

**The Correlation between Self-Esteem and Self-Perceived Speaking
Competence on EFL Students' Speaking Ability**

THESIS

Submitted by

Nurul Maizarina Sahara

NIM. 220203118

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY**

BANDA ACEH

2026/1447H

**THE CORRELATION BETWEEN SELF-ESTEEM AND SELFPERCEIVED SPEAKING
COMPETENCE ON EFL STUDENTS' SPEAKING ABILITY**

THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One the
Requirements to Obtain a Bachelor's Degree in the field of english Language
Education

By

NURUL MAIZARINA SAHARA

NIM. 220203118

Student of English Language Education Faculty of Tarbiyah and Teacher Training
Ar-Raniry State Islamic University Banda Aceh

Approved by:

Supervisor



Prof. Safrul Muluk, S.Ag., M.A.,
M.Ed., Ph.D.

NIP. 197301021997031003

Head of Department



Syarifah dahliana, S.Ag., M.Ed., Ph.D.

NIP. 197504162000032001

It has been defended in *Sidang Munaqasyah* in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

On:

April, 22nd 2026 M

Wednesday,

5 Syawal 1447 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson

Prof. Safrul Muluk, S.Ag., M.A., M.Ed.,
Ph.D.

Secretary

Khairul Azmy, M.TESOL.

Examiner 1

Drs. Amiruddin, M. Pd.

Examiner 2

Syamsul Bahri, M.A TESOL

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan Universitas
Islam Ar-Raniry Banda Aceh*



Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.

3501021997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini

Nama : Nurul Maizarina Sahara
NIM : 220203118
Tempat/tgl lahir : Pertiwi Maternity Petaling Jaya, 10 June 2002
Alamat : Gampong Reudecup Meulayu

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:


**The Correlation between Self-Esteem and Self-Perceived Speaking Competence
on EFL Students' Speaking Ability**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 April 2026

Saya yang membuat surat pernyataan




Nurul Maizarina Sahara

ACKNOWLEDGEMENT

Alhamdulillah, all praise is due to Allah Subhanahu wa Ta'ala for granting the researcher the strength, patience, and opportunity to complete this thesis. Peace and salutations be upon Prophet Muhammad SAW, who has guided humanity from darkness into the light of knowledge.

The researcher would like to express her deepest appreciation to her thesis supervisor, Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D., for his continuous guidance, patience, valuable advice, and constructive feedback throughout the completion of this thesis. Sincere gratitude is also addressed to her academic advisor, Syamsul Bahri, S.Ag., MA.TESOL, for his consistent support and direction during her academic journey.

The researcher is also thankful to all lecturers and staff of the Department of English Language Education at UIN Ar-Raniry Banda Aceh for their knowledge and support. May Allah Subhanahu wa Ta'ala reward them with blessings.

Deepest gratitude is dedicated to the researcher's beloved family. Special thanks go to her parents, Muhammad Isa and Dahliana, as well as her brothers, Nawfal Fahmi and Muhammad Haris, for their endless love, prayers, sacrifices, and unwavering encouragement.

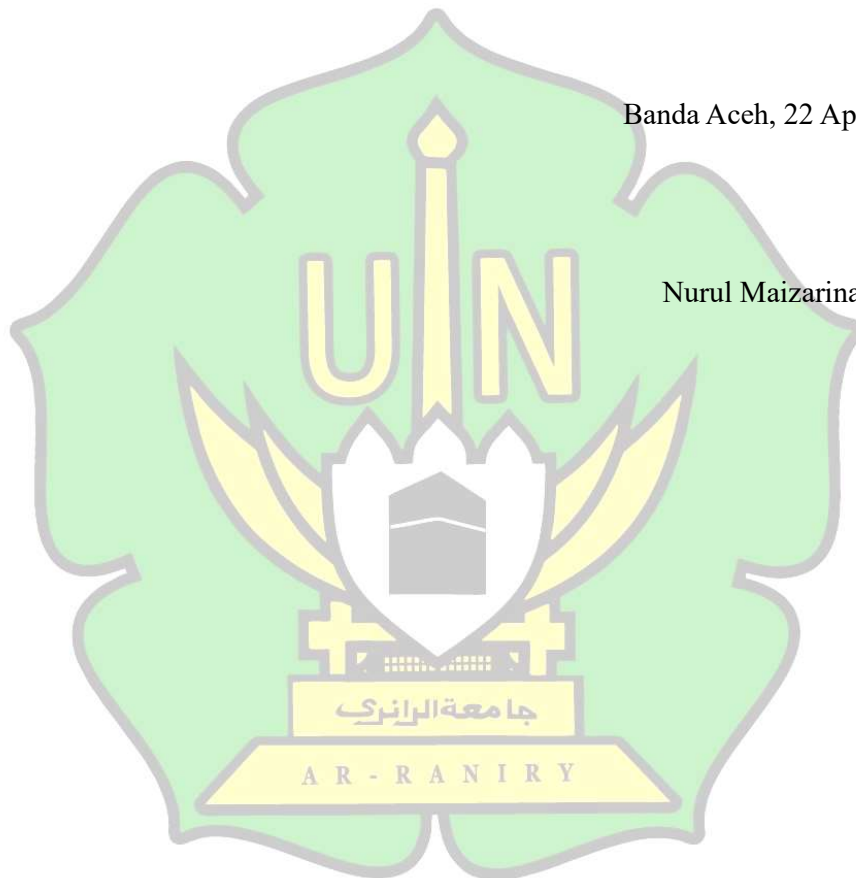
The researcher also wishes to thank her close friends, Dea Melvinda and Raudhatul Riannas, her senior Rahmiatul Muna, S.Pd., for her guidance and help, as well as her PPKPM international friends, Nirmala Sari, Ainil Fitri, Nabila Salsabila, Ikhtiara Fadhila, and Najwa Suraiya B., for their support, understanding, and encouragement, especially during challenging times.

The researcher also thanks all students of the 2022 cohort of the English Education Department at UIN Ar-Raniry Banda Aceh who participated in this study.

Finally, the researcher expresses gratitude to everyone who contributed to this thesis. She realizes that this work is not perfect and welcomes constructive suggestions for improvement.

Banda Aceh, 22 April 2026

Nurul Maizarina Sahara



ABSTRACT

Name : Nurul Maizarina Sahara
Reg. Number : 220203118
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis Working Title : The Correlation between Self-Esteem and Self-Perceived Speaking Competence on EFL Students' Speaking Ability
Main Supervisor : Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
Keywords : Self-Esteem, Self-Perceived Speaking Competence, EFL Learners, Correlation, Rosenberg Self-Esteem Scale

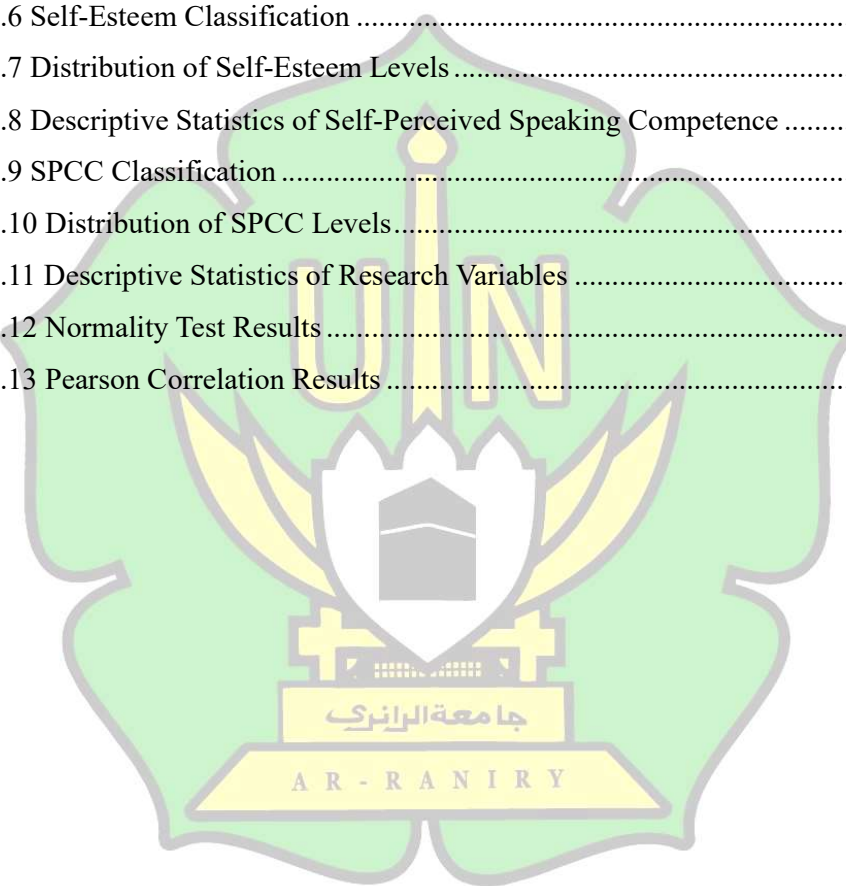
This thesis examines the correlation between self-esteem and self-perceived speaking competence among final-year students of the 2022 cohort in the English Language Education Department at UIN Ar-Raniry Banda Aceh, motivated by the observation that students who feel positively about themselves do not always demonstrate equal confidence when speaking English. The study adopted a quantitative correlational design using a census method with 130 respondents. Data were collected through the Rosenberg Self-Esteem Scale and the Self-Perceived Speaking Competence Questionnaire adapted from MacIntyre et al. (1997), both confirmed as valid and reliable (RSES $\alpha = 0.812$; SPCC $\alpha = 0.874$), and analyzed through SPSS using descriptive statistics, normality testing, and Pearson Product-Moment Correlation. The findings revealed that 94.6% of participants demonstrated high self-esteem with a mean of 31.76, while self-perceived speaking competence averaged only 47.01, placing most students at a moderate confidence level. The Pearson correlation produced $r = 0.154$ and $p = 0.081$, indicating a very weak and statistically insignificant relationship, leading to the acceptance of the null hypothesis. These results suggest that self-esteem alone does not reliably predict speaking confidence among EFL learners, and that factors such as language anxiety, frequency of practice, classroom environment, and actual linguistic proficiency, may carry greater influence on how students perceive their own speaking ability.

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of Study.....	1
B. Research Questions.....	3
C. Research Aims.....	4
D. Significance of the Study.....	4
E. Terminology.....	5
F. Hypothesis.....	6
CHAPTER II.....	7
LITERATURE REVIEW.....	7
A. Self-Esteem.....	7
B. Self-Perceived Speaking Competence.....	10
C. Previous Studies.....	12
CHAPTER III.....	17
RESEARCH METHODOLOGY.....	17
A. Research Design.....	17
B. The Population and Sample.....	18
C. Data Collection.....	19
D. Data Analysis.....	20
CHAPTER IV.....	22
FINDINGS AND DISCUSSION.....	22
A. Findings.....	22
B. Discussion.....	34
CHAPTER V.....	36
CONCLUSION AND SUGGESTION.....	36
A. Conclusion.....	36
REFERENCES.....	40
APPENDICES	

LIST OF TABLES

Table 4.1 Validity Test Results of Self-Esteem (RSES).....	24
Table 4.2 Validity Test Results of SPCC.....	25
Table 4.3 SPSS Output: Reliability Statistics (Self-Esteem)	26
Table 4.4 SPSS Output: Reliability Statistics (SPCC).....	27
Table 4.5 Descriptive Statistics of Self-Esteem	27
Table 4.6 Self-Esteem Classification	28
Table 4.7 Distribution of Self-Esteem Levels	28
Table 4.8 Descriptive Statistics of Self-Perceived Speaking Competence	29
Table 4.9 SPCC Classification	30
Table 4.10 Distribution of SPCC Levels.....	30
Table 4.11 Descriptive Statistics of Research Variables	31
Table 4.12 Normality Test Results	31
Table 4.13 Pearson Correlation Results	33



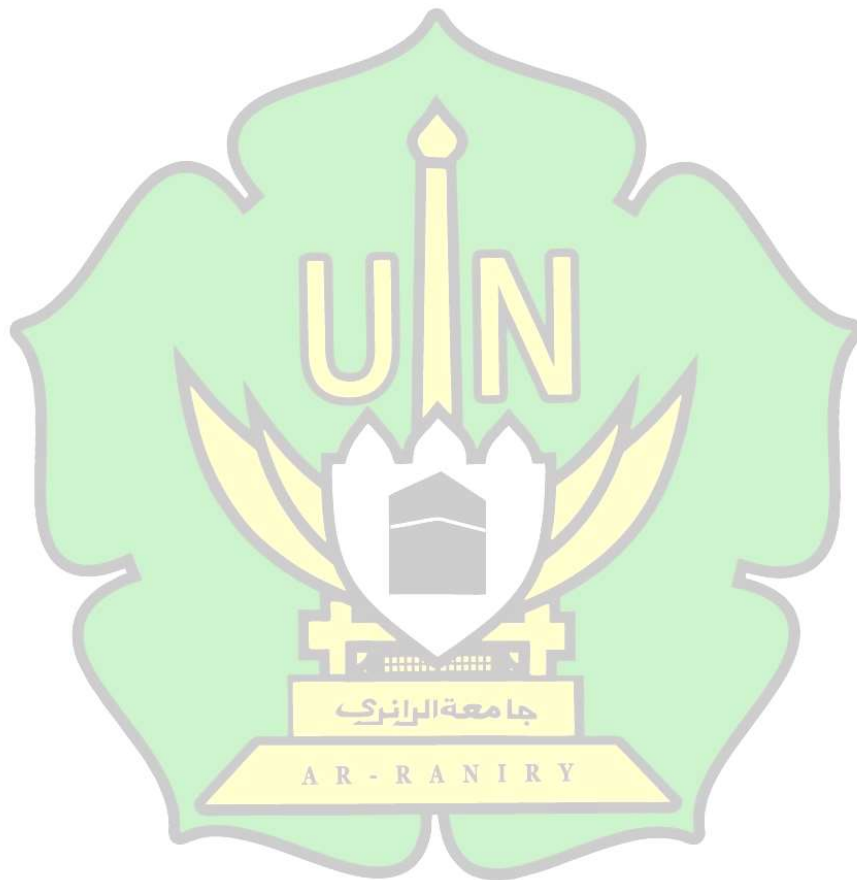
LIST OF APPENDICES

Appendix 1: Research Instrument

Appendix 2: Raw Data of Research Respondents

Appendix 3: SPSS Output

Appendix 4: Administration



CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the research questions, research aims, and the significance of the study. Key terms related to the research are also defined to provide a clear understanding of the concepts used throughout the thesis, and the hypothesis guiding the analysis is stated.

A. Background of Study

Among the many goals that EFL students work toward, being able to speak English clearly and with confidence tends to be one of the most important. Speaking holds a special place in language learning because it is the skill that allows people to share what they think, feel, and want to say in real time. Many teachers treat it as one of the clearest signs of how far a student has come in their language journey. And yet, despite how important it is, speaking remains the skill that most students find the hardest to develop. Unlike reading or writing, which can be done privately, speaking requires students to perform in the moment, and that means they need not only a solid grasp of grammar and vocabulary but also the inner confidence to actually open their mouths and try (Dewi et al., 2022).

This challenge is something that many university students in Indonesia know all too well. Even after spending years in English classrooms, a large number of them still struggle to speak comfortably and effectively. What makes this especially interesting is that the problem is not always about not knowing enough words or grammar rules. A lot of the time, students hold back because of how they feel. Anxiety, nervousness, and the fear of being judged for making a mistake are all very real experiences that get in the way of students putting their language knowledge to use (Wijaya, 2023).

One psychological factor that seems to sit at the heart of this issue is self-esteem, which refers to how much a person values themselves and believes in their own ability to succeed. In a learning context, self-esteem can shape a student's

motivation, their attitude toward the subject, and how willing they are to take part in speaking activities. Students who feel good about themselves tend to engage more actively and speak with greater confidence, while those who struggle with low self-esteem often hold back, doubt themselves, and avoid situations where they might have to speak up (Bouih et al., 2022).

A number of studies have looked into how self-esteem connects to speaking performance, though the results have not always pointed in the same direction. Dewi et al., (2022) found that students with a more positive self-image tended to do better when asked to speak, suggesting that feeling confident on the inside can make a real difference on the outside. Al-Ariqi & Sharyan, (2022) came to a similar conclusion, noting that students with higher self-esteem generally came across as more fluent and less hesitant when speaking English. Wijaya, (2023) also argued that nurturing self-esteem in learners helps them become more resilient and more capable communicators over time.

On the other hand, not every study has found such a clear connection. Waluyo & Rofiah, (2021) argued that how proficient a student actually is in the language matters more than how they feel about themselves when it comes to speaking performance. Similarly, Gultom & Oktaviani, (2022) did not find a strong link between self-esteem and English achievement at all. These different results suggest that how much self-esteem matters may depend on a range of other things, such as the kind of school environment a student is in, how much exposure to English they have had, and their general educational background.

Within the specific setting of Indonesian higher education, and particularly among final year students from the 2022 cohort, this relationship has not been explored very much. At UIN Ar-Raniry Banda Aceh, students have spent several years learning English and taking part in various speaking activities as part of their program. Even so, many of them still appear nervous and unsure of themselves when it comes to speaking English, both inside the classroom and in more public settings. What stands out is a curious pattern where some students who seem to have decent language skills still shy away from speaking, while others who may not be as proficient come across

as far more willing and confident. This gap raises a genuine question about whether self-esteem might be playing a role in shaping not just how students perform but how they see their own ability to perform.

Getting a clearer picture of how self-esteem relates to speaking confidence matters because it could have real implications for the way teachers approach their work. When educators understand what is going on beneath the surface for their students emotionally, they are better placed to create classrooms where students feel safe enough to take risks and speak up. This study was designed with that in mind, focusing specifically on the space between what students can actually do in English and what they believe they can do, and asking whether self-esteem has something meaningful to say about that gap.

To explore this question, the study uses a quantitative correlational design, which is a research approach that works by measuring two variables and running statistical analysis to see how strongly and in what direction they are related (John W. Creswell, 2018). The data were gathered using two well-known instruments, namely the Rosenberg Self-Esteem Scale and the Self-Perceived Speaking Competence questionnaire adapted from MacIntyre et al., (1997), both of which have been widely used in similar research settings and are trusted for their consistency and reliability.

Altogether, this study aims to shed light on the relationship between self-esteem and self-perceived speaking competence among final year students of the 2022 cohort at UIN Ar-Raniry Banda Aceh. It is hoped that the findings will help teachers and program designers think more carefully about the emotional side of language learning and come up with better ways to support students in becoming more confident and capable English speakers.

B. Research Questions

To guide this investigation, two research questions were developed based on the issues identified in the background of the study:

1. To what extent does self-esteem relate to how EFL learners evaluate their own ability to speak English?

2. Do learners that score higher on self-esteem measures also tend to rate their speaking confidence more favorably compared to those whose self-esteem scores are lower?

C. Research Aims

This study was carried out to look more closely at how self-esteem and self-perceived speaking competence connect with each other, focusing specifically on final-year students from the 2022 cohort at UIN Ar-Raniry Banda Aceh. At the heart of this research is a desire to find out whether the way students feel about their own worth and value as people has any meaningful bearing on how they judge their ability to speak English. Going a step further, the study also wanted to explore whether students who report stronger self-esteem are the same students who tend to see themselves as more capable, more prepared, and more at ease when it comes to speaking English, in comparison to those whose sense of self-worth sits at a lower level.

D. Significance of the Study

This study looks at how emotions and psychology affect students' confidence in speaking English. The findings are expected to be helpful for several groups:

1. English Language Teacher

By gaining awareness of how learners' sense of self-worth shapes their confidence and oral performance, teachers are better positioned to foster classroom climates that feel genuinely safe and encouraging. Such awareness may also inform the development of instructional approaches that attend to students' emotional well-being alongside their linguistic growth.

2. EFL Learner

Students who recognize the connection between how they view themselves and how capable they feel as English speakers may be more inspired to invest in building a healthier self-image. This awareness can serve as a practical motivator, pushing learners to seek out more speaking opportunities and engage more willingly in communicative tasks.

3. Curriculum Developers and Education Planners

People who design English programs may need to rethink what their courses are really aiming to achieve. This study shows that it is not only about grammar and vocabulary, but also about helping students feel more confident and comfortable with themselves. When programs include activities that support students emotionally and encourage them to take risks, the impact can go beyond test scores. Students become more confident, more willing to participate, and better prepared to use English in real situations.

4. Future Researchers

For those who want to carry this kind of work forward, this study can serve as a useful starting point rather than a finishing line. There is still a great deal left to understand about how emotional and psychological factors shape the way students grow as English speakers. Researchers who explore these questions in new settings, with different groups of learners, or by bringing in variables that this study could not fully cover, will likely uncover a richer and more complete picture of what it truly takes to feel confident speaking in a foreign language.

E. Terminology

1. Self-Esteem

When people talk about self-esteem, they are really talking about the way a person internally sizes up their own value and what they believe they are capable of achieving. It is a deeply personal kind of evaluation, one that touches on whether someone sees themselves as worthy, able, and deserving of good things in life and in learning (Bouih et al., 2022). It grows over time, fed by the thoughts a person returns to most often, the stories they tell themselves about who they are, and the experiences that have left a mark on them. Inside a classroom, this sense of self quietly but powerfully shapes how students approach difficult tasks and how much they trust themselves to figure things out. Learners who carry a solid sense of their own worth tend to be more willing to try and more naturally inclined to get involved. Those with

a weaker or more uncertain sense of self often find that worry and hesitation get in the way before they even have a chance to speak or take part (Novela Ananda & Hastini, 2023; Wijaya, 2023).

2. Self-Perceived Speaking Competence

Self-perceived speaking competence is essentially the personal score a student gives themselves when they ask how well they think they can communicate in English. It is not a measure of how well they actually perform on a test or how a teacher might rate them. Instead, it is about something more internal, which is the degree to which a student feels fluent, confident, and comfortable when speaking (MacIntyre et al., 1997). These personal evaluations matter because they shape behavior in very real ways. A student who believes they are a capable speaker is far more likely to raise their hand, join a conversation, and push themselves to use English in situations that feel challenging. In EFL contexts especially, this kind of self-belief tends to be closely linked to how actively students engage with the language and how willing they are to take the kind of communicative risks that lead to genuine growth (Bahadori, 2018).

F. Hypothesis

With the research questions and study objectives in mind, a central hypothesis was put forward to give direction to the analysis. On one side, the null hypothesis argues that there is no statistically meaningful connection between the level of self-esteem a student holds and the way they judge their own English-speaking ability. On the other side, the alternative hypothesis counters this by suggesting that a genuine and positive relationship between these two things does exist and can be measured. To find out which of these positions the data supports, a quantitative correlational approach was adopted, with the Pearson Product-Moment Correlation serving as the main statistical method. This tool was chosen because it is able to reveal both how closely the two variables move together and in which direction that movement goes, allowing for a clearer and more grounded answer to the questions this study set out to address, specifically among final-year students from the 2022 cohort at UIN Ar-Raniry Banda Aceh.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical foundations and previous studies relevant to the research. It covers the definition, dimensions, and levels of self-esteem, an explanation of self-perceived speaking competence, and the challenges EFL learners face in speaking. A review of previous studies exploring the connection between self-esteem and speaking confidence in language learning contexts is also presented.

A. Self-Esteem

When it comes to learning a language, the emotional and psychological side of things matters a great deal. Factors like how motivated a student feels, the attitudes they bring into the classroom, and the emotions they experience while learning all play a part in shaping how they behave and how well they do. Out of all these affective factors, self-esteem tends to stand out as one of the most influential because of how directly it touches on a learner's confidence, their drive to keep going, and how willing they are to get involved in what is happening in class (Bouih et al., 2022; Wijaya, 2023).

What makes self-esteem particularly worth paying attention to in the context of speaking is the way it seems to open students up or close them down when it comes to communication. Students who carry a stronger sense of self-worth into speaking activities tend to do better, and a big part of the reason for that is simply that they believe they are capable of getting their ideas across and connecting with others through the language they are learning. That belief, even when it is not perfectly matched to actual skill level, appears to make a real difference in how students show up and perform (Al-Ariqi & Sharyan, 2022).

1. Definition and Concept of Self-Esteem

At its most basic level, self-esteem is a psychological idea that captures how a person sees and judges themselves. It goes beyond just how someone feels on a given day and touches on something deeper, which is how much a person believes in their

own abilities, how much they feel they are worth, and how they measure their own value as a human being (Meylasari, 2023). In that sense, self-esteem is not simply about feeling happy or positive. It is also about carrying a genuine belief that one is capable of working toward meaningful goals and getting through the challenges that life and learning throw at a person.

When this idea is brought into the world of education, self-esteem becomes about how strongly a student believes that they have what it takes to succeed, that they matter, and that they deserve good outcomes from their efforts (Novela Ananda & Hastini, 2023). This internal sense of self can lean in either direction. Students who see themselves in a positive light tend to show up to learning with more energy, take part more willingly in class activities, and stay more motivated even when things get difficult. On the flip side, students who carry a more negative view of themselves often struggle with self-doubt and anxiety, and many of them develop a particular fear around speaking or putting themselves out there in communicative situations, which can hold them back significantly (Dewi et al., 2022).

2. Dimensions and Structure of Self-Concept in the Foreign Language Classroom (FLC)

It is important to understand that self-esteem does not work the same way in every part of a person's life. A student might feel confident in subjects like math or sports but feel very unsure when they are in an English class. Researchers call this domain-specific self-esteem, meaning a person's self-evaluation can change depending on the situation (Manuel et al., 2024). The foreign language classroom is a unique setting because how students see themselves there can shift over time, influenced by their experiences, the feedback they get from teachers, and how well they feel they are doing in language tasks.

(Bouih et al., 2022) explain that self-esteem in language learning has three connected aspects that shape how students see themselves as language users.

The first is how students feel about their own ability to understand and use the language they are learning. This goes beyond just knowing grammar rules or

vocabulary. It is really about how capable and confident a student genuinely believes themselves to be when it comes to picking up and using English.

The second aspect has to do with how students judge their own performance when they actually carry out language tasks, things like speaking in front of others, listening carefully, or trying to get their pronunciation right. Speaking in particular seems to carry a lot of weight here, because how well or poorly a student feels they perform when talking out loud tends to have a strong effect on how they see themselves overall in the language classroom (Wijaya, 2023).

The third aspect is about whether students feel accepted and supported by the people around them in class, including both their teacher and their classmates. When students receive encouragement and positive feedback, it tends to strengthen their belief in themselves. On the other hand, when feedback feels harsh or when students sense that they are not valued, it can slowly wear away their confidence and make them less willing to take part in activities (Manuel et al., 2024).

All three aspects work together to shape a learner's motivation, emotional balance, and confidence throughout the language learning process.

3. Levels and Related Concepts of Self-Esteem

How much self-esteem a student carries into the classroom can make a surprisingly large difference in how they engage with learning and how far they go. Students who have a strong and healthy sense of self-worth generally feel more at ease expressing what they think and are less thrown off by the possibility of getting something wrong. Because they tend to see mistakes as a normal and necessary part of getting better rather than something to be ashamed of, they are more likely to keep trying and to gradually strengthen their speaking ability over time (Dewi et al., 2022).

For some students, speaking in English can feel very overwhelming. Those with low self-esteem often enter the classroom feeling nervous and unsure of themselves. They also worry about being judged if they make a mistake. This combination of insecurity and fear usually makes them stay quiet, which means they get much less practice than they need. Over time, avoiding speaking can slow their

progress and make it harder for them to improve as communicators (Novela Ananda & Hastini, 2023).

Closely tied to self-esteem is the idea of self-confidence, which is more specific in what it describes. While self-esteem is about how a person feels about themselves in a broad sense, self-confidence is about whether a student believes they can actually do a particular thing well. In the context of English learning, this shows up in how ready a student feels to speak and how willing they are to use the language even when the situation feels unfamiliar or uncomfortable (Wijaya, 2023). A student who lacks this kind of task-specific confidence may go quiet and hold back even in moments when they genuinely know what they want to say.

B. Self-Perceived Speaking Competence

Self-perceived speaking competence is about something quite different from how a teacher grades a student or how someone performs on a speaking test. It refers to the judgment that learners make about themselves, specifically how capable, comfortable, and ready they personally feel when it comes to speaking English. This judgment lives entirely inside the learner and is built on their own feelings and beliefs rather than any external measure (Bahadori, 2018).

What makes this concept worth paying attention to is how directly it shapes what students actually do in the classroom. A learner who genuinely believes they are a capable English speaker tends to step into conversations more readily and share their thoughts without holding back too much. A learner who sees themselves as weak or inadequate may pull away from speaking opportunities altogether, even when their actual language knowledge would have been more than enough to get them through. This gap between what students believe about themselves and what they are actually capable of doing plays a significant role in determining both how willing they are to communicate and how much their speaking ability grows over time (Peng & Woodrow, 2010).

1. Definition of Self-Perceived Speaking Competence

At its simplest, self-perceived speaking competence is the assessment a student makes about how well they think they can express themselves in English. It is not something that sits separately from the rest of who a learner is. It is deeply tied to their emotional state and psychological makeup, connecting closely to things like how much they value themselves, how motivated they feel to learn, and how anxious they become when speaking is required (MacIntyre et al., 1997).

(Durak, 2019), found that this inner assessment is not just a passive feeling students carry around. It actually predicts in a meaningful way how ready they are to open up and communicate, as well as how they end up performing when a speaking task is put in front of them. In other words, the story a student tells themselves about how capable they are as a speaker has a direct hand in writing the outcome of what actually happens when they speak.

2. Relationship Between Self-Esteem and Self-Perceived Speaking Competence

It has become increasingly clear through research that the emotional side of learning does not sit quietly in the background. How a student feels about themselves, including their level of self-esteem, actively shapes the way they see their own speaking ability. MacIntyre et al., (1997) captured this dynamic in their model of Willingness to Communicate, which showed that a learner's self-perception of competence acts as a kind of bridge between their emotional state and how they actually use language. What this means in practice is that a student who feels genuinely good about themselves tends to carry that positive self-view into speaking situations as well, seeing themselves as someone who is capable of communicating effectively. That belief then feeds into how motivated they feel to speak and how readily they put themselves forward in communicative activities.

3. Challenges in Speaking

Learning to speak a foreign language well is not just about studying hard. For many EFL learners, becoming a confident speaker is blocked by two main types of challenges. First, there are the language-related difficulties, such as limited vocabulary,

grammar problems, or trouble pronouncing certain sounds correctly (Manuel et al., 2024). Second, there are psychological challenges, which can be just as serious. Fear of making mistakes, feeling nervous when attention is on them, and general anxiety about speaking can make students stay silent even when they know what they want to say.

This second type of challenge was highlighted by Habiburrahim et al., (2020), who studied students in Aceh. They found that many students avoided speaking English not because they did not know the language, but because they felt afraid of criticism, lacked confidence, or compared themselves negatively to others. This shows that emotional factors cannot be ignored. Self-esteem plays a central role in whether students feel ready and willing to speak, and supporting it can be just as important as teaching grammar or vocabulary for helping learners improve.

C. Previous Studies

Before diving into the findings of this study, it is worth looking at what earlier researchers have already discovered about the connection between emotional and psychological factors like self-esteem and self-perceived competence and how they shape language learning. A good number of studies have explored this territory, and their results offer a useful backdrop for understanding what this research is trying to add to the conversation.

One study that stands out in this area is the work of Dewi et al., (2022), who ran a quantitative correlational study with a group of 18 students and came away with some noteworthy findings. What they discovered was that students who held a more positive view of themselves also tended to do considerably better when it came to speaking tasks, with the two variables showing a strong and positive connection to each other. This finding matters because it suggests that what goes on inside a learner, specifically how much they believe in their own worth, does not stay locked away privately. It finds its way out through how the student performs when they are actually asked to open their mouth and speak in a real communicative setting.

Bahadori, (2018) added another layer to this understanding by looking at university students and finding a meaningful positive connection between how capable

students believed themselves to be as speakers and how they actually performed when given real communication tasks. This is an important finding because it shows that the way a student thinks about their own ability is not just a feeling locked inside their head. It can genuinely shape what happens when they open their mouth and try to communicate.

The work of MacIntyre et al., (1997) pointed in a very similar direction. Their research showed that when students felt more certain of themselves as speakers, they were also far more willing to actually put themselves out there and use the language in real situations rather than holding back. The study went further than just speaking confidence though, also uncovering something interesting about self-esteem more broadly. Learners who had a stronger and more settled sense of their own personal worth seemed to walk into foreign language speaking situations carrying noticeably less anxiety than those who did not. This matters because it quietly challenges the idea that speaking anxiety is purely a language problem. What the findings suggest is that the roots of that anxiety can run much deeper, reaching into how a person fundamentally sees and values themselves, and that working on self-esteem may be just as important as working on language skills when it comes to helping students feel ready to speak.

Durak, (2019) took a different angle by going beyond simply studying self-perceived speaking competence and actually building a trustworthy way to measure it, resulting in the development and validation of the Self-Perceived Speaking Competence Questionnaire. What came out of that process was a clear confirmation that the way students privately assess their own speaking ability is not just an interesting psychological detail. It is a genuine indicator of how communicatively active they will be and how well they are likely to perform when speaking is required. Students who believed in themselves as speakers showed up differently, demonstrating more confidence and a much stronger tendency to engage rather than withdraw. What this line of research keeps coming back to is a fairly simple but important truth, which is that the feelings students carry about their own abilities have real and measurable effects on how they learn and grow as communicators.

Meylasari, (2023) opened up an interesting angle by examining not just self-esteem but also the educational background of students' parents and how both of these things related to speaking ability. The fact that both factors turned out to be significant tells us something worth paying attention to, which is that a student's journey toward becoming a confident speaker is shaped by forces that reach well beyond the four walls of a classroom. The inner resources a learner has built up over time and the kind of home environment they grew up in both leave traces in how comfortably and effectively they are eventually able to express themselves in a foreign language.

Rubio-Alcalá & Cano-Jiménez, (2024) studied how self-esteem, gender, and age affect the speaking performance of intermediate EFL university students. They used Sorensen's Self-Esteem Test (2005) and found that self-esteem and gender influenced speaking, but age did not have a clear effect. Self-esteem was especially linked to fluency, meaning how smoothly and confidently students spoke, while it had less impact on pronunciation or grammar. Including gender and age shows that students' personal differences matter in learning to communicate in a foreign language. That said, since some other studies have produced mixed or unclear results on this matter, the effects of gender and age might vary depending on culture and the learning environment.

The findings of Al-Ariqi & Sharyan, (2022) pointed in the same direction, with their study revealing a positive connection between how students felt about themselves and how they performed when speaking. What their work reinforced is something that keeps coming up across this body of research, which is that the confidence a learner carries into a speaking situation is rarely just a background detail. It can genuinely shape the quality and character of what comes out when they speak.

Wijaya, (2023) took a different approach by conducting a qualitative library study that reviewed as many as 30 earlier studies focused on Indonesian EFL learners. The overall picture that came out of this review was that learners who feel good about themselves tend to show more confidence, keep trying even when things get difficult, and are generally more open to speaking English, particularly in classrooms where the atmosphere feels relaxed and pressure is kept low. Adding to this, Ananda and Hastini

(2023) found that a common reason students hold back in speaking activities is the fear of saying something wrong, along with the pressure they feel from their peers around them. These two factors were seen to quietly chip away at students' confidence over time and make them less willing to join in. Because of these findings, both studies pointed to how important it is for teachers to actively work on strengthening students' self-esteem inside the EFL classroom, as doing so can have a real and positive effect on how students perform when speaking.

Syamsudin et al., (2024) found that when students learned to use communicative strategies, such as using fillers in conversation, they gradually felt less worried about making mistakes and became more comfortable participating in speaking activities. This shows that teaching students simple ways to keep a conversation going can do more than improve fluency, as it also helps reduce the anxiety that often prevents them from speaking.

Yüce, (2023) looked at this question from within a Turkish EFL context and found that students who carried a more secure and settled sense of their own value tended to show up to learning in a noticeably different way. They were more consistent in their engagement, pushed themselves further academically, and the study also revealed that this stronger self-regard did not stand alone but moved together with how capable students believed themselves to be as learners and how genuinely driven they felt to improve.

Shifting to a different part of the world, Lääti, (2025) studied high school students in Finland who were learning English and arrived at findings that pointed in a complementary direction. Students who held a warmer and more accepting view of themselves were also the ones who showed a greater readiness to open up and use the language, felt more assured about what they could do with it, and as a result were noticeably more present and active during classroom activities.

Not all research in this area has focused specifically on speaking. Some studies have taken a wider view and looked at how self-esteem connects to student learning more broadly. Talle Vacalares et al., (2023) found that students who felt genuinely good about who they were tended to bring more motivation and investment into their studies

overall, and that this heightened engagement had a way of spilling over into how willing and able they became to use English communicatively. Adding a more technical but equally important point, Bouih et al., (2022) confirmed that the Rosenberg Self-Esteem Scale holds up well in EFL research settings, demonstrating the kind of validity and reliability that gives researchers confidence the tool is actually capturing what it sets out to measure rather than something else entirely.

Looking at the situation from within Indonesia, Habiburrahim et al., (2020) set out to understand why so many students struggled to speak English despite having gone through years of instruction. What they found was that the barriers were largely emotional rather than linguistic. Anxiety, the worry of being judged for making a mistake, and a deep-seated lack of confidence in their own ability all came up as major reasons students held back. The study was not directly about self-esteem, but what it revealed points strongly in the same direction as the other research discussed here. A student who is emotionally blocked will struggle to communicate regardless of how much language knowledge they have stored away, and that reality alone makes it difficult to treat emotional factors as anything less than essential to the language learning experience.

Stepping back and looking at the research as a whole, it becomes clear that many studies have found reason to believe that self-esteem and how students perceive their own speaking ability tend to move in a positive direction together. That said, the strength of this connection is far from consistent. The findings shift quite a bit depending on the country where the study took place, the kind of learners who were involved, and the particular conditions of the learning environment they were in. Given how much variation exists in the existing research, this study was built around the desire to see how things actually look in one specific place, namely among students at UIN Ar-Raniry Banda Aceh, in the hope of contributing something grounded and locally relevant to what is known about self-esteem and speaking confidence in the Indonesian EFL context.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design, population and sample, data collection procedures, and data analysis methods used in the study. It explains the quantitative correlational approach, the process of obtaining informed consent from participants, the two instruments used to collect data, and the steps followed in analyzing the data through SPSS.

A. Research Design

The approach taken in this study falls under the category of quantitative correlational research, a choice that grew naturally out of the kind of question the study is trying to answer. Rather than testing the effect of one thing on another or comparing groups under different conditions, this type of research focuses on looking at things as they already exist and asking whether two measurable qualities tend to move together in a consistent pattern (John W. Creswell, 2018). That makes it a fitting match for a study that wants to know whether students who feel more positively about themselves also tend to feel more capable when it comes to speaking English.

One of the reasons a correlational design made the most sense here is that this study was never about changing or controlling anything. The goal was simply to observe and measure, to take stock of where students stood on two particular dimensions and see whether any meaningful pattern emerged between them. Because nothing was being manipulated or altered, this correlational framework gave the most straightforward and honest route toward answering what the study set out to explore.

The study consists of two main variables:

- a. Independent variable (X): Self-Esteem
- b. Dependent variable (Y): Self-Perceived Speaking Competence

1. Statistical Formula

The Pearson Product Moment Correlation was the statistical method selected to examine how the two variables related to each other. Its formula is written as follows:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r = correlation coefficient

N = number of respondents

X = self-esteem scores

Y = self-perceived speaking competence

The r value that comes out of this calculation tells us how strongly and in what direction the two variables are connected. The following scale was used to make sense of what each r value actually means:

Correlation Coefficient (r)	Strength
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

B. The Population and Sample

The participants in this study were about 140 final-year students from the 2022 cohort of the English Education Department at UIN Ar-Raniry Banda Aceh. They had already completed most of their core English courses, including advanced speaking and research-related classes, which made them a suitable group for this study.

The population was small enough that reaching every member of it was genuinely possible, so the decision was made to bring all of them in rather than working with only a portion. This approach, commonly referred to as a census method, was chosen because it removes the guesswork that comes with sampling and tends to

produce findings that more accurately reflect the full group rather than just a slice of it. From the standpoint of correlational research, having the complete population involved rather than an estimated representation of it strengthens the reliability of whatever conclusions emerge (John W. Creswell, 2018).

C. Data Collection

Before the questionnaires were distributed, all potential participants were informed about the purpose and nature of the study. A consent statement was included at the very beginning of the questionnaire, giving each student the choice to either agree or decline to participate. Only responses from students who indicated their willingness to take part were included in the data analysis, ensuring that participation remained entirely voluntary throughout the process. The data were then gathered using two well-established instruments that have been widely applied in similar research and demonstrated consistent and dependable results in measuring the constructs they are designed to capture (Bouih et al., 2022).

1. Self-Esteem Questionnaire

The instrument used to assess students' self-esteem was the Rosenberg Self-Esteem Scale, a tool that researchers across many different fields and settings have turned to repeatedly over the years precisely because it does what it promises to do in a consistent and trustworthy way (Bilich, 2020).

It presents ten statements and asks students to indicate how much each one resonates with how they see themselves, using a four-step response scale that stretches from Strongly Agree at one end to Strongly Disagree at the other. For statements written in a positive direction, the score recorded is taken at face value. For those written in a negative direction, the score is flipped through a reverse-scoring process so that the total remains interpretable in the same direction throughout. Adding up all ten item scores produces a final figure, and the higher that figure is, the stronger the student's overall sense of self-esteem is considered to be.

2. Self-Perceived Speaking Competence Questionnaire

To measure students' confidence in their own speaking ability, this study used the Self-Perceived Speaking Competence Questionnaire (SPCC) developed by MacIntyre et al., (1997)

The SPCC measures how confident students feel about speaking English in different contexts such as:

- a. Talking with one person
- b. Speaking in a small group
- c. Giving a speech or presentation
- d. Talking with a stranger or a teacher

The instrument contains 15 items rated on a scale of 0 to 100, where:

- 0 = completely unconfident
- 100 = completely confident

After students rated each situation, their scores were averaged to produce a single mean score reflecting their overall sense of speaking competence. The higher that mean score, the more confident and capable the student considered themselves to be as an English speaker.

D. Data Analysis

All data collected in this study were processed and analyzed using SPSS, with the analysis following a clear sequence of steps:

1. Data Screening and Normality Testing

Before moving into the main analysis, the data were reviewed carefully to make sure everything was complete and accurate. To check whether the data followed a normal distribution, both the Kolmogorov-Smirnov and Shapiro-Wilk tests were applied. Because the sample in this study exceeded 50 participants, the Kolmogorov-Smirnov test was treated as the main reference point for this decision (Leyman & Vanhoucke, 2015).

- $p > 0.05$ is taken as a sign that the data are normally distributed

- $p < 0.05$ suggests the data do not follow a normal distribution

2. Descriptive Statistics

Before moving into the inferential stage of the analysis, descriptive statistics were generated to provide a broad overview of the data. This meant calculating the average score for each variable alongside its standard deviation and the range between the lowest and highest values recorded. Together these figures offered a useful snapshot of how students were spread across both dimensions being measured.

3. Correlation Analysis (Hypothesis Testing)

The heart of the analysis was the Pearson Product Moment Correlation test, which was used to determine whether a statistically meaningful relationship could be detected between students' self-esteem and their self-perceived speaking competence. This method was selected because of how well it handles the task of capturing both the size and the direction of a relationship between two variables that are measured on a continuous scale.

Guiding the analysis were two competing positions. One held that the data would show no significant link between self-esteem and perceived speaking competence. The other argued that a significant and positive link would in fact be present. The outcome came down to the p value produced by the test. A result below 0.05 would mean the first position could not be sustained and the second would take its place, confirming that the relationship between the two variables is real and meaningful. A result above 0.05 would leave the first position standing, pointing to the conclusion that no significant connection between the two variables was found among the students who took part in this study.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and discusses the results of the data analysis in relation to the research questions. It covers validity and reliability testing, descriptive statistics, normality testing, and the results of both the Pearson and Spearman correlation analyses. The findings are discussed in light of relevant theories and previous studies, including the Affective Filter Hypothesis.

A. Findings

The pages that follow present what was uncovered through the statistical analysis of data gathered from 130 student respondents. Two instruments were at the heart of this data collection process, the Rosenberg Self-Esteem Scale and the Self-Perceived Speaking Competence questionnaire, and the analysis was carried out with the aim of understanding whether and how the two variables these instruments measured turned out to be connected.

Getting the data into a form suitable for analysis required a preparatory step before any statistics could be run. For the self-esteem responses, items that had been written with a negative orientation posed a particular challenge because a high score on those items would actually indicate lower rather than higher self-esteem. To resolve this, the values for those items were inverted through reverse scoring, bringing the entire scale into a consistent direction where higher numbers always mean stronger self-esteem. Each student's total self-esteem figure was then arrived at by adding up all ten item scores.

For the SPCC variable, responses were first transformed into a 0–100 scale. Then, the average (mean) score for each respondent was calculated. This method provides a clearer picture of how students perceive their speaking ability across different communication situations.

1. Validity Test

The first order of business before trusting any of the results was to establish that the instruments were genuinely capturing what they were built to capture. This was done by running the Corrected Item-Total Correlation procedure through SPSS, which works by examining how well each individual item within a scale relates to the overall score for that scale. Items that show a strong relationship with the total score are understood to be genuinely tapping into the construct being measured, while those that do not may be pulling in a different direction altogether.

Decision rules (130 students, significance level 0.05):

- $r\text{-count} > 0.172 = \text{Valid item}$
- $r\text{-count} < 0.172 = \text{Invalid item}$

Valid instruments matter greatly in quantitative research. They guarantee the tool captures the right theoretical concept. Poor validity can cause wrong study conclusions.

a. Validity Test of Self-Esteem (Rosenberg Self-Esteem Scale)

The Rosenberg Self-Esteem Scale served as the instrument for gathering self-esteem data in this study. Its ten items present students with statements about how they see and value themselves, and before the validity check could be applied, the negatively oriented items were reverse-scored to bring the entire scale into a uniform direction. This ensured that once all items were added together, the resulting total score consistently reflected stronger self-esteem the higher it went.

Table 4.1 Validity Test Results of Self-Esteem (RSES)

No.	Item	Corrected Item-Total Correlation	r-table	Decision
1	SE1	0.512	0.172	Valid
2	SE2	0.438	0.172	Valid
3	SE3	0.601	0.172	Valid
4	SE4	0.577	0.172	Valid
5	SE5	0.465	0.172	Valid
6	SE6	0.489	0.172	Valid
7	SE7	0.623	0.172	Valid
8	SE8	0.452	0.172	Valid
9	SE9	0.471	0.172	Valid
10	SE10	0.590	0.172	Valid

Going through the table item by item, the pattern is consistent and encouraging. All of them produced Corrected Item-Total Correlation values that came out above 0.172, which is the minimum value required for an item to be considered valid given the sample size of 130 students. What this tells us is that each item is genuinely connected to what the scale is trying to measure, which is students' overall sense of self-esteem, rather than picking up on something unrelated.

Among all ten items, SE7 came out with the strongest correlation at 0.623, meaning it had the closest relationship with the total score and contributed the most to the overall measurement. At the other end, SE2 recorded the lowest value at 0.438, but even that was comfortably above the cutoff point, so there was no reason to be concerned. The fact that all ten items cleared the required threshold gives confidence that the Rosenberg Self-Esteem Scale worked well in this context and that none of the items needed to be taken out or changed before moving on to the main analysis.

b. Validity Test of Self-Perceived Speaking Competence (SPCC)

The questionnaire adapted from MacIntyre et al., (1997), was used to measure how confident students felt about their own speaking ability across a

variety of real-world communicative scenarios. Running the same validity procedure on this instrument was essential to confirm that its items were doing what they were supposed to do.

Table 4.2 Validity Test Results of SPCC

No.	Item	Corrected Item-Total Correlation	r-table	Decision
1	SPCC1	0.606	0.172	Valid
2	SPCC2	0.560	0.172	Valid
3	SPCC3	0.514	0.172	Valid
4	SPCC4	0.524	0.172	Valid
5	SPCC5	0.470	0.172	Valid
6	SPCC6	0.450	0.172	Valid
7	SPCC7	0.515	0.172	Valid
8	SPCC8	0.581	0.172	Valid
9	SPCC9	0.436	0.172	Valid
10	SPCC10	0.501	0.172	Valid
11	SPCC11	0.564	0.172	Valid
12	SPCC12	0.503	0.172	Valid
13	SPCC13	0.575	0.172	Valid
14	SPCC14	0.466	0.172	Valid
15	SPCC15	0.607	0.172	Valid

Looking at the results of the SPCC instrument, all items scored above the required threshold of 0.172, meaning they all passed the validity test. This indicates that each item is effectively measuring how students perceive their own speaking ability, rather than something unrelated.

Out of all fifteen items, SPCC15 stood out as the strongest, recording a correlation value of 0.607 and showing the closest connection to the overall construct being measured. SPCC9 came in at the lower end with a value of 0.436, but even that was well above the cutoff, so it raised no concerns at all.

Since all items met the validity requirement, the SPCC questionnaire can be considered a valid and reliable instrument, and all of its items were kept in place for the statistical analysis that followed.

2. Reliability Test

After validity, the next question was whether the instruments produced consistent results, that is, whether they could be counted on to measure the same thing in the same way each time they were used. Cronbach's Alpha was calculated through SPSS as the measure of this internal consistency, and the following benchmarks were used to make sense of the results:

- $\alpha \geq 0.90$ to excellent reliability
- $\alpha \geq 0.80$ to good reliability
- $\alpha \geq 0.70$ to acceptable reliability
- $\alpha < 0.70$ to poor reliability

a. Reliability of Self-Esteem (RSES)

Table 4.3 SPSS Output: Reliability Statistics (Self-Esteem)

Cronbach's Alpha	N of Items
0.812	10

When it came to reliability, the self-esteem instrument performed well. The Cronbach's Alpha value came out at 0.812, which places it in the good reliability category. What this number is essentially telling us is that the ten items within the scale are working together in a consistent way, all pulling in the same direction to measure the same underlying idea, which is how students feel about their own self-worth. A value that sits above 0.80 is generally taken as a sign that the instrument is dependable, meaning that if the same group of students were to answer the questionnaire again under similar conditions, the results would likely come out in a similar pattern. For this study, that level of consistency is reassuring because it

means the data collected through the RSES can be trusted as a reliable reflection of how students actually feel about themselves.

b. Reliability of SPCC

Table 4.4 SPSS Output: Reliability Statistics (SPCC)

Cronbach's Alpha	N of Items
0.874	15

A Cronbach's Alpha of 0.874 came back for the SPCC instrument, placing it in the good reliability category as well and putting it close to the line that separates good from excellent. This figure provides strong reassurance that the items measuring self-perceived speaking competence are internally consistent, hanging together as a coherent unit and collectively pointing toward the same construct with a high degree of reliability.

3. Descriptive Statistics of Self-Esteem

Table 4.5 Descriptive Statistics of Self-Esteem

No.	Statistic	Value
1.	Number of Respondents	130
2.	Minimum Score	28
3.	Maximum Score	35
4.	Mean	31.76
5.	Standard Deviation	1.38

The self-esteem scores across the sample averaged out at 31.76, with the lowest individual score sitting at 28 and the highest at 35. What is perhaps most telling here is not the mean itself but the standard deviation of 1.38, which is quite small. A number that compact tells us the group was not particularly spread out. Most students were sitting within a fairly narrow band around the average, which points to a sample that

shared a similarly elevated level of self-esteem rather than one where scores were scattered widely.

4. Self-Esteem Category Distribution

To make the results easier to interpret, the total self-esteem scores were grouped into three categories following the classification commonly applied in Rosenberg Self-Esteem studies.

Table 4.6 Self-Esteem Classification

No.	Score Range	Category
1.	30 – 40	High Self-Esteem
2.	20 – 29	Moderate Self-Esteem
3.	10 – 19	Low Self-Esteem

Based on this classification, the respondents were then grouped and their distribution across the three categories was determined.

Table 4.7 Distribution of Self-Esteem Levels

No.	Category	Frequency	Percentage
1.	High Self-Esteem	123	94.6%
2.	Moderate Self-Esteem	7	5.4%
3.	Low Self-Esteem	0	0%
Total		130	100%

When the scores were sorted into categories, the picture became even clearer. One hundred and twenty-three students, accounting for 94.6% of everyone who participated, fell into the high self-esteem category. Seven students, representing the remaining 5.4%, were placed in the moderate category. The low category attracted no one at all. What this distribution says about the sample is that the overwhelming majority of these students carry a genuinely positive sense of their own worth into their daily lives and learning. Learners who sit at that level of self-esteem tend to approach

challenges with a steadier inner footing, to stay more engaged when things get difficult, and to see themselves as capable of growing and improving. Whether that translates into the specific domain of speaking English, however, is something the data on the second variable begins to complicate.

5. Computation of Mean Self-Perceived Speaking Competence (SPCC)

Table 4.8 Descriptive Statistics of Self-Perceived Speaking Competence

No.	Statistic	Value
1.	Number of Respondents	130
2.	Minimum Score	8.33
3.	Maximum Score	98.33
4.	Mean	47.01
5.	Standard Deviation	17.73

The descriptive statistics for the Self-Perceived Speaking Competence variable reveal a notably different picture from the self-esteem results. With a minimum score of 8.33 and a maximum of 98.33, the SPCC scores were spread across a wide range, producing a mean of 47.01 and a standard deviation of 17.73. This large standard deviation indicates considerable diversity in how students rated their own speaking confidence, with some feeling very uncertain and others feeling highly capable. Unlike the self-esteem scores, which clustered tightly near the top of the scale, SPCC scores were distributed broadly across all levels, suggesting that feeling good about oneself as a person does not automatically translate into feeling confident as an English speaker.

6. Distribution of Self-Perceived Speaking Competence Levels

To provide a clearer interpretation of the SPCC results, the mean scores were categorized into four levels.

Table 4.9 SPCC Classification

No.	Score Range	Category
1.	0 – 24	Low
2.	25 – 49	Moderate
3.	50 – 74	High
4.	75 – 100	Very High

Based on these categories, the distribution of respondents' speaking competence perception is shown below.

Table 4.10 Distribution of SPCC Levels

No.	Category	Frequency	Percentage
1.	Low	8	6.2%
2.	Moderate	75	57.7%
3.	High	35	26.9%
4.	Very High	12	9.2%
	Total	130	100%

The results show that most students fall into the moderate level of speaking confidence. Out of 130 students, 75 (57.7%) felt moderately confident when speaking English. Meanwhile, 35 students (26.9%) felt confident, and 12 students (9.2%) felt very confident. Only 8 students (6.2%) reported low confidence, meaning only a few students really struggle with confidence when speaking. This shows that even though most students have high self-esteem, their confidence in speaking English is still mostly at a moderate level. In other words, feeling good about oneself does not always mean feeling confident in speaking skills.

7. Descriptive Statistics

Table 4.11 Descriptive Statistics of Research Variables

No.	Variable	N	Minimum	Maximum	Mean	Std. Deviation
1.	Self-Esteem	130	28	35	31.76	1.38
2.	SPCC	130	8.33	98.33	47.01	17.73

Setting both variables side by side in a single table makes the contrast between them impossible to ignore. On the self-esteem side, scores are tight and elevated, with a mean of 31.76 and a standard deviation of 1.38 telling us that most students occupy a narrow and relatively high band on the scale. On the speaking competence side, the same number of students are distributed across a dramatically wider range, with a mean of 47.01 and a standard deviation of 17.73 reflecting the considerable diversity in how students assessed their own ability to communicate in English. One variable pulls the group together; the other spreads it apart. That contrast alone begins to raise questions about how closely the two are truly linked.

8. Normality Test

Table 4.12 Normality Test Results

No.	Variable	Test	Statistic	Sig. (p-value)	Interpretation
1.	Self-Esteem	Kolmogorov-Smirnov	0.161	0.002	Not Normal
2.	Self-Esteem	Shapiro-Wilk	0.944	0.000	Not Normal
3.	SPCC	Kolmogorov-Smirnov	0.136	0.015	Not Normal
4.	SPCC	Shapiro-Wilk	0.966	0.002	Not Normal

Checking both variables against the normality assumption revealed that neither one passed the test. The Kolmogorov-Smirnov test came back with a significance value of 0.002 for self-esteem and 0.015 for SPCC, and the Shapiro-Wilk test arrived at the same conclusion for both. With every result sitting below the 0.05 threshold, it became clear that the data for neither variable could be described as following a normal distribution.

This did not, however, mean the analysis had to stop there. A well-established principle within applied statistics holds that the Pearson correlation remains a dependable method even when the data departs from normality, provided the sample is large enough to compensate. With 130 participants making up the data set, the sample was considered more than sufficient to justify moving forward, and the results produced through this approach can be treated with confidence. It is still worth pointing out, though, that the Spearman Rank Correlation is the method that researchers most commonly turn to when normality is in question. As Stewart and Jensen, (2026) explain, Spearman works without making any assumptions about how the underlying data is distributed, which is precisely what makes it a natural fit for situations where the Pearson requirements cannot be fully met. To make the analysis as complete as possible, the Spearman test was run alongside the Pearson test. It returned a coefficient of 0.148 and a significance value of 0.092, figures that sit very close to what the Pearson analysis produced and that reinforce the same overall conclusion, namely that no statistically significant relationship was found between self-esteem and self-perceived speaking competence in this study.

9. Pearson Product-Moment Correlation

No.	Correlation Coefficient	Interpretation
1.	0.00 – 0.199	Very Weak
2.	0.20 – 0.399	Weak
3.	0.40 – 0.599	Moderate
4.	0.60 – 0.799	Strong
5.	0.80 – 1.00	Very Strong

Table 4.13 Pearson Correlation Results

Variables	Pearson r	Sig. (p-value)	Interpretation
Self-Esteem & SPCC	0.154	0.081	Very Weak / Not Significant

When the Pearson correlation was calculated between the two variables, the r value that emerged was 0.154. By the classification scale in use, this places the relationship in the very weak category. The significance value of 0.081 adds another layer to that picture, sitting as it does above the 0.05 level that would be needed for the relationship to be declared statistically significant. What the numbers are collectively saying is that while there is a faint and positive tendency for self-esteem and speaking confidence to move in the same direction, that tendency is neither strong enough nor consistent enough to be taken as a meaningful statistical finding.

10. Hypothesis Testing

With an r value of 0.154 and a significance value of 0.081, the statistical evidence gathered in this study does not support the claim that self-esteem and self-perceived speaking competence share a meaningful relationship among the participants involved. The position that proposed no significant relationship would be found is therefore the one that the data support, and it is accepted accordingly. The position that predicted a significant positive relationship between the two variables is not supported by the evidence and is therefore rejected.

B. Discussion

The correlation that emerged from the analysis was real in the sense that it pointed in a positive direction, but it was too fragile and too faint to carry the weight of a meaningful conclusion. An r of 0.154 and a p value of 0.081 together describe a relationship that exists, if at all, only as a whisper. Students with stronger self-esteem did show a slight tendency to rate their speaking confidence a little higher, but the connection between the two was not consistent enough across the sample to be treated as statistically reliable.

What this seems to suggest is that self-esteem, valuable as it undoubtedly is as a psychological resource, does not have the kind of direct and decisive influence on speaking confidence that one might initially expect. Speaking in a foreign language is not simply a matter of feeling good about oneself. It involves navigating anxiety, building habits through regular practice, operating in a classroom environment that may or may not feel safe, and developing actual language skills that make communication possible in the first place. Each of these factors appears to carry more immediate weight in shaping how a student rates their own speaking ability than their general sense of self-worth does.

One way to make sense of why self-esteem and speaking confidence did not move together more strongly is through the lens of the Affective Filter Hypothesis. Bedford, (2023) describes the affective filter as a collection of emotional forces, among them anxiety, motivation, and self-confidence, that together act like an internal wall in the language learning process. When that wall goes up, it interferes with clear thinking and makes it much harder for new learning to take hold. Bedford, (2023) goes on to explain that the wall tends to rise in response to uncomfortable feelings in the learning environment, things like fear, embarrassment, or a nagging sense of self-doubt. This offers a useful way of understanding something in the findings that might otherwise seem contradictory.

A student can hold a genuinely positive view of themselves as a person and still find speaking English deeply uncomfortable, particularly in settings where they feel watched or judged. The reason is that general self-worth and confidence in

speaking a foreign language, while they may be related, are not the same thing and are not driven by the same emotional experiences. Feeling good about who you are does not automatically dismantle the specific emotional barriers that come with performing in another language in front of other people. This is what helps explain why 94.6% of students in this study reported high self-esteem while the majority of those same students described their speaking confidence as only moderate. A strong sense of personal worth is a valuable resource, but it does not on its own clear the path that stands between a student and genuine communicative confidence in English (Bedford, 2023; MacIntyre et al., 1997).

The contrast between the two distributions is worth lingering on. Almost the entire sample reported high self-esteem, yet more than half of those same students described their speaking confidence as moderate rather than high or very high. If self-esteem were a strong driver of speaking confidence, that gap would be much harder to explain. Instead, what the data appear to be showing is that these two qualities, while they may share some common ground, are ultimately shaped by different forces and respond to different kinds of experiences.

The divergence between these findings and the stronger correlations reported in some earlier studies is worth addressing directly. Research does not happen in a vacuum, and the relationship between psychological factors and language performance can shift considerably depending on the cultural context, the institutional setting, the frequency of English use outside the classroom, and the particular mix of students involved. What holds true in one environment may look quite different in another, which is why this kind of locally situated research adds something genuinely useful to the broader conversation even when its results do not align neatly with what has come before.

Finally, while the normality testing flagged that the data did not follow a perfectly normal distribution, this does not undermine the findings. Statistical guidance is clear that with a sample as large as 130 participants, Pearson correlation analysis holds up well even when normality is not fully achieved, and the conclusions drawn here can be considered sound on that basis.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the study and offers practical suggestions for English language teachers, EFL learners, curriculum developers, and future researchers based on the findings of the research.

A. Conclusion

When this study was first designed, the question sitting at its center was one that feels intuitive on the surface but turns out to be harder to answer than it looks: does the inner sense of worth a student carries around with them have any meaningful effect on how capable they feel when they are asked to speak English? One hundred and thirty EFL students provided the data needed to explore that question, and what emerged from the analysis was not a clean or simple answer but rather a layered and thought-provoking set of findings.

The first thing that stood out was just how consistently high the self-esteem scores were across the sample. One student after another was found to have scores indicating high self-esteem, and in total, 94.6% of the participants fell into this category. What this tells us is that most of the students in this group carried a genuinely positive internal picture of who they were, valued themselves as capable people, and approached their lives and learning with a reasonably settled sense of personal worth. That kind of inner foundation is widely associated with greater engagement, more persistence in the face of difficulty, and a general readiness to take on challenges.

When it came to self-perceived speaking competence, however, the picture looked a little different. Most students landed in the moderate category, which tells us that even though they felt generally good about themselves as people, that sense of confidence did not automatically carry over into how capable they felt when speaking English. It is also worth noting that the scores varied quite a bit from one student to another, covering a wide range from very low to very high levels of perceived speaking ability.

The correlation analysis brought this disconnect into sharpest focus. Running the Pearson Product-Moment Correlation between the two variables produced an r value of 0.154, a figure that falls into the very weak category by any standard interpretation. The accompanying significance value of 0.081 sat comfortably above the 0.05 threshold that would have been needed for the relationship to be declared statistically meaningful. Taken together, these numbers mean that while self-esteem and speaking confidence do nudge in the same direction, they do so too faintly and too inconsistently for that movement to be treated as a genuine and reliable finding. The null hypothesis, which held that no significant relationship would be found, was therefore accepted, and the alternative hypothesis was set aside.

Taking a step back, what these findings seem to suggest is that while self-esteem does matter as a psychological factor, it is not the main thing driving speaking confidence in an EFL setting. A student can have a strong sense of self-worth and still feel uncertain or uncomfortable when asked to speak English. This points to the reality that speaking ability is shaped by a whole range of things working together, including how anxious a student feels, how often they get to practice, what the classroom feels like, and how strong their actual language skills are.

The fact that some earlier studies found stronger and more significant correlations between self-esteem and speaking performance is worth acknowledging, but it is not necessarily a contradiction of what this study found. The relationship between any psychological factor and a language skill is not fixed. It bends and shifts in response to context, culture, the specific characteristics of the learners involved, and the particular conditions under which data were collected. Studies conducted in different settings with different populations will naturally arrive at different results, and that variability is itself an important part of what the literature as a whole is trying to map.

In short, having high self-esteem is a good thing, but it is not enough on its own to guarantee that a student will feel confident and capable when speaking English. Improving speaking performance calls for a wider effort that goes beyond just building

self-esteem and takes into account the many other factors that shape a learner's experience.

B. Suggestion

The conclusions drawn from this research have practical implications for everyone involved in the work of English language education, and the following suggestions are offered with those implications in mind.

1. English Language Teacher

What teachers do inside the classroom shapes far more than just language knowledge. It shapes the emotional conditions under which students decide whether to speak or stay silent, and whether they leave feeling more capable than when they arrived. Creating an atmosphere where, getting something wrong is treated as a natural part of learning rather than something to be embarrassed about can make a real difference to how willing students are to try. Activities that push students to use the language in genuine interaction rather than simply demonstrating what they know are particularly valuable here, and so is offering feedback that encourages rather than just corrects.

2. EFL Learner

Students themselves have an important role to play in improving their speaking confidence. Making a steady habit of practicing English, whether through joining classroom discussions, having conversations with classmates, or simply trying to use the language in everyday situations, can gradually build both confidence and actual ability. The key is consistency, because real improvement tends to come from showing up and practicing regularly over time rather than waiting for the perfect moment.

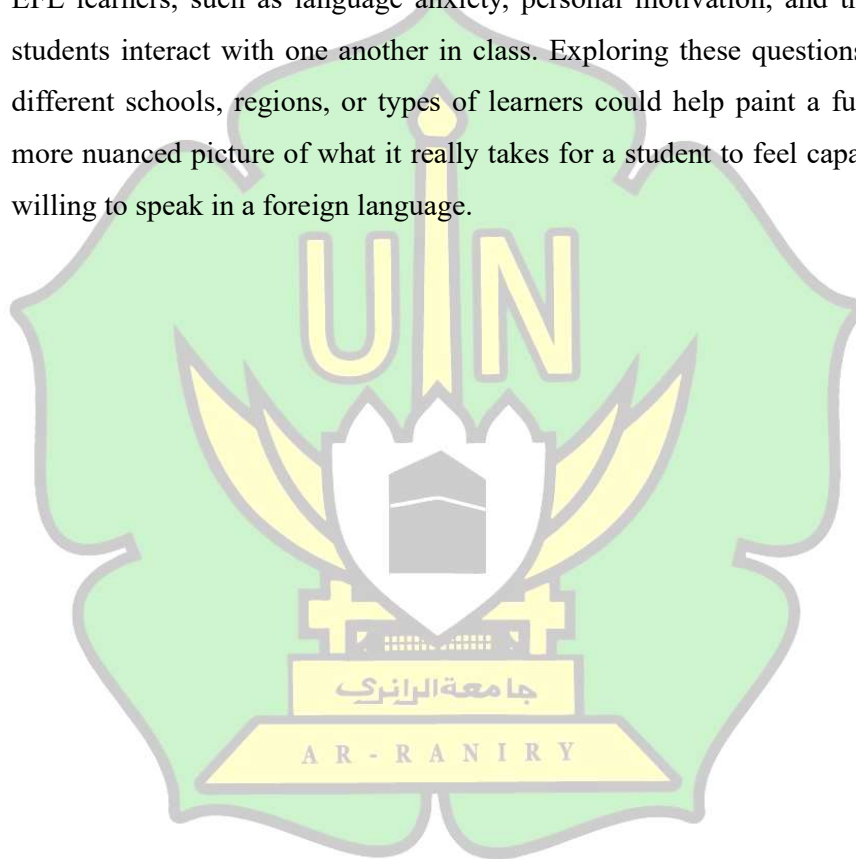
3. Curriculum Developers and Education Planners

Those who design and plan English language programs may want to consider creating more structured opportunities for students to practice speaking outside of regular class time. Initiatives such as speaking clubs,

communication workshops, and informal language practice sessions could give students the extra exposure and encouragement they need to grow more comfortable expressing themselves in English.

4. Future Researchers

Researchers who wish to build on this study are encouraged to look more closely at other factors that might be shaping speaking confidence among EFL learners, such as language anxiety, personal motivation, and the ways students interact with one another in class. Exploring these questions across different schools, regions, or types of learners could help paint a fuller and more nuanced picture of what it really takes for a student to feel capable and willing to speak in a foreign language.



REFERENCES

- Al-Ariqi, I. Y., & Sharyan, A. (2022). Self-esteem and its Relationship to English Oral Performance among Yemeni EFL Undergraduate Learners. *Studies in Humanities and Education*, 3(2). <https://doi.org/10.48185/she.v3i2.647>
- Bahadori, M. S. M. (2018). Relationship among Self-perceived Oral Competence, Communication Apprehension, and Iranian EFL Learners' Willingness to Communicate: Cooperative teaching. *Jfl.Iaun.Ac.Ir*, 6(2). http://jfl.iaun.ac.ir/article_51132.html
- Bedford, L. (2023). Supporting Online Graduate Students Through the Perspective of the Affective Filter Hypothesis: A Multiple Case Study of Faculty Interactions with Students. *Journal of Online Graduate Education*, 6(2). <https://doi.org/10.65201/001c.141601>
- Bilich, L. (2020). Rosenberg Self-Esteem Scale. *Definitions*. <https://doi.org/10.32388/bcazmm>
- Bouih, A., Benattabou, D., Nadif, B., Benhima, M., & Benfilali, I. (2022). The Rosenberg self-esteem scale: A confirmatory factor analysis study. *European Journal of Psychology and Educational Research*, 5(2), 143–160. <https://doi.org/10.12973/ejper.5.2.145>
- Dewi, I. A., Widiyani, E., & Kurniawan, A. (2022). The Relationship between Students' Speaking Skill and Students' Self-Esteem of Mover F Class of NCL Madiun. *JET (Journal of English Teaching)*, 8(2), 267–281. <https://doi.org/10.33541/jet.v8i2.3743>
- Durak, E. (2019). Speech Fright: A Study Into Communication Apprehension and Self-Perceived Communication Competence Among Upper-secondary Swedish ESL/EFL Students. *Individual Research Project (EN04GY) English Linguistics*, 1(2530), 1572–1573. <https://doi.org/10.1136/bmj.1.2530.1572-c>

- Gultom, S., & Oktaviani, L. (2022). The Correlation Between Students' Self-Esteem and Their English Proficiency Test Result. *Journal of English Language Teaching and Learning*, 3(2), 52–57. <https://doi.org/10.33365/jeltl.v3i2.2211>
- Habiburrahim, H., Risdaneva, R., Putri, G., Dahliana, S., & Muluk, S. (2020). The effects of anxiety toward acehnese students' english speaking ability. *Qualitative Report*, 25(1), 254–270. <https://doi.org/10.46743/2160-3715/2020.3639>
- John W. Creswell, J. D. C. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (D. C. Felts (ed.); Fifth Edit). SAGE Publications, Inc.
- Lääti, V. (2025). Self-perceived Communication Competence and Willingness to Communicate in the EFL Classroom: A study of Finnish high school students. *Tampere University*, July.
- Leyman, P., & Vanhoucke, M. (2015). Redefine Statistical Significance. *International Journal of Production Research*, 53(9), 2771–2786.
- MacIntyre, P. D., Noels, K. A., & Clément, R. (1997). Biases in Self-Ratings of Second Language Proficiency: The Role of Language Anxiety. *Language Learning*, 47(2), 265–287. <https://doi.org/10.1111/0023-8333.81997008>
- Manuel, O., Trejo, N., Balbuena, P., Galindo, C. R., Moctezuma, J. C., Lidia, O., & Cruz, S. (2024). *The Impact of Confidence and Self-Esteem in the Development of English Speaking Skills*. 14(1), 19–29. <https://doi.org/10.15640/jehd.v14n1a4>
- Meylasari, A. H. (2023). The Correlation Between Parents' Educational Background and Student Self-Esteem Toward Speaking Ability at Tenth Grade of SMAN 1 Ceper in Academic Year 2022/2023. *Submitted as A Partial Requirement for the Degree of Sarjana*.
- Novela Ananda, & Hastini, H. (2023). A Study on Self-Confidence Impact of ELF Students' Speaking. *Journal of General Education and Humanities*, 2(3), 237–246. <https://doi.org/10.58421/gehu.v2i3.158>

- Peng, J. E., & Woodrow, L. (2010). Willingness to communicate in English: A model in the Chinese EFL classroom context. *Language Learning*, 60(4), 834–876. <https://doi.org/10.1111/j.1467-9922.2010.00576.x>
- Rubio-Alcalá, F. D., & Cano-Jiménez, P. A. (2024). A Theoretical Model of Self-Concept and Self-Esteem in the Foreign Language Classroom. *International Journal of English Studies*, 24(2), 21–38. <https://doi.org/10.6018/ijes.585381>
- Stewart, C., & Jensen, J. (2026). The State of Funding for Curriculum Materials Centers and Collections. *College and Research Libraries*, 87(1), 39. <https://doi.org/10.5860/crl.87.1.39>
- Syamsudin, Istiadah, Syafiyah, Cahyono, A. E., & Mulyono, S. (2024). Utilizing fillers for addressing speaking challenges, improving self-confidence and motivation in EFL learning. *Journal of Education and Learning*, 18(4), 1327–1334. <https://doi.org/10.11591/edulearn.v18i4.21629>
- Talle Vacalares, S., Ocliaman, J., & Maglangit, J. M. (2023). The Self-Esteem and Academic Performance in Purposive Communication Class at the Tertiary Level. *International Journal of Research and Review*, 10(6), 62–69. <https://doi.org/10.52403/ijrr.20230609>
- Waluyo, B., & Rofiah, N. L. (2021). Developing Students' English Oral Presentation Skills: Do Self-Confidence, Teacher Feedback, and English Proficiency Matter? *MEXTESOL Journal*, 45(3), 2021.
- Wijaya, K. F. (2023). The Impacts of Cultivating Indonesian EFL Learners' Positive Self-Esteem in Speaking Activities. *Magister Scientiae*, 51(1), 39–46. <https://doi.org/10.33508/mgs.v51i1.4452>
- Yüce, E. (2023). The role of learning climate on self-efficacy beliefs and self-perceived communication competences of EFL learners in higher education. *Porta Linguarum*, 2023(39), 231–247. <https://doi.org/10.30827/portalin.vi39.24106>

APPENDIX 1: Research Instrument

Section A: Self-Esteem Questionnaire Adapted from Bouih et al., (2022)

Purpose: To measure students' general self-esteem (how they value and feel about themselves).

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

Instruction:

Read each statement carefully and choose the option that best represents how you feel about yourself.

No.	Statement	1	2	3	4
1	On the whole, I am satisfied with myself.				
2	At times, I think I am not good at all. (R)				
3	I feel that I have a number of good qualities.				
4	I am able to do things as well as most other people.				
5	I feel I do not have much to be proud of. (R)				
6	I take a positive attitude toward myself.				
7	On the whole, I feel that I am a failure. (R)				
8	I feel that I am a person of worth, at least on an equal basis with others.				
9	I wish I could have more respect for myself. (R)				

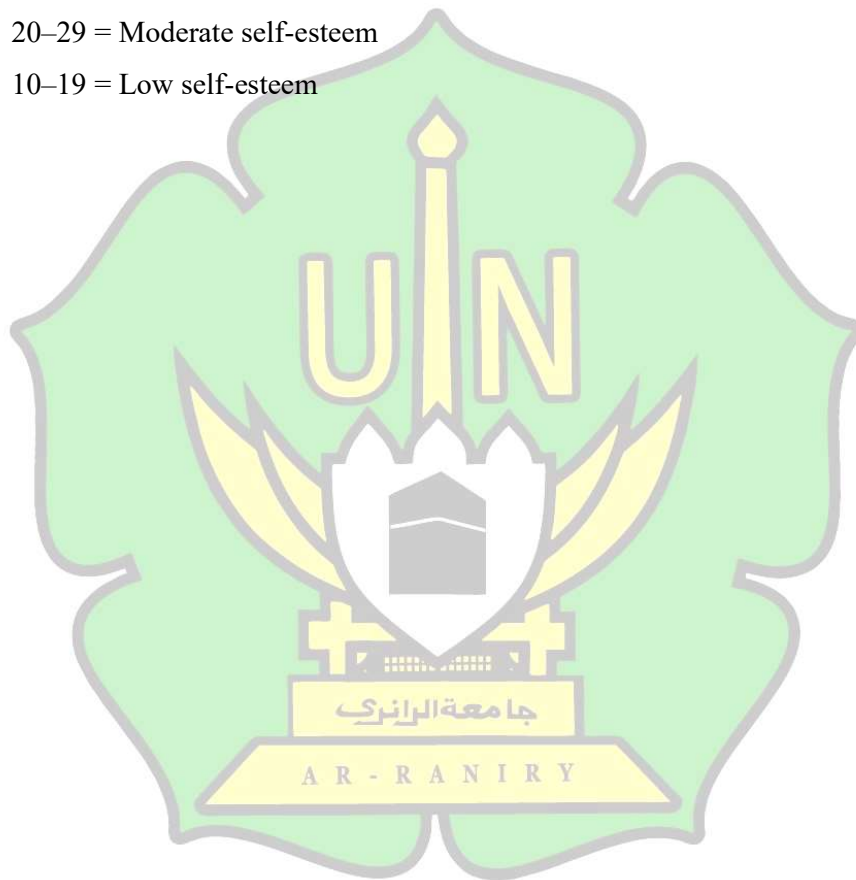
10	I certainly feel useless at times. (<i>R</i>)				
----	---	--	--	--	--

Notes:

Items marked (*R*) are reverse-scored (Strongly Agree = 1, Strongly Disagree = 4).

After scoring all 10 items, sum the total score:

- 30–40 = High self-esteem
- 20–29 = Moderate self-esteem
- 10–19 = Low self-esteem



Section B: Self-Perceived Speaking Competence Questionnaire Adapted from MacIntyre et al., (1997)

Purpose: To measure how confident students feel speaking English in different situations.

Scale:

0 = Completely Unconfident

25 = Slightly Confident

50 = Fairly Confident

75 = Confident

100 = Completely Confident

Instruction:

Rate how confident you are speaking English in each of the following situations. Circle or mark the number that best represents your feeling.

No.	Situation	0	25	50	75	100
1	I feel confident speaking English with a close friend.					
2	I feel confident speaking English with a classmate I do not know well.					
3	I feel confident speaking English with a stranger for the first time.					
4	I feel confident sharing my ideas in a small group discussion in English.					
5	I can start a conversation in English without hesitation.					
6	I feel confident joining a group conversation in English when I am not familiar with the topic.					

7	I feel confident speaking English in front of my entire class.						
8	I feel confident volunteering to answer questions in English during class.						
9	I feel confident giving short explanations or comments in English during class discussions.						
10	I feel confident giving a short presentation in English in front of the class.						
11	I can keep a conversation going without long pauses.						
12	I am able to use a varied vocabulary in English.						
13	I feel confident expressing my needs or requests in English.						
14	I feel confident starting and maintaining a simple English conversation.						
15	I feel confident expressing my ideas clearly in English when the topic is important to me.						

Scoring:

Add all 15 responses and divide by 15 to get the mean confidence score (0–100).

Higher mean = stronger self-perceived speaking competence.

APPENDIX 2: Raw Data of Research Respondents

Table A: Raw Data for Self-Esteem (Rosenberg Self-Esteem Scale)

No.	SE1	SE2(R)	SE3	SE4	SE5(R)	SE6	SE7(R)	SE8	SE9(R)	SE10(R)	Total
1	3	2	4	3	3	3	2	4	3	2	29
2	3	3	4	3	3	3	3	4	3	3	32
3	2	4	3	3	4	3	3	4	3	3	32
4	3	3	4	3	3	2	3	3	4	3	31
5	3	4	3	3	3	3	3	3	3	3	31
6	3	2	4	3	4	4	2	3	3	4	32
7	3	2	4	3	4	4	3	4	3	4	34
8	3	3	3	3	3	3	3	4	3	3	31
9	3	2	3	4	4	3	2	3	4	4	32
10	3	4	3	3	3	3	2	4	4	4	33
11	2	3	4	4	3	3	4	4	3	2	32
12	3	3	4	3	3	4	3	3	3	4	33
13	3	3	3	3	4	3	3	4	3	3	32
14	3	3	3	3	4	4	3	3	1	4	31
15	3	4	2	3	3	3	2	3	3	3	29
16	3	3	3	2	3	3	3	2	3	3	28
17	2	4	4	3	3	3	4	3	3	3	32
18	3	3	3	2	4	4	2	2	4	4	31
19	3	3	4	4	4	2	4	3	2	3	32
20	4	2	4	1	4	4	4	3	3	3	32
21	3	3	4	3	3	3	3	4	3	3	32

No.	SE1	SE2(R)	SE3	SE4	SE5(R)	SE6	SE7(R)	SE8	SE9(R)	SE10(R)	Total
22	3	3	4	3	3	3	3	3	3	3	31
23	3	2	3	3	4	3	4	4	3	3	32
24	4	3	4	3	4	2	3	4	2	3	32
25	3	3	3	3	3	4	3	3	3	3	31
26	4	4	3	3	2	3	3	2	3	4	31
27	3	3	3	3	3	3	3	4	3	3	31
28	3	3	4	3	3	4	3	4	3	4	34
29	2	3	2	3	4	2	4	3	3	4	30
30	3	4	4	4	3	3	4	2	2	4	33
31	3	2	3	3	3	3	2	4	4	4	31
32	3	4	3	4	3	3	4	3	4	2	33
33	4	4	3	4	3	4	3	3	3	4	35
34	3	3	3	3	3	3	3	4	3	4	32
35	2	4	4	3	3	3	3	4	4	2	32
36	4	3	3	3	3	3	3	4	3	3	32
37	4	4	3	2	4	2	3	4	4	2	32
38	3	3	3	4	4	3	3	3	2	3	31
39	3	3	3	3	3	3	3	4	3	3	31
40	4	4	3	3	2	3	3	4	4	3	33
41	3	3	3	3	3	3	3	3	4	4	32
42	4	3	4	4	2	3	4	3	3	4	34
43	4	3	3	3	3	3	3	3	3	3	31
44	4	3	2	3	4	3	3	3	3	4	32
45	4	3	3	4	2	3	4	4	4	3	34

No.	SE1	SE2(R)	SE3	SE4	SE5(R)	SE6	SE7(R)	SE8	SE9(R)	SE10(R)	Total
46	4	3	3	3	3	3	3	3	4	4	33
47	3	3	4	3	3	3	3	3	3	3	31
48	2	3	3	4	3	4	3	3	3	3	31
49	4	3	3	3	3	3	3	4	3	3	32
50	4	3	4	3	2	3	3	4	4	3	33
51	4	3	3	3	3	4	3	3	3	3	32
52	4	3	2	4	3	4	4	4	3	2	33
53	3	3	4	3	3	3	3	3	4	3	32
54	3	3	4	4	3	2	4	3	3	2	31
55	3	3	3	3	4	3	3	3	3	3	31
56	3	3	4	3	3	3	3	3	3	3	31
57	3	3	3	3	3	3	3	3	3	3	30
58	3	4	4	4	4	3	4	3	1	2	32
59	3	3	3	3	3	3	3	3	3	4	31
60	3	3	3	3	3	3	3	3	3	3	30
61	4	4	2	3	3	4	3	4	4	2	33
62	4	4	3	4	3	3	3	3	3	3	33
63	3	3	3	4	3	3	4	3	3	3	32
64	3	3	3	3	3	3	4	3	3	3	31
65	3	3	3	4	3	3	3	3	3	3	31
66	3	3	4	3	3	3	3	3	3	3	31
67	3	3	3	3	2	3	4	2	3	2	28
68	1	2	3	4	4	2	3	4	4	3	30
69	3	3	3	3	3	3	4	3	3	3	31

No.	SE1	SE2(R)	SE3	SE4	SE5(R)	SE6	SE7(R)	SE8	SE9(R)	SE10(R)	Total
70	3	3	3	2	3	3	3	3	3	3	29
71	2	4	4	4	3	3	2	4	4	3	33
72	3	3	3	4	3	3	3	3	3	3	31
73	3	3	3	4	3	3	3	3	3	3	31
74	4	4	3	1	4	3	3	3	4	4	33
75	3	3	4	3	3	3	3	3	3	3	31
76	3	4	2	4	3	3	4	4	4	2	33
77	3	4	3	3	2	4	3	4	2	3	31
78	4	4	4	4	3	3	3	3	3	4	35
79	2	2	4	3	3	4	4	3	3	3	31
80	4	3	4	4	3	3	3	2	3	2	31
81	4	4	2	3	4	3	4	3	3	3	33
82	3	4	2	2	3	2	4	3	4	4	31
83	4	4	3	3	4	2	4	3	4	3	34
84	3	4	2	2	4	3	3	3	4	4	32
85	4	3	2	4	3	4	4	2	3	3	32
86	3	3	3	3	3	3	3	3	2	3	29
87	3	2	4	4	3	4	4	3	2	3	32
88	3	4	3	3	3	3	3	4	3	3	32
89	3	3	3	3	4	3	3	3	3	3	31
90	4	3	4	2	3	3	3	4	4	3	33
91	3	4	4	3	3	2	3	4	4	3	33
92	3	4	3	3	3	4	3	3	3	3	32
93	4	3	3	3	3	3	3	3	3	3	31

No.	SE1	SE2(R)	SE3	SE4	SE5(R)	SE6	SE7(R)	SE8	SE9(R)	SE10(R)	Total
94	3	4	3	3	4	2	4	4	2	3	32
95	3	3	4	3	3	3	3	3	3	3	31
96	3	4	4	3	4	3	3	3	2	3	32
97	3	4	3	2	2	3	4	3	3	3	30
98	3	4	3	3	4	4	3	2	3	3	32
99	3	3	4	3	3	2	4	3	3	3	31
100	3	2	4	3	4	4	3	3	3	3	32
101	2	2	3	3	4	3	3	3	2	3	28
102	4	3	3	4	3	3	2	4	4	2	32
103	3	3	4	4	3	3	3	4	4	2	33
104	3	3	3	3	4	4	2	4	4	3	33
105	3	3	3	3	3	3	3	4	3	3	31
106	4	4	3	3	3	1	3	4	3	3	31
107	3	3	3	3	4	4	4	4	3	3	34
108	3	3	3	3	3	3	4	3	4	4	33
109	4	4	2	2	3	3	4	4	4	4	34
110	4	4	2	4	4	4	3	2	3	3	33
111	4	1	3	3	4	3	4	3	3	4	32
112	3	4	3	3	3	3	3	4	3	2	31
113	1	4	4	4	3	4	4	3	3	3	33
114	4	4	4	3	3	3	3	4	3	2	33
115	3	2	4	3	3	3	4	4	4	2	32
116	3	4	3	3	3	3	3	4	4	2	32
117	3	4	3	4	2	3	3	3	3	4	32

No.	SE1	SE2(R)	SE3	SE4	SE5(R)	SE6	SE7(R)	SE8	SE9(R)	SE10(R)	Total
118	3	3	3	2	3	3	4	4	3	3	31
119	3	3	3	4	3	2	3	4	3	3	31
120	4	3	2	3	2	4	3	3	3	3	30
121	3	4	3	3	2	4	3	3	4	4	33
122	4	3	4	3	3	3	2	4	3	3	32
123	4	3	3	3	3	4	3	4	4	4	35
124	3	3	3	3	2	4	4	4	2	3	31
125	3	3	4	2	4	3	3	4	3	3	32
126	3	4	3	3	2	4	3	3	3	4	32
127	2	3	3	4	3	4	3	3	4	3	32
128	3	4	3	3	4	3	4	3	2	2	31
129	3	3	3	4	4	4	3	2	3	4	33
130	4	3	3	3	3	3	3	3	3	3	31

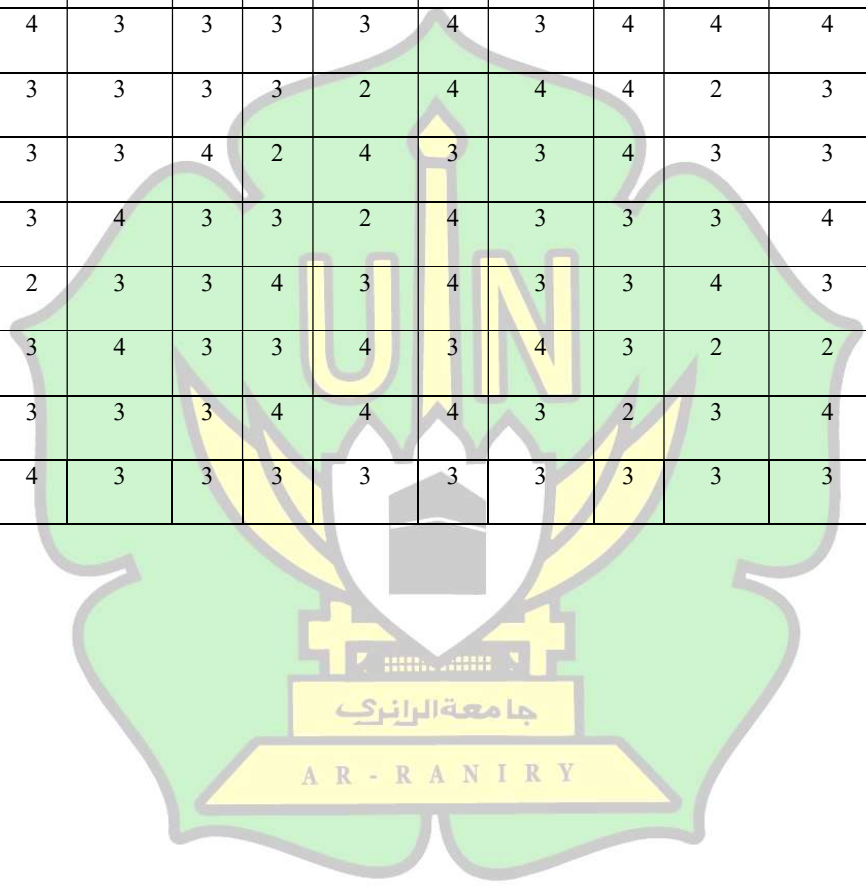


Table B: Raw Data for Self-Perceived Speaking Competence (SPCC)

No.	SPC C 1	SPC C 2	SPC C 3	SPC C 4	SPC C 5	SPC C 6	SPC C 7	SPC C 8	SPC C 9	SPC C 10	SPC C 11	SPC C 12	SPC C 13	SPC C 14	SPC C 15	Mean
1	50	50	0	25	100	100	0	75	100	0	50	25	25	50	25	45.0
2	75	75	50	75	75	100	50	100	75	100	100	75	100	75	25	76.67
3	25	75	100	100	100	100	75	50	50	25	75	75	75	100	100	75.0
4	0	50	0	50	50	75	25	25	75	75	75	50	25	0	50	41.67
5	0	0	25	50	0	50	25	25	25	50	50	50	25	75	25	31.67
6	25	75	50	50	75	75	50	25	50	50	75	25	25	25	50	48.33
7	75	25	25	0	0	50	50	50	50	100	75	50	25	50	25	43.33
8	50	75	25	0	0	25	75	25	50	0	50	50	0	0	0	28.33
9	0	25	75	50	50	50	0	50	75	50	50	100	25	75	50	48.33
10	100	75	100	50	100	50	50	50	50	75	75	50	50	75	75	68.33
11	50	50	50	50	25	25	25	100	0	25	25	0	50	25	50	36.67
12	0	25	50	50	25	0	25	25	50	50	0	25	25	0	50	26.67
13	25	0	50	50	75	50	50	50	25	100	50	50	25	75	25	46.67
14	50	25	25	100	50	75	75	100	50	50	75	25	50	75	25	56.67
15	75	100	50	0	50	75	100	50	25	50	50	100	50	25	50	56.67
16	100	50	75	75	0	50	50	75	50	75	75	75	75	50	100	65.0
17	25	0	50	75	50	0	50	0	75	50	75	25	50	0	75	40.0
18	75	50	75	25	25	25	50	100	75	75	100	75	100	50	75	65.0
19	25	25	75	25	75	25	50	75	50	50	75	50	50	50	25	48.33

No.	SPC C 1	SPC C 2	SPC C 3	SPC C 4	SPC C 5	SPC C 6	SPC C 7	SPC C 8	SPC C 9	SPC C 10	SPC C 11	SPC C 12	SPC C 13	SPC C 14	SPC C 15	Mean
20	75	100	75	0	25	0	50	25	75	75	50	25	25	50	0	43.33
21	0	0	25	0	0	0	25	0	0	50	25	25	25	25	0	13.33
22	0	25	0	75	0	25	75	25	25	25	0	25	25	25	0	23.33
23	50	50	25	75	50	100	50	100	0	25	50	25	100	50	75	55.0
24	25	50	50	50	25	100	25	50	50	100	100	50	25	0	50	50.0
25	75	75	25	75	25	25	50	25	25	75	25	25	75	50	75	48.33
26	75	25	25	75	0	75	50	50	100	100	25	50	25	100	25	53.33
27	75	50	25	0	50	75	25	0	75	50	25	0	25	75	25	38.33
28	0	0	0	25	0	25	25	0	0	0	0	25	0	0	25	8.33
29	75	75	50	50	50	25	50	50	50	100	25	25	50	100	25	53.33
30	75	75	75	75	25	0	25	100	100	50	25	50	100	50	75	60.0
31	75	50	75	100	50	100	25	100	75	50	50	75	100	50	100	71.67
32	25	75	75	100	100	50	100	75	25	75	50	50	25	50	25	60.0
33	0	50	100	50	50	0	0	50	25	25	100	25	50	0	75	40.0
34	25	0	25	25	0	25	0	25	75	25	0	50	25	25	25	23.33
35	25	25	75	25	75	50	25	25	0	0	75	0	0	0	25	28.33
36	75	50	50	50	50	50	25	25	0	25	25	50	25	50	50	40.0
37	100	100	100	100	75	100	100	100	100	100	100	100	100	100	100	98.33
38	100	50	50	75	25	0	100	25	50	50	25	50	75	50	75	53.33
39	50	25	50	25	25	50	50	50	75	100	0	50	25	50	50	45.0
40	25	25	25	50	25	25	0	25	25	50	25	50	75	50	50	35.0

No.	SPC C 1	SPC C 2	SPC C 3	SPC C 4	SPC C 5	SPC C 6	SPC C 7	SPC C 8	SPC C 9	SPC C 10	SPC C 11	SPC C 12	SPC C 13	SPC C 14	SPC C 15	Mean
41	75	75	50	100	50	25	25	50	50	25	25	25	50	50	50	48.33
42	25	25	75	25	50	50	25	100	75	25	25	50	50	25	25	43.33
43	75	75	75	25	50	100	75	50	25	0	50	25	50	50	0	48.33
44	75	100	50	25	50	50	75	75	75	75	75	75	75	75	50	66.67
45	75	25	25	75	50	75	75	25	50	0	25	50	50	75	25	46.67
46	25	75	25	75	50	0	0	0	25	25	25	50	25	25	25	30.0
47	25	50	75	0	75	25	25	0	100	25	50	75	0	75	50	43.33
48	25	25	50	100	25	50	75	25	25	50	25	25	50	0	50	40.0
49	25	25	50	50	50	25	25	50	50	75	25	0	50	50	50	40.0
50	50	50	25	75	100	50	25	75	25	25	25	25	50	0	0	40.0
51	25	0	25	75	50	50	50	25	0	25	75	50	25	25	0	33.33
52	0	50	50	25	50	50	75	0	75	0	50	25	25	25	25	35.0
53	25	0	50	25	25	50	75	25	50	50	50	100	50	25	50	43.33
54	75	25	25	50	50	50	25	50	75	50	25	50	75	25	50	46.67
55	25	50	0	75	25	50	0	25	50	50	25	25	50	50	25	35.0
56	25	75	50	75	75	25	100	50	25	50	75	75	50	50	75	58.33
57	100	75	50	100	75	100	100	75	50	75	100	100	75	50	75	80.0
58	50	75	25	0	25	75	75	75	25	50	50	100	100	25	25	51.67
59	25	25	50	50	0	100	25	50	0	25	50	50	50	50	25	38.33
60	0	50	25	0	0	25	75	25	25	0	50	50	75	50	50	33.33
61	50	75	0	0	50	50	50	50	100	0	25	50	25	0	50	38.33

No.	SPC C 1	SPC C 2	SPC C 3	SPC C 4	SPC C 5	SPC C 6	SPC C 7	SPC C 8	SPC C 9	SPC C 10	SPC C 11	SPC C 12	SPC C 13	SPC C 14	SPC C 15	Mean
62	100	100	100	75	100	75	75	100	25	50	100	50	100	100	100	83.33
63	50	75	0	75	75	75	50	75	75	50	100	50	50	100	75	65.0
64	75	75	75	75	75	0	50	25	50	100	75	50	50	100	50	61.67
65	0	0	25	75	25	50	50	0	25	25	25	25	0	0	75	26.67
66	50	75	25	50	75	50	25	75	25	50	50	0	50	50	25	45.0
67	100	75	100	100	100	100	100	75	75	50	100	75	75	75	100	86.67
68	75	50	50	75	75	75	75	100	75	50	75	50	25	50	50	63.33
69	50	25	100	25	25	0	50	50	0	25	25	0	50	75	75	38.33
70	75	50	25	0	50	50	0	50	100	25	0	50	75	50	25	41.67
71	50	100	100	100	75	75	75	75	100	100	100	25	50	50	100	78.33
72	25	25	50	50	0	25	50	0	75	25	100	50	25	0	0	33.33
73	50	50	50	50	50	25	25	75	50	50	75	25	25	75	50	48.33
74	50	50	50	25	0	0	0	25	50	25	0	50	25	50	0	26.67
75	25	25	50	50	50	0	50	25	25	50	25	25	75	75	75	41.67
76	50	50	100	75	50	50	75	75	25	75	50	50	75	50	50	60.0
77	25	25	0	0	0	50	50	50	50	0	50	50	50	75	25	33.33
78	50	50	50	50	50	50	50	50	25	25	25	100	75	50	25	48.33
79	100	100	100	100	50	75	100	75	100	100	75	100	100	50	100	88.33
80	50	100	25	100	50	100	50	50	100	25	50	50	50	75	100	65.0
81	0	100	0	75	25	75	50	50	50	75	75	50	25	50	50	50.0
82	50	75	75	50	50	25	50	50	100	75	50	100	75	50	50	61.67

No.	SPC C 1	SPC C 2	SPC C 3	SPC C 4	SPC C 5	SPC C 6	SPC C 7	SPC C 8	SPC C 9	SPC C 10	SPC C 11	SPC C 12	SPC C 13	SPC C 14	SPC C 15	Mean
83	25	0	0	25	0	0	0	25	25	0	50	0	25	0	0	11.67
84	0	50	25	25	25	25	25	0	50	50	0	25	75	0	50	28.33
85	25	0	50	0	25	50	75	50	0	0	50	50	25	50	25	31.67
86	50	75	50	100	100	75	25	100	75	100	75	75	100	50	25	71.67
87	50	50	75	50	100	75	50	25	50	25	25	0	0	50	50	45.0
88	75	25	25	50	75	75	50	50	50	75	75	25	75	25	50	53.33
89	0	25	25	100	75	25	25	0	25	0	50	25	50	25	25	31.67
90	0	50	50	0	50	75	0	25	0	0	25	0	50	0	25	23.33
91	50	25	25	25	50	50	0	0	25	0	25	50	0	50	50	28.33
92	50	75	75	75	25	75	75	75	50	75	75	100	100	75	75	71.67
93	75	50	50	50	0	25	50	25	50	25	75	50	75	50	25	45.0
94	50	25	50	50	25	100	50	50	50	75	0	25	25	25	50	43.33
95	50	0	25	0	50	50	25	75	50	75	50	75	50	25	25	41.67
96	50	100	50	50	75	75	25	50	50	50	25	0	0	50	50	46.67
97	25	50	50	0	50	75	25	75	50	50	0	50	0	50	50	40.0
98	75	100	100	100	25	75	100	50	100	100	75	75	75	75	100	81.67
99	25	75	50	50	50	100	50	50	50	75	50	25	100	50	75	58.33
100	75	75	50	100	100	75	100	75	75	50	50	50	75	100	75	75.0
101	50	50	50	100	25	100	50	50	75	50	100	100	50	75	75	66.67
102	100	100	50	50	75	75	50	25	50	50	25	75	50	75	50	60.0
103	50	0	25	50	25	50	25	25	25	25	75	0	0	50	50	31.67

No.	SPC C 1	SPC C 2	SPC C 3	SPC C 4	SPC C 5	SPC C 6	SPC C 7	SPC C 8	SPC C 9	SPC C 10	SPC C 11	SPC C 12	SPC C 13	SPC C 14	SPC C 15	Mean
104	75	50	0	25	0	25	75	100	50	0	25	50	50	25	25	38.33
105	100	75	75	100	75	75	100	100	25	50	100	100	100	75	75	81.67
106	75	50	50	25	25	25	50	25	0	50	25	50	75	75	50	43.33
107	25	50	100	75	75	75	75	50	50	50	25	50	25	0	50	51.67
108	25	25	50	0	0	25	0	0	0	50	0	0	25	50	0	16.67
109	50	50	50	25	75	0	50	50	50	0	50	0	25	0	50	35.0
110	25	50	25	25	0	0	0	25	25	25	25	25	50	75	25	26.67
111	50	50	25	50	50	25	0	50	0	25	75	50	50	100	50	43.33
112	75	50	50	75	100	25	100	50	100	50	100	100	100	50	75	73.33
113	75	75	100	50	75	100	50	100	75	100	100	100	75	100	75	83.33
114	0	75	0	50	0	25	25	50	25	25	50	75	50	0	0	30.0
115	50	75	75	100	25	75	100	0	25	50	50	50	75	50	25	55.0
116	75	50	50	75	25	25	50	25	50	50	25	25	25	50	25	41.67
117	0	25	25	25	75	25	0	25	50	25	0	50	25	50	0	26.67
118	25	50	0	75	25	25	25	25	0	50	75	50	75	25	25	36.67
119	25	50	25	50	0	25	50	25	25	0	0	25	75	100	0	31.67
120	75	50	50	100	100	25	75	75	75	100	50	75	100	50	100	73.33
121	25	75	0	25	0	25	0	0	25	50	0	25	25	50	50	25.0
122	25	50	50	50	75	25	75	25	75	25	100	75	50	50	0	50.0
123	25	25	25	75	50	0	50	75	50	50	50	25	0	25	50	38.33
124	75	25	75	50	25	50	25	75	25	50	75	25	25	0	75	45.0

No.	SPC C 1	SPC C 2	SPC C 3	SPC C 4	SPC C 5	SPC C 6	SPC C 7	SPC C 8	SPC C 9	SPC C 10	SPC C 11	SPC C 12	SPC C 13	SPC C 14	SPC C 15	Mean
125	0	25	50	0	0	25	75	0	0	100	0	0	25	25	50	25.0
126	0	0	25	25	0	0	25	50	25	0	0	50	0	0	25	15.0
127	25	50	0	25	75	75	0	0	25	0	25	25	50	50	0	28.33
128	50	50	25	0	25	25	50	0	0	0	25	50	0	25	50	25.0
129	75	75	50	50	75	25	50	50	75	50	100	75	50	75	75	63.33
130	25	25	50	0	50	25	50	50	50	25	0	75	25	0	25	31.67



APPENDIX 3: SPSS Output

A. Validity Test for Self-Esteem (RSES)

Output 1: Case Processing Summary for Self-Esteem

	N	%
Valid	130	100.0
Excluded	0	.0
Total	130	100.0

Output 2: Item-Total Statistics for Self-Esteem

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SE1	28.31	8.14	.512	.787
SE2	28.28	8.43	.438	.796
SE3	28.22	7.61	.601	.775
SE4	28.35	7.88	.577	.779
SE5	28.19	8.21	.465	.793
SE6	28.24	8.07	.489	.790
SE7	28.18	7.45	.623	.772
SE8	28.30	8.29	.452	.795
SE9	28.26	8.17	.471	.792
SE10	28.21	7.73	.590	.777

r-table (N=130, $\alpha=0.05$) = 0.172. All items: Corrected Item-Total Correlation > 0.172

→ VALID.

B. Validity Test for Self-Perceived Speaking Competence (SPCC)

Output 3: Case Processing Summary for SPCC

	N	%
Valid	130	100.0
Excluded	0	.0
Total	130	100.0

Output 4: Item-Total Statistics for SPCC

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SPCC1	658.08	61765.65	0.606	0.862
SPCC2	654.23	62830.80	0.560	0.865
SPCC3	657.50	63494.67	0.514	0.867
SPCC4	653.08	62131.93	0.524	0.866
SPCC5	659.04	63372.13	0.470	0.869
SPCC6	655.96	63602.75	0.450	0.870
SPCC7	657.31	63143.86	0.515	0.867
SPCC8	657.31	61971.38	0.581	0.864
SPCC9	656.92	64234.65	0.436	0.870
SPCC10	657.88	62955.76	0.501	0.867
SPCC11	655.38	61899.08	0.564	0.864
SPCC12	656.92	63643.56	0.503	0.867
SPCC13	655.58	62347.53	0.575	0.864
SPCC14	657.50	63853.20	0.466	0.869
SPCC15	658.46	62224.36	0.607	0.863

r -table ($N=130$, $\alpha=0.05$) = 0.172. All items: Corrected Item-Total Correlation > 0.172
 → VALID.

C. Reliability Test

C.1 Reliability for Self-Esteem (RSES)

Output 5: Reliability Statistics for Self-Esteem

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.812	.816	10

C.2 Reliability for SPCC

Output 6: Reliability Statistics for SPCC

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.874	.878	15

D. Descriptive Statistics

Output 7: Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Self-Esteem	130	28	35	31.76	1.38	1.904
SPCC	130	8.33	98.33	47.01	17.73	314.35
Valid N (listwise)	130					

Output 8: Frequency Distribution for Self-Esteem Categories

Category	Frequency	Percent	Valid Percent	Cumulative Percent
High Self-Esteem (30–40)	123	94.6	94.6	94.6
Moderate Self-Esteem (20–29)	7	5.4	5.4	100.0
Low Self-Esteem (10–19)	0	.0	.0	100.0
Total	130	100.0	100.0	

Output 9: Frequency Distribution for SPCC Categories

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Low (0–24)	8	6.2	6.2	6.2
Moderate (25–49)	75	57.7	57.7	63.8
High (50–74)	35	26.9	26.9	90.8
Very High (75–100)	12	9.2	9.2	100.0
Total	130	100.0	100.0	

E. Normality Test**Output 10: Tests of Normality**

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-Esteem	.161	130	.002	.944	130	.000

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SPCC	.136	130	.015	.966	130	.002

F. Pearson Product-Moment Correlation Output

Output 11: Correlations

		Self-Esteem	SPCC
Self-Esteem	Pearson Correlation	1	.154
	Sig. (2-tailed)		.081
	N	130	130
SPCC	Pearson Correlation	.154	1
	Sig. (2-tailed)	.081	
	N	130	130

G. Hypothesis Testing Summary

Hypothesis	Test	r	p-value	Decision
H0: No significant relationship between Self-Esteem and SPCC	Pearson PPMC	.154	.081	Accepted ($p > .05$)
Ha: Significant positive relationship between Self-Esteem and SPCC	Pearson PPMC	.154	.081	Rejected ($p > .05$)

APPENDIX 4: Administration



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1490 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh,
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

- Menetapkan :
- KEPASTI : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara :
Prof. Safrul Muluk, S.Ag., M.A., M.Ed.,
Ph.D
Untuk membimbing Skripsi
- Nama : Nurul Maizarina Sahara
NIM : 220203118
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation between Self-Esteem and Self-Perceived Speaking Competence on EFL Students' Speaking Ability
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.425925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 30 Oktober 2025
Dekan,

Safrul Muluk

Tembusan

1. Sistem Kementerian Agama RI di Jakarta;
2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perlembagaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Managemen UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-2402/Un.08/FTK.1/TL.00/4/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203118

Nama : NURUL MAIZARINA SAHARA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : GAMPONG REUDEUP MEULAYU

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***THE CORRELATION BETWEEN SELF-ESTEEM AND SELF-PERCEIVED SPEAKING COMPETENCE ON EFL STUDENTS' SPEAKING ABILITY***

Banda Aceh, 07 April 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 15 Mei 2026



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fik@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-145/Un.08/PBI/Kp.01.2/4/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Nurul Maizarina Sahara
NIM : 220203118
Prodi : Pendidikan Bahasa Inggris
Alamat : Gampong Reudeup Meulayu

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"The Correlation between Self-Esteem and Self-Perceived Speaking Competence on EFL Students' Speaking Ability"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 07 April 2026
Ketua Prodi Pendidikan Bahasa Inggris,


Syarifah Dahliana