a correlation between students' self-esteem and speaking skills at the tenth grade of SMA Excellent Nurul Ikhlas. In short, the result of this research supports the research hypothesis that there is a low correlation between students' self-esteem and their speaking skill at the tenth grade of SMA Excellent Nurul Ikhlas.

It can be concluded that if the students have high self-esteem, they have high skills in speaking. Conversely, if the students have low self-esteem, they have low skill in speaking.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

The goal of this research is to know whether there is a correlation between students' self-esteem and their speaking skill at the eleven grade of SMA Excellent Nurul Ikhlas. In this research, there is a relationship between students' self-esteem and speaking skill. Based on the study question about the correlation between students'self-esteem and their speaking skill, it can be seen:

1. The Ha or alternative speculation of this study is rejected.It can be said that there is a relationship between students'self-esteem and their speaking skill.The result is obtained after the researcher consulted r_{xy} score to r-table. r_{xy}score that has been gotten by the researcher is0,257whereas r-table score on alpha 0,05 is0,2609.It means that r_{xy} score is smaller than r-table score. As a result,Ha is rejected and Ho is accepted.
2. The resultsof this research have a positive direction between students'self-esteemand their speaking skill. It can be proven by the result which has been gotten by the researcher as much +0,257. It shows that between students'self-esteemand their speaking skill is in a positive line direction.In short, if the students have high self-esteem, they have high skill in speaking. On the other hand,

assuming the understudies have low self-esteem, they have low skill in speaking.

3. The magnitude of the correlation between students'self-esteemand their speaking skill is low. It can be evident by the coefficient of correlation is on category0,20-0,40. Can be known that there is a lowcorrelation between students'self-esteemand their speaking skill at the tenth grade of SMA Excellent Nurul Ikhlas.

B. Suggestions

The researcher wish the result of this study will be useful for:

1. For the students, the study is expected to be helpful for improving students' self-esteem and speaking skills.
2. For the teachers, the study can illustrate that the self-esteem is important for students success speaking skills.
3. For the next researcher, the study can be used in the future as instruction for further study related to self-esteem and speaking skills.

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Appendix 1

RESEARCH GUIDELINE

Self-Esteem

Variable	Sub-variable	Indicator	Description	Number of Item
The Correlation between Students' Self-esteem and Their Speaking Skill at The Tenth Grade of SMA Excellent Nurul Ikhlas	Self-Esteem	a. self-knowledge	- understanding andself-placement	1,8
		b. self and others	- know and develop about self	2, 4,
		c. self-acceptance	- know your limits	3
		d. self-reliance	-understanding with self to confront something	9
		e.self-expression	-understand how to communicate.	5, 6
		f. self-confidence	- know about self –ability	7
		g. self-awareness	-developing the ability to understand the emotional, physical and mental state	10

Appendix 2

RESEARCH GUIDELINE

Speaking Skill

Variable	Sub-variable	Indicator	Description	Number of Item
The Correlation between Students' Self-esteem and Their Speaking Skill at The Tenth Grade of SMA Excellent Nurul Ikhlas	Speaking Skill	a. Vocabulary	- a collection of words that have meaning and are used to communicate	
		b. Grammar	- arrange words to make correct sentences	
		c. pronunciation	-how to pronounce a word	
		d. Fluency	-quick or slow when speak	
		e.Comprehension	-the ability to accept a topic when communicating	

Appendix 3

Rosenberg self–esteem scale

Nama :

Kelas dan jurusan :

Petunjuk

Baca dan pahamilah setiap pernyataan dibawah ini!Kemudian,silahkan pilih salah satu jawaban dari 4 pilihan jawaban dibawah ini dengan menceklis(✓)jawaban yang sesuai dengan keadaan diri anda saat ini disebelah kanan dari pernyataan!

Keterangan:

SS : Sangat setuju

S : Setuju

TS : Tidak setuju

STS : Sangat tidak setuju

NO	Pernyataan	Jawaban			
		SS	S	TS	STS
1.	Saya merasa bahwa saya adalah orang yang berharga, setidaknya atas dasar kesetaraan dengan orang lain ketika bisa berbicara dengan bahasa inggris				
2.	saya merasa bahwa saya memiliki kualitas yang baik untuk berbicara dengan bahasa inggris				
3.	Dalam semua hal yang berkaitan dengan berbicara dengan bahasa inggris, saya cenderung merasa bahwa saya gagal				
4.	Saya mampu melakukan banyak hal ketika berbicara dengan bahasa inggris sebaik kebanyakkan orang lain lakukan.				
5.	Saya merasa saya tidak punya banyak hal untuk				

	dibanggakan ketika berbicara dengan bahasa inggris				
6.	Saya mengambil sikap positif terhadap diri saya sendiri				
7.	Ketika berbicara denganbahasa inggris, saya merasa puas dengan diri saya sendiri				
8.	saya berharap saya bisaa lebih menghormati diri saya sendiri dengan kemampuan berbicara dengan bahasa inggris yang saya punya				
9.	saya pasti merasa tidak bisa berbicara denganbahasa inggris				
10.	kadang kadang saya pikir saya tidak baik sama sekali ketika berbicara bahasa inggris				

Appendix 4

Speaking Test (Retelling story)

Read the story below! After that, retell the story based on your version in front of the class!

The Hungry Lion and The Foolish Stag

A beautiful stag was drinking at a pool. He noticed his reflection in the water and was admiring the size and grandeur of his horns. After a few minutes of this he looked down at his feet and saw how thin and weak they looked. He felt embarrassed.

'My horns are so wonderful, but I hate my tiny feet!' He grumbled, and walked away sulkily. Meanwhile, a hungry lion had been following him. The lion said under his breath, 'what a delicious lunch you are going to be!' the stag turned and saw the lion, then started to run quickly across the plain. His nimble feet gave him the advantage over the lion and he quickly reached the forest.

'You won't catch me now!' called the stag to the lion, who was still far away. However, after entering the forest the stag soon found that his horns had become tangled in the branches of the apple trees above.

'Oh no!' cried the stag, 'what a fool I have been! I hated the feet that would have saved me, but boasted about the horns, that have made me a lion's lunch! Every day the lion lies around waiting for a foolish stag like me to come along, and now……oh dear!'

By this time the lion had approached, walking slowly and smiling broadly.

'Mmm! I've been hoping for a meal like this all week! My dear friend the stag with his great big horns ambles into a forest….et voila! my lunch is served cold!'

'Can't we just try to get along?' begged the stag, struggling desperately to free his fantastic horns.

'well', Began the lion thoughtfully, 'No, I don't think so. You see you are a stag and I am a lion.' Then he ate the stag whole - leaving just the horns, which he kept to hang on the wall of his lair.

Appendix 5

Scoring of Speaking Test

Student: _____ Rater:_____ Date:_____ Score:_____

Pronunciation

___5. Has few traces of foreign accent.

___4. Always intelligible, through one is conscious of a definite accent.

___3.Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.

___2.Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.

___1.Pronunciation problems so severe as to make speech virtually unintelligible.

Grammar

___5. Makes few (if any) noticeable errors of grammar of word order.

___4. Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.

___3. Makes frequent errors of grammar and word order which occasionally obscure meaning.

___2. Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.

___1. Errors in grammar and word order so severe as to make speech virtually unintelligible.

Vocabulary

___5. Use of vocabulary and idioms is virtually that of a native speaker.

___4. Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.

___3. Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.

___2. Misuse of words and very limited vocabulary make comprehension quite difficult.

___1. Vocabulary limitations so extreme as to make conversation virtually impossible.

Fluency

___5. Speech as fluent and effortless as that of a native speaker.

___4. Speed of speech seems to be slightly affected by language problems.

___3. Speed and fluency are rather strongly affected by language problems.

___2. Usually hesitant; just read the text and often forced into silence by language limitations.

___1. Speech is so halting and fragmentary as to make conversation virtually impossible.

Comprehension

___5. Appears to understand everything without difficulty.

___4. Understand nearly everything at normal speed, although occasional repetition may be necessary.

___3. Understand most of what is said at slower-than-normal speed with repetitions.

___2. Has great difficulty following what is said. Can comprehend only read the text, spoken slowly and with frequent repetitions.

___1. Cannot be said to understand even simple English and just read the text given.

Appendix 6

The Description of the Students' Self-esteem before converted

NO	NAME OF STUDENTS	SELF ESTEEM SCORE (X)
1.	IPB	16
2.	MF	15
3.	AF	13
4.	MDA	18
5.	MRU	19
6.	ACP	19
7.	COH	13
8.	MHZ	19
9.	RV	20
10.	AFZ	23
11.	ARS	16
12.	FFL	20
13.	FK	18
14.	FSN	21
15.	HLI	19
16.	HS	19
17.	ICR	14
18.	IA	17
19.	MRDP	17
20.	MRYP	16
21.	MFH	21

22.	MDQ	16
23.	MFA	21
24.	PR	20
25.	RA	18
26.	RG	25
27.	SAR	22
28.	SAR	23
29.	AF	11
30.	AKN	20
31.	AN	17
32.	AH	19
33.	ARS	14
34.	AAF	17
35.	AHS	19
36.	AA	17
37.	AF	19
38.	AJ	14
39.	CAM	12
40.	CD	19
41.	FTS	13
42.	FH	16
43.	FY	20
44.	GOH	20
45.	HN	18

46.	KBZ	16
47.	KRA	20
48.	LKP	19
49.	NZ	19
50.	NAP	18
51.	NR	19
52.	NMF	21
53.	NSA	18
54.	NUF	16
55.	SA	19
56.	SR	21
57.	SNA	19

Appendix 7

SELF ESTEEM AFTER CONVERTED MSI

NO	NAME OF STUDENTS	SELF ESTEEM SCORE (X)
1.	IPB	45.055
2.	MF	17.688
3.	AF	17.143
4.	MDA	12.737
5.	MRU	20.141
6.	ACP	21.506
7.	COH	21.979
8.	MHZ	12.764
9.	RV	21.650
10.	AFZ	23.313
11.	ARS	27.675
12.	FFL	17.248
13.	FK	23.023
14.	FSN	20.017
15.	HLI	24.418
16.	HS	21.918
17.	ICR	21.413
18.	IA	15.622
19.	MRDP	19.741
20.	MRYP	18.463
21.	MFH	17.327

22.	MDQ	24.750
23.	MFA	17.248
24.	PR	25.304
25.	RA	22.741
26.	RG	20.478
27.	SAR	30.336
28.	SAR	25.368
29.	AF	27.280
30.	AKN	11.121
31.	AN	23.776
32.	AH	19.003
33.	ARS	21.412
34.	AAF	15.023
35.	AHS	19.083
36.	AA	21.281
37.	AF	20.050
38.	AJ	21.281
39.	CAM	15.023
40.	CD	13.023
41.	FTS	21.398
42.	FH	14.622
43.	FY	18.741
44.	GOH	22.741
45.	HN	22.741

46.	KBZ	20.150
47.	KRA	18.319
48.	LKP	22.890
49.	NZ	21.281
50.	NAP	21.281
51.	NR	20.070
52.	NMF	21.281
53.	NSA	22.201
54.	NUF	20.070
55.	SA	17.286
56.	SR	21.281
57.	SNA	24.776

Appendix 8

The Description of Students' Speaking Skill (English Teacher I)

CLASS X IPS PA

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	IPB	75
2.	MF	70
3.	AF	70
4.	MDA	75
5.	MRU	80

CLASS X IPS PI

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	ACP	80
2.	COH	65
3.	MHZ	90
4.	RV	95

CLASS X IPA PA

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	AFZ	80
2.	ARS	65
3.	FFL	85
4.	FK	75
5.	FSN	85
6.	HLI	80

7.	HS	80
8.	ICR	80
9.	IA	75
10.	MRDP	65
11.	MRYP	80
12.	MFH	75
13.	MDQ	75
14.	MFA	80
15.	PR	85
16.	RA	70
17.	RG	90
18.	SAR	80
19.	SAR	80
20.	AF	65

CLASS X IPA PI

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	AKN	80
2.	AN	80
3.	AH	75
4.	ARS	65
5.	AAF	80
6.	AHS	90
7.	AA	80

8.	AF	75
9.	AJ	80
10.	CAM	75
11.	CD	85
12.	FTS	85
13.	FH	85
14.	FY	65
15.	GOH	85
16.	HN	80
17.	KBZ	90
18.	KRA	80
19.	LKP	75
20.	NZ	90
21.	NAP	80
22.	NR	75
23.	NMF	60
24.	NSA	80
25.	NUF	70
26.	SA	75
27.	SR	70
28.	SNA	70

Appendix 9

The Description of Students' Speaking Skill (English Teacher II)

CLASS X IPS PA

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	IPB	60
2.	MF	60
3.	AF	70
4.	MDA	60
5.	MRU	65

CLASS X IPS PI

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	ACP	70
2.	COH	60
3.	MHZ	95
4.	RV	95

CLASS X IPA PA

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	AFZ	60
2.	ARS	60
3.	FFR	75
4.	FK	60
5.	FSN	85
6.	HLI	70

7.	HS	65
8.	ICR	80
9.	IA	65
10.	MRDP	60
11.	MRYP	70
12.	MFH	65
13.	MDQ	60
14.	MFA	65
15.	PR	65
16.	RA	70
17.	RG	65
18.	SAR	60
19.	SAR	60
20.	AF	60

CLASS X IPA PI

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	AKN	80
2.	AN	75
3.	AH	80
4.	ARS	65
5.	AAF	70
6.	AHS	90

7.	AA	80
8.	AF	65
9.	AJ	80
10.	CAM	60
11.	CD	95
12.	FTS	60
13.	FH	65
14.	FY	65
15.	GOH	85
16.	HN	70
17.	KBZ	85
18.	KRA	75
19.	LKP	65
20.	NZ	90
21.	NAP	85
22.	NR	65
23.	NMF	60
24.	NSA	80
25.	NUF	70
26.	SA	60
27.	SR	60
28.	SNA	70

Appendix 10

The Description of Students' Speaking Skill (The Researcher)

CLASS X IPS PA

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	IPB	75
2.	MF	70
3.	AF	65
4.	MDA	70
5.	MRU	80

CLASS X IPS PI

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	ACP	80
2.	COH	70
3.	MHZ	90
4.	RV	85

CLASS X IPA PA

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	AFZ	80
2.	ARS	60
3.	FFR	65
4.	FK	70
5.	FSN	75
6.	HLI	65

7.	HS	70
8.	ICR	70
9.	IA	80
10.	MRDP	60
11.	MRYP	75
12.	MFH	70
13.	MDQ	65
14.	MFA	75
15.	PR	60
16.	RA	75
17.	RG	65
18.	SAR	75
19.	SAR	65
20.	AF	70

CLASS X IPA PI

NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	AKN	80
2.	AN	90
3.	AH	85
4.	ARS	75
5.	AAF	80
6.	AHS	90

7.	AA	90
8.	AF	75
9.	AJ	80
10.	CAM	75
11.	CD	85
12.	FTS	75
13.	FH	75
14.	FY	75
15.	GOH	80
16.	HN	70
17.	KBZ	90
18.	KRA	80
19.	LKP	75
20.	NZ	85
21.	NAP	80
22.	NR	70
23.	NMF	65
24.	NSA	70
25.	NUF	75
26.	SA	75
27.	SR	70
28.	SNA	75

Appendix 11

The Description of Students' Speaking Skill (Objective)

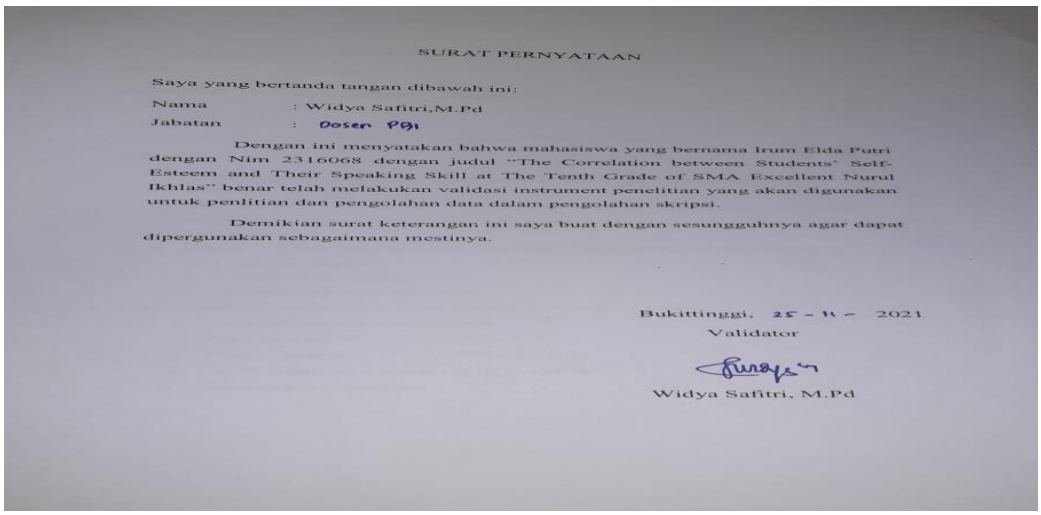
NO	NAME OF STUDENTS	SPEAKING SCORE (Y)
1.	IPB	70
2.	MF	67
3.	AF	68
4.	MDA	68
5.	MRU	75
6.	ACP	77
7.	COH	65
8.	MHZ	92
9.	RV	92
10.	AFZ	73
11.	ARS	62
12.	FFR	75
13.	FK	68
14.	FSN	82
15.	HLI	72
16.	HS	72
17.	ICR	77
18.	IA	73
19.	MRDP	62
20.	MRYP	75
21.	MFH	70

22.	MDQ	67
23.	MFA	73
24.	PR	70
25.	RA	72
26.	RG	73
27.	SAR	72
28.	SAR	68
29.	AF	65
30.	AKN	80
31.	AN	82
32.	AH	80
33.	ARS	68
34.	AAF	77
35.	AHS	90
36.	AA	83
37.	AF	72
38.	AJ	80
39.	CAM	70
40.	CD	88
41.	FTS	73
42.	FH	75
43.	FY	68
44.	GOH	83
45.	HN	73

46.	KBZ	88
47.	KRA	78
48.	LKP	72
49.	NZ	88
50.	NAP	82
51.	NR	70
52.	NMF	62
53.	NSA	77
54.	NUF	72
55.	SA	70
56.	SR	67
57.	SNA	72

Appendix 12

Validation Sheet



SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

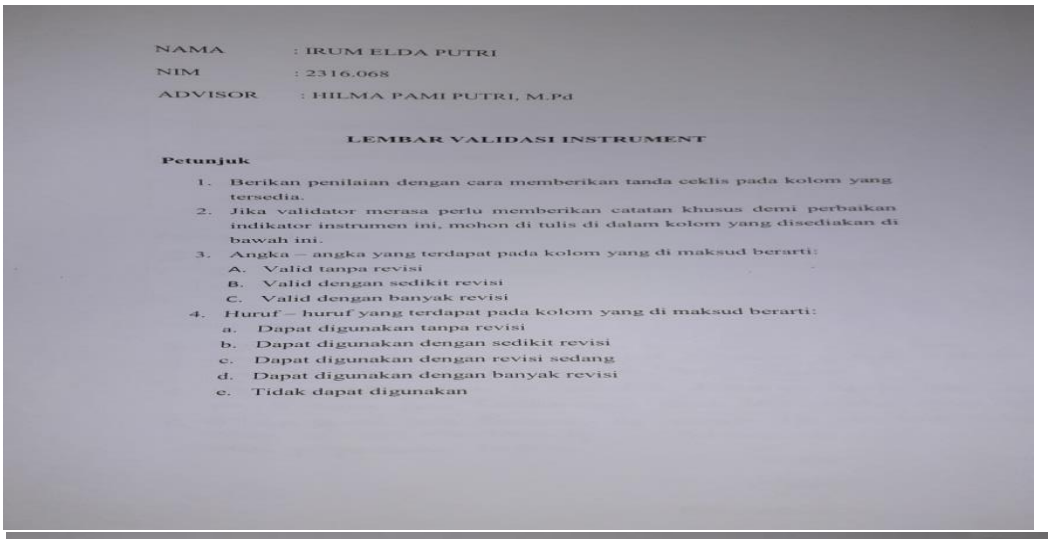
Nama : Widya Safitri,M.Pd
Jabatan : Dosen Pbi

Dengan ini menyatakan bahwa mahasiswa yang bernama Irum Elda Putri dengan Nim 2316068 dengan judul "The Correlation between Students' Self-Esteem and Their Speaking Skill at The Tenth Grade of SMA Excellent Nurul Ikhlas" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk penlitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 25 - 11 - 2021
Validator

Widya Safitri, M.Pd

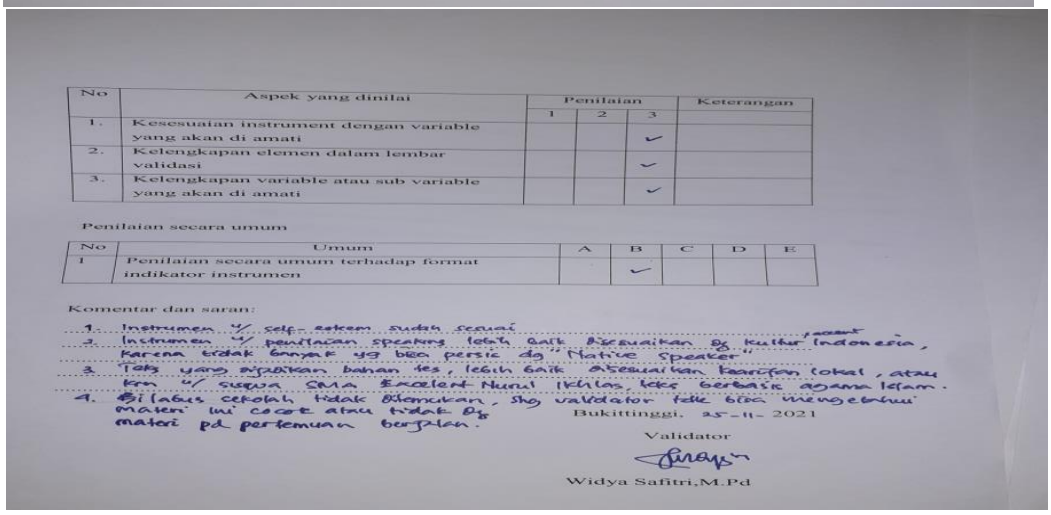


NAMA : IRUM ELDA PUTRI
NIM : 2316.068
ADVISOR : HILMA PAMI PUTRI, M.Pd

LEMBAR VALIDASI INSTRUMENT

Petunjuk

1. Berikan penilaian dengan cara memberikan tanda ceklis pada kolom yang tersedia.
2. Jika validator merasa perlu memberikan catatan khusus demi perbaikan indikator instrumen ini, mohon di tulis di dalam kolom yang disediakan di bawah ini.
3. Angka – angka yang terdapat pada kolom yang di maksud berarti:
   A. Valid tanpa revisi
   B. Valid dengan sedikit revisi
   C. Valid dengan banyak revisi
4. Huruf – huruf yang terdapat pada kolom yang di maksud berarti:
   a. Dapat digunakan tanpa revisi
   b. Dapat digunakan dengan sedikit revisi
   c. Dapat digunakan dengan revisi sedang
   d. Dapat digunakan dengan banyak revisi
   e. Tidak dapat digunakan



No	Aspek yang dinilai	Penilaian			Keterangan
		1	2	3	
1.	Kesesuaian instrument dengan variable yang akan di amati			✓	
2.	Kelengkapan elemen dalam lembar validasi			✓	
3.	Kelengkapan variable atau sub variable yang akan di amati			✓	

Penilaian secara umum

No	Umum	A	B	C	D	E
1	Penilaian secara umum terhadap format indikator instrumen		✓			

Komentar dan saran:

1. Instrumen u/ self-esteem sudah sesuai
2. Instrumen u/ penilaian speaking lebih baik disesuaikan dg kultur Indonesia, karena tidak banyak yg bisa persis dg "Native Speaker"
3. Teks yang digunakan bahan tes, lebih baik disesuaikan kearifan lokal, atau km u/ siswa SMA Excellent Nurul Ikhlas, kbs berbasis agama Islam.
4. Silabus sekolah tidak dilampirkan, shg validator tdk bisa mengecek materi ini cocok atau tidak dg materi pd pertemuan berjalan.

Bukittinggi, 25-11-2021
Validator

Widya Safitri,M.Pd

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : M. Aries Taufiq, M.Pd

Jabatan : Dosen IAIN Bukittinggi

Dengan ini menyatakan bahwa mahasiswa yang bernama Irum Elda Putri dengan Nim 2316068 dengan judul "The Correlation between Students' Self-Esteem and Their Speaking Skill at The Tenth Grade of SMA Excellent Nurul Ikhlas" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk penlitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 26 November 2021

Validator

M. Aries Taufiq, M.Pd

NAMA : IRUM ELDA PUTRI

NIM : 2316.068

ADVISOR : HILMA PAMI PUTRI, M.Pd

LEMBAR VALIDASI INSTRUMENT

Petunjuk

1. Berikan penilaian dengan cara memberikan tanda ceklis pada kolom yang tersedia.
2. Jika validator merasa perlu memberikan catatan khusus demi perbaikan indikator instrumen ini, mohon di tulis di dalam kolom yang disediakan di bawah ini.
3. Angka – angka yang terdapat pada kolom yang di maksud berarti:
   A. Valid tanpa revisi
   B. Valid dengan sedikit revisi
   C. Valid dengan banyak revisi
4. Huruf – huruf yang terdapat pada kolom yang di maksud berarti:
   a. Dapat digunakan tanpa revisi
   b. Dapat digunakan dengan sedikit revisi
   c. Dapat digunakan dengan revisi sedang
   d. Dapat digunakan dengan banyak revisi
   e. Tidak dapat digunakan

No	Aspek yang dinilai	Penilaian			Keterangan
		1	2	3	
1.	Kesesuaian instrument dengan variable yang akan di amati		✓		
2.	Kelengkapan elemen dalam lembar validasi		✓		
3.	Kelengkapan variable atau sub variable yang akan di amati		✓		

Penilaian secara umum

No	Umum	A	B	C	D	E
1	Penilaian secara umum terhadap format indikator instrumen		✓			

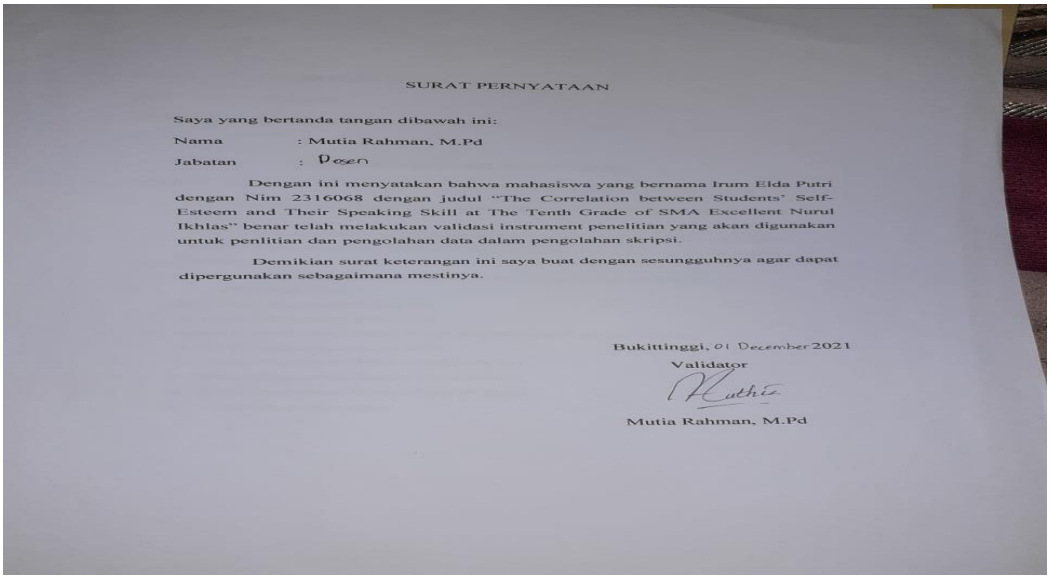
Komentar dan saran:

Cantumkan nomor indikator dan skornya yg divalidasi :

Bukittinggi, 2021

Validator

M. Aries Taufiq, M.Pd



SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Mutia Rahman, M.Pd

Jabatan : Dosen

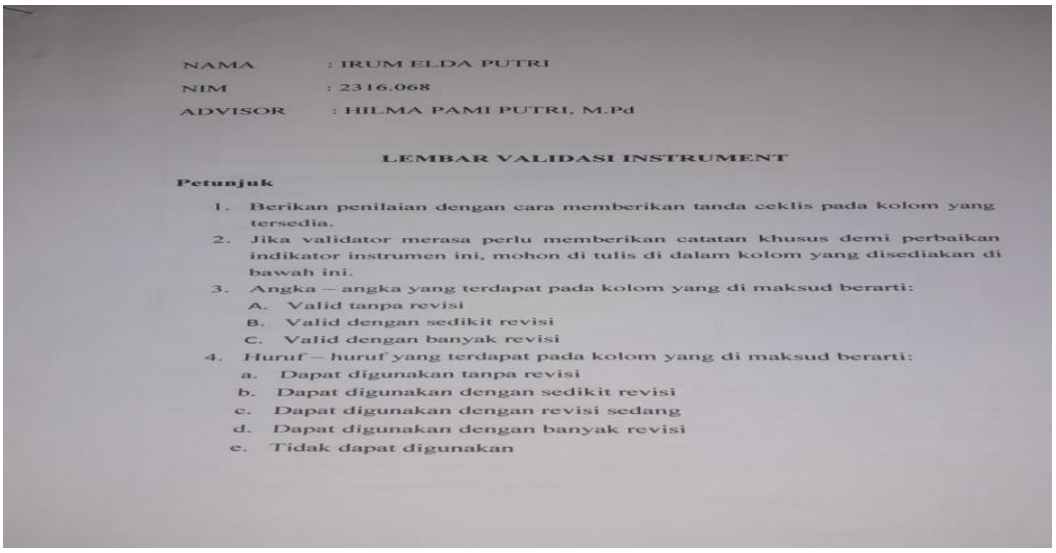
Dengan ini menyatakan bahwa mahasiswa yang bernama Irum Elda Putri dengan Nim 2316068 dengan judul "The Correlation between Students' Self-Esteem and Their Speaking Skill at The Tenth Grade of SMA Excellent Nurul Ikhlas" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk penlitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 01 December 2021

Validator

Mutia Rahman, M.Pd



NAMA : IRUM ELDA PUTRI

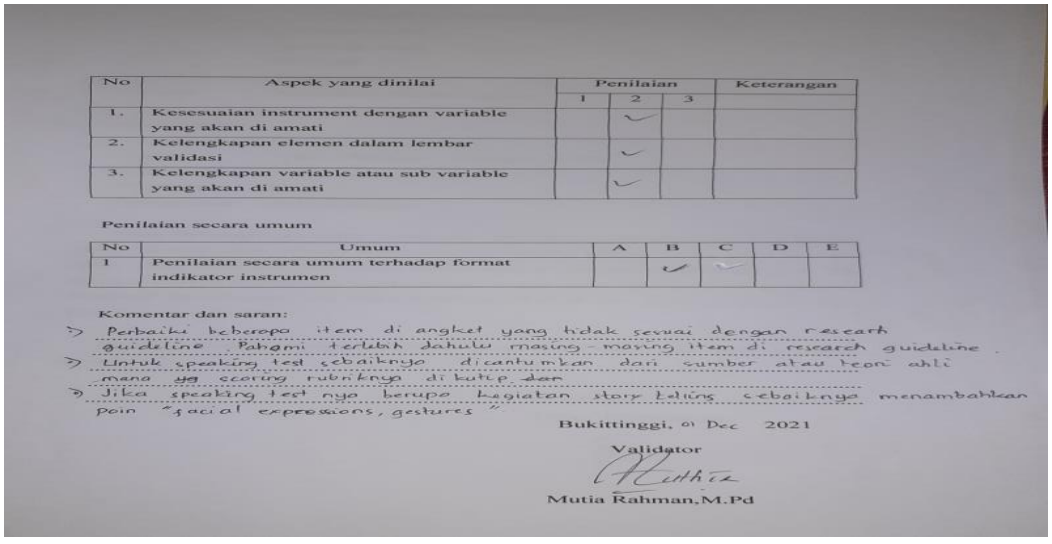
NIM : 2316.068

ADVISOR : HILMA PAMI PUTRI, M.Pd

LEMBAR VALIDASI INSTRUMENT

Petunjuk

1. Berikan penilaian dengan cara memberikan tanda ceklis pada kolom yang tersedia.
2. Jika validator merasa perlu memberikan catatan khusus demi perbaikan indikator instrumen ini, mohon di tulis di dalam kolom yang disediakan di bawah ini.
3. Angka – angka yang terdapat pada kolom yang di maksud berarti:
   A. Valid tanpa revisi
   B. Valid dengan sedikit revisi
   C. Valid dengan banyak revisi
4. Huruf – huruf yang terdapat pada kolom yang di maksud berarti:
   a. Dapat digunakan tanpa revisi
   b. Dapat digunakan dengan sedikit revisi
   c. Dapat digunakan dengan revisi sedang
   d. Dapat digunakan dengan banyak revisi
   e. Tidak dapat digunakan



No	Aspek yang dinilai	Penilaian			Keterangan
		1	2	3	
1.	Kesesuaian instrument dengan variable yang akan di amati		✓		
2.	Kelengkapan elemen dalam lembar validasi		✓		
3.	Kelengkapan variable atau sub variable yang akan di amati		✓		

Penilaian secara umum

No	Umum	A	B	C	D	E
1	Penilaian secara umum terhadap format indikator instrumen		✓	✓		

Komentar dan saran:

1) Perbaiki beberapa item di angket yang tidak sesuai dengan research guideline. Pahami terlebih dahulu masing masing item di research guideline.
2) Untuk speaking test sebaiknya dicantumkan dari sumber atau teori ahli mana yg scoring rubriknya di kutip dari.
3) Jika speaking test nya berupa kegiatan story telling sebaiknya menambahkan poin "facial expressions, gestures"

Bukittinggi, 01 Dec 2021

Validator

Mutia Rahman, M.Pd

Appendix 13

Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus I : Jalan Prof. Mahmud Yunus Lubuk Lintah Batipuh Panjang Bukittinggi - Kampus II : Jalan Gurun Aur Kubang Putih Kabupaten Agam - Sumatera Barat - Telpon / Fax : (0752) 22875
Website : ftik.iainbukittinggi.ac.id | E-Mail : ftik@iainbukittinggi.ac.id

Nomor : B-0746/In.26.1/PP.07/02/2021 Bukittinggi, 22 Februari 2021
Lamp : -
Hal : **Permohonan Izin Observasi Awal**

Kepada YTH :
Kepala SMA Excellent Nurul Ikhlas

Assalamu'alaikum Wr. Wb
Dengan hormat, dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi, maka bersama surat ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin melakukan Observasi awal di tempat yang Bapak/Ibu pimpin kepada mahasiswa di bawah ini :

Nama	**: IRUM ELDA PUTRI**
NIM	**: 2316068**
Semester	: 10
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	: ***The Correlation Between Students Self-Esteem and Speaking Skill***
Lokasi Penelitian	: SMA Excellent Nurul Ikhlas
Waktu	: Februari 2021 s/d selesai

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasama yang Bapak/Ibu berikan kami mengucapkan terima kasih.
Wassalamu'alaikum Wr. Wb

a.n. DEKAN,
Dr. ZULFANI SESMIARNI, M.Pd.
NIP.198109232005012005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus I : Jalan Prof. Mahmud Yunus Lubuk Lintah Batipuh Panjang Bukittinggi - Kampus II : Jalan Gurun Aur Kubang Putih Kabupaten Agam - Sumatera Barat - Telpon / Fax : (0752) 22875
Website : ftik.iainbukittinggi.ac.id | E-Mail : ftik@iainbukittinggi.ac.id

Nomor : B-04286/In.26.1/PP.07/11/2021 Bukittinggi, 19 November 2021
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb
Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

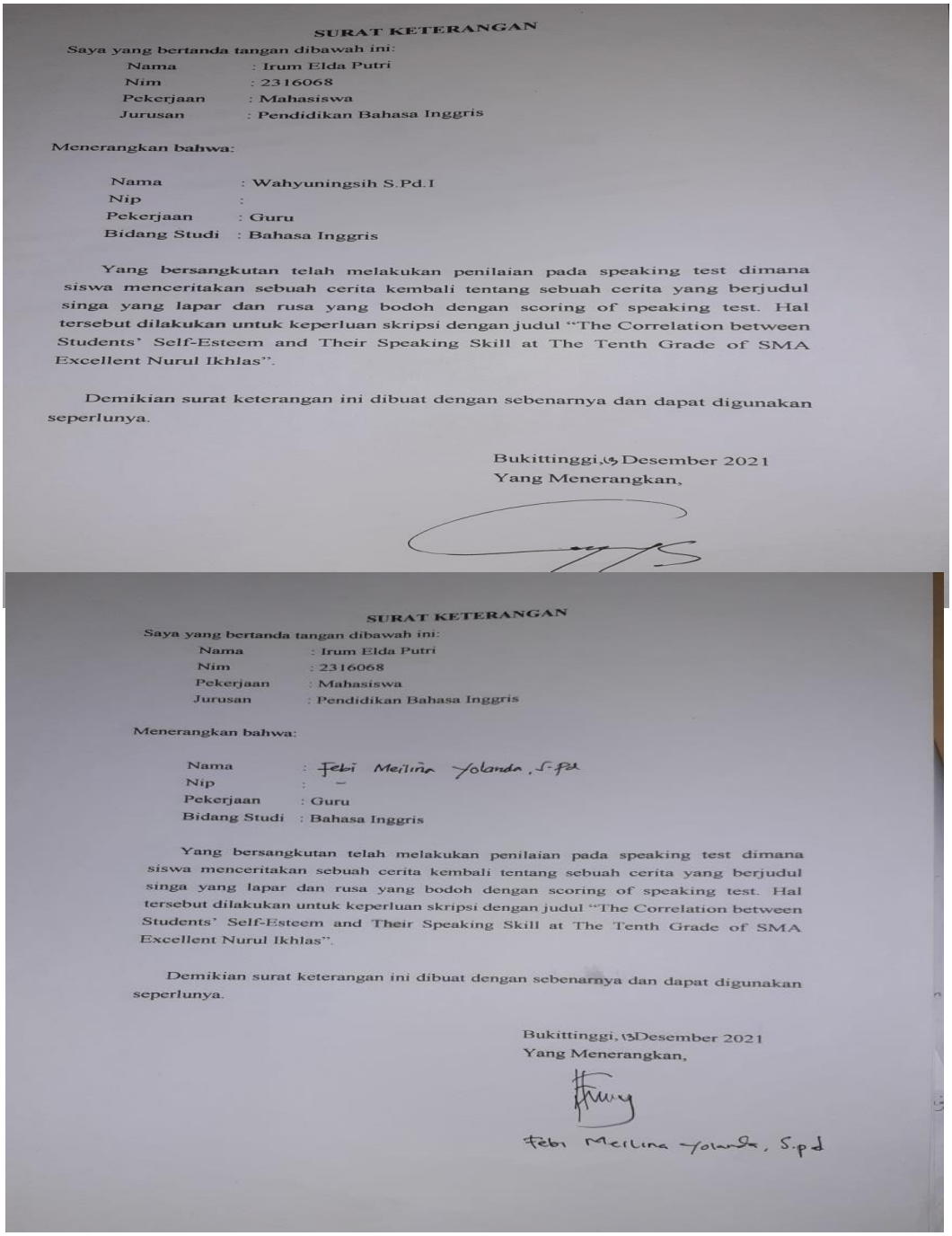
Nama	**: IRUM ELDA PUTRI**
NIM	**: 2316068**
Semester	: 11
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	: ***The Correlation between Students Self-Esteem and Their Speaking Skill at The Tenth Grade of SMA Excellent Nurul Ikhlas***
Lokasi Penelitian	: SMA Excellent Nurul Ikhlas
Waktu	: November 2021 s/d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,
Dr. ZULFANI SESMIARNI, M.Pd.
NIP.198109232005012005

Appendix 14

Letter of Completing The Research



SURAT KETERANGAN

Saya yang bertanda tangan dibawah ini:

Nama	: Irum Elda Putri
Nim	: 2316068
Pekerjaan	: Mahasiswa
Jurusan	: Pendidikan Bahasa Inggris

Menerangkan bahwa:

Nama	: Wahyuningsih S.Pd.I
Nip	:
Pekerjaan	: Guru
Bidang Studi	: Bahasa Inggris

Yang bersangkutan telah melakukan penilaian pada speaking test dimana siswa menceritakan sebuah cerita kembali tentang sebuah cerita yang berjudul singa yang lapar dan rusa yang bodoh dengan scoring of speaking test. Hal tersebut dilakukan untuk keperluan skripsi dengan judul "The Correlation between Students' Self-Esteem and Their Speaking Skill at The Tenth Grade of SMA Excellent Nurul Ikhlas".

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan seperlunya.

Bukittinggi, 13 Desember 2021
Yang Menerangkan,

SURAT KETERANGAN

Saya yang bertanda tangan dibawah ini:

Nama	: Irum Elda Putri
Nim	: 2316068
Pekerjaan	: Mahasiswa
Jurusan	: Pendidikan Bahasa Inggris

Menerangkan bahwa:

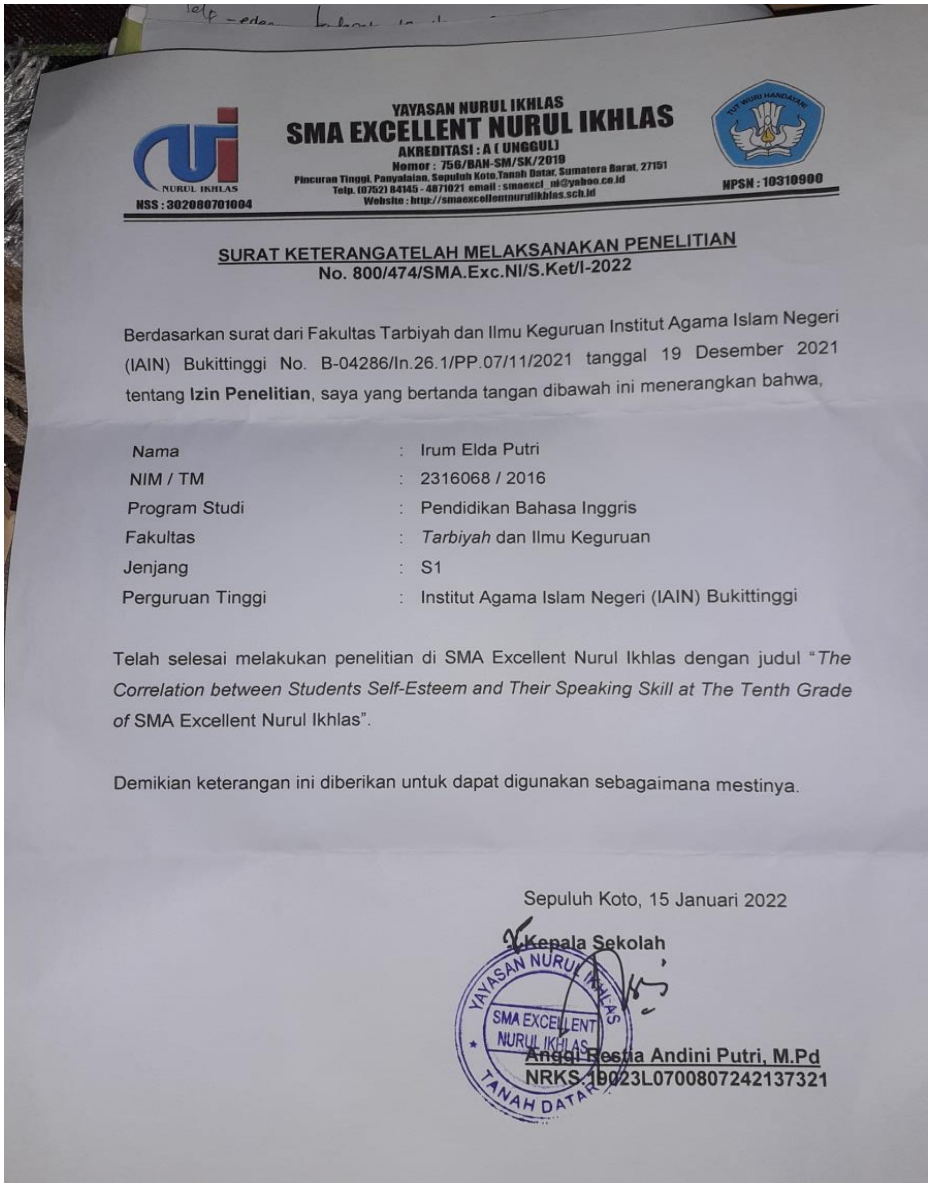
Nama	: Febi Meilina Yolanda, S.Pd
Nip	: –
Pekerjaan	: Guru
Bidang Studi	: Bahasa Inggris

Yang bersangkutan telah melakukan penilaian pada speaking test dimana siswa menceritakan sebuah cerita kembali tentang sebuah cerita yang berjudul singa yang lapar dan rusa yang bodoh dengan scoring of speaking test. Hal tersebut dilakukan untuk keperluan skripsi dengan judul "The Correlation between Students' Self-Esteem and Their Speaking Skill at The Tenth Grade of SMA Excellent Nurul Ikhlas".

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan seperlunya.

Bukittinggi, 13 Desember 2021
Yang Menerangkan,

Febi Meilina Yolanda, S.Pd



YAYASAN NURUL IKHLAS
SMA EXCELLENT NURUL IKHLAS
AKREDITASI : A (UNGGUL)
Nomor : 756/BAN-SM/SK/2019
Pincuran Tinggi, Panyalaian, Sepuluh Koto,Tanah Datar, Sumatera Barat, 27151
Telp. (0752) 84145 - 4871021 email : smaexcl_nk@yahoo.co.id
Website : http://smaexcellentnurulikhlas.sch.id
NSS : 302080701004
NPSN : 10310900

SURAT KETERANGATELAH MELAKSANAKAN PENELITIAN
No. 800/474/SMA.Exc.NI/S.Ket/I-2022

Berdasarkan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Bukittinggi No. B-04286/In.26.1/PP.07/11/2021 tanggal 19 Desember 2021 tentang **Izin Penelitian**, saya yang bertanda tangan dibawah ini menerangkan bahwa,

Nama	:	Irum Elda Putri
NIM / TM	:	2316068 / 2016
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	*Tarbiyah* dan Ilmu Keguruan
Jenjang	:	S1
Perguruan Tinggi	:	Institut Agama Islam Negeri (IAIN) Bukittinggi

Telah selesai melakukan penelitian di SMA Excellent Nurul Ikhlas dengan judul "*The Correlation between Students Self-Esteem and Their Speaking Skill at The Tenth Grade of* SMA Excellent Nurul Ikhlas".

Demikian keterangan ini diberikan untuk dapat digunakan sebagaimana mestinya.

Sepuluh Koto, 15 Januari 2022

Kepala Sekolah

YAYASAN NURUL IKHLAS
SMA EXCELLENT NURUL IKHLAS
TANAH DATAR

Anggi Restia Andini Putri, M.Pd
NRKS.19023L0700807242137321

Appendix 15

SK Letter of Thesis Advisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : B- 4287/In.26.1/HK.00.5/11/2021

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Berita Acara Seminar Proposal Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an.**Irum Elda Putri, NIM 2316068** tanggal 03 November 2021 dan Surat permohonan dari yang bersangkutan tanggal 19 November 2021 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 181 Tahun 2014 tentang PerubahanSekolah Tinggi Agama Islam Negeri BukittinggimenjadiInstitut Agama Islam Negeri (IAIN) Bukittinggi;
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi yang telahdiubahmenjadiPeraturan Menteri Agama nomor: 52 Tahun 2017;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan ***" The Correlation between Students Self-esteem and Their Speaking Skill at The Tent Grade of SMA Excellent Nurul Ikhlas"***

KEDUA : Menunjuk Saudara :

Nama	**: Hilma Pami Putri M.Pd**
NIP	:198605112015032003
Pangkat/Gol.Ruang	: Penata/ III/c
Jabatan	: Lektor
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

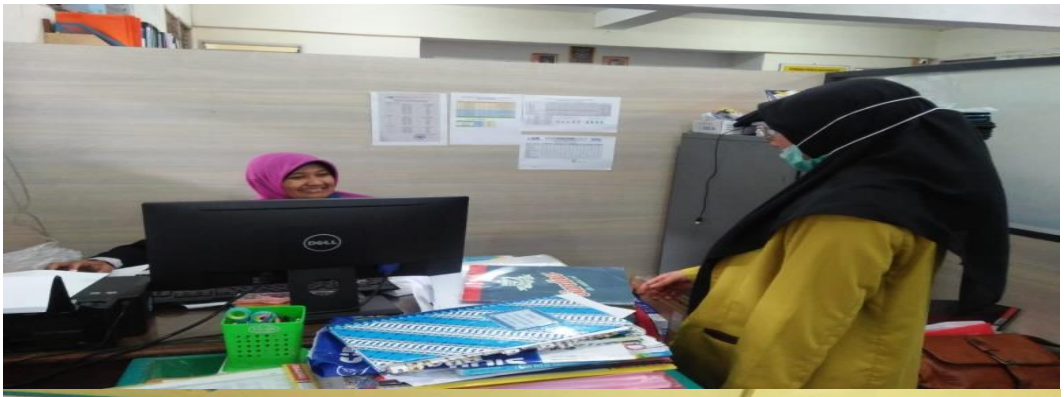
Ditetapkan di Bukittinggi
Pada tanggal :19 November 2021
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ZULFANI SESMIARNI, M.Pd
NIP.196109232005012005

Appendix 16

Documentation


















EPSON