

**SELF-ESTEEM AND ENGLISH SPEAKING COMPETENCY:
A CORRELATIONAL STUDY**

THESIS

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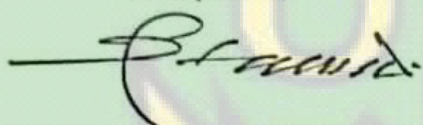
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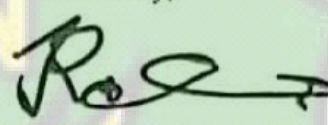
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Self-esteem and English Speaking Competency: A Correlational Study adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

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Alhamdulillah, praise is to Allah SWT, God the Almighty, the Most Exalted, the Compassionate and the Merciful, the King who owns the power over all the creatures, He who always blesses and gives me health, strength, and passion to accomplish this thesis. Peace and salutation be upon the beloved prophet Muhammad SAW. who has guided us on the right path with his guidance and taught us the most beneficial knowledge which is useful for us to be safe and blessed in this worldly life and the hereafter.

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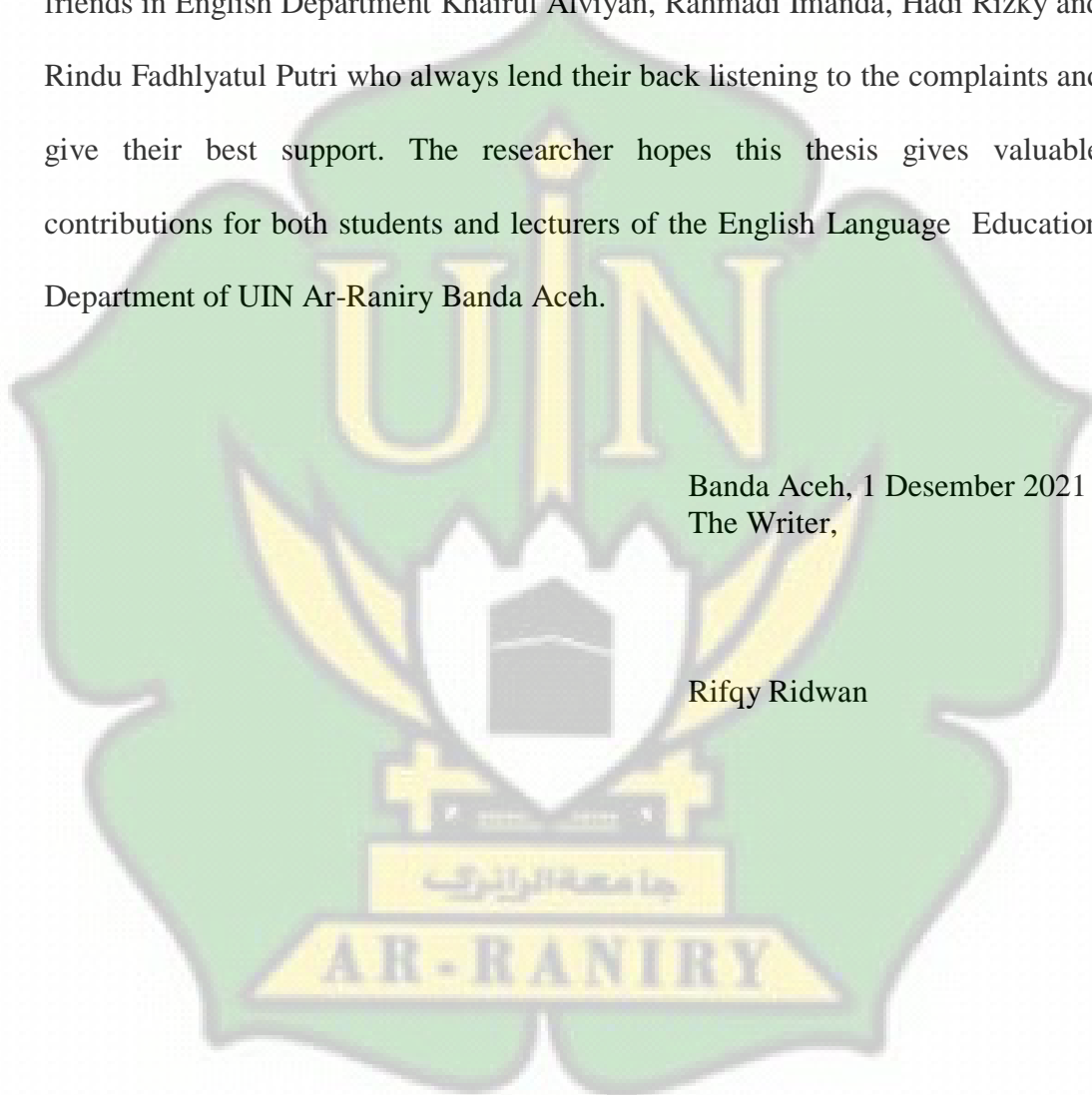
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ABSTRACT

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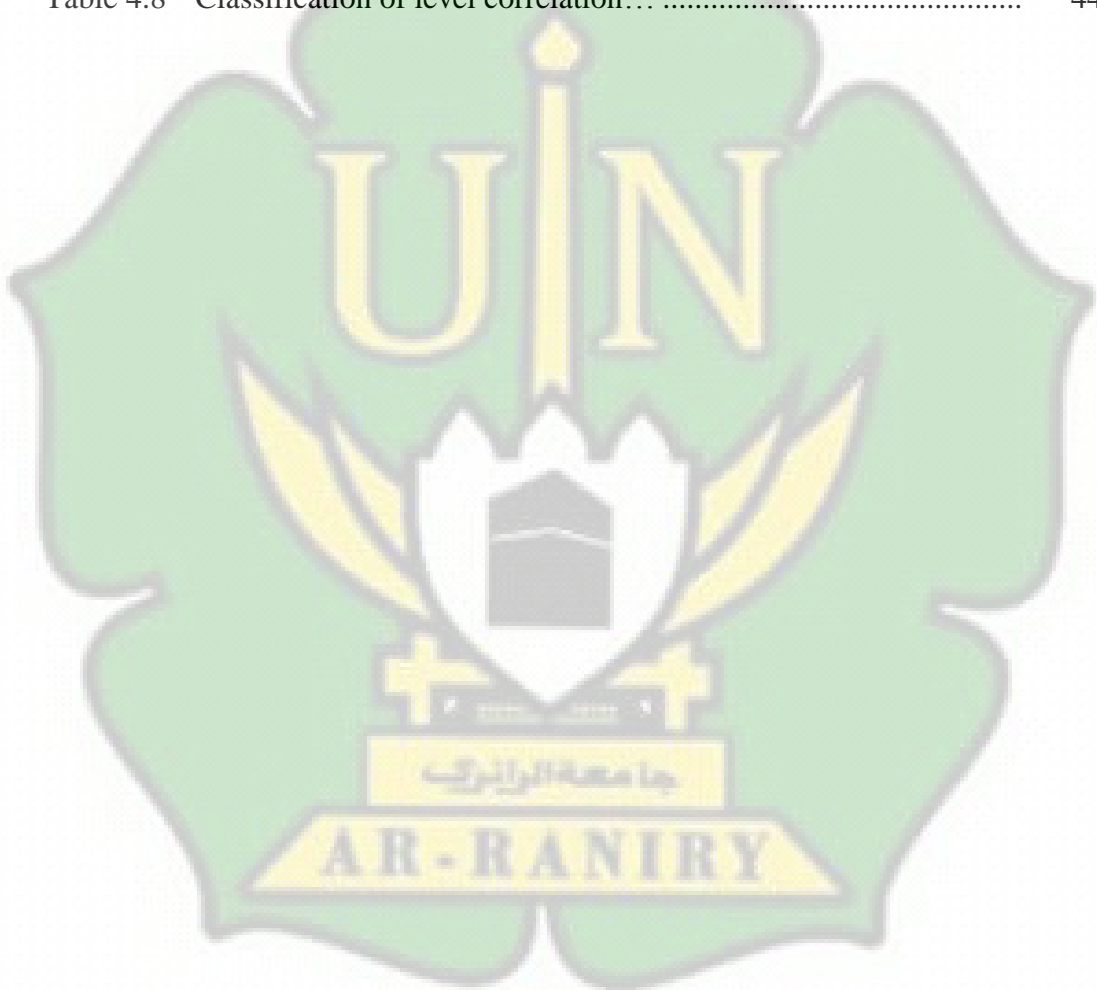
This research aimed to discover the level of students' self-esteem and to find out the correlation between students' self-esteem and speaking competencies. The researcher used quantitative approach in this research. The sampling technique of this research was a simple random sampling technique and collects the data from questionnaire and document analysis. The sample of the research was at the 8th and 10th semester English department of UIN Ar-raniry, which consisted of 100 students. The research findings showed that the self-esteem level of students is moderate self-esteem. Based on data analysis, where the number of students who have high self-esteem are 37 students, moderate self-esteem are 55. while students who have low self-esteem are 8 students. There was no correlation between self-esteem and speaking competence. The results show that p value was 0,342. It indicated no correlation because p value was higher than 0,05. In addition, from the r value also showed that between self-esteem and speaking competence had very low correlation. It was concluded that self-esteem level of students is moderate self-esteem and There was no correlation between self-esteem and speaking competence.

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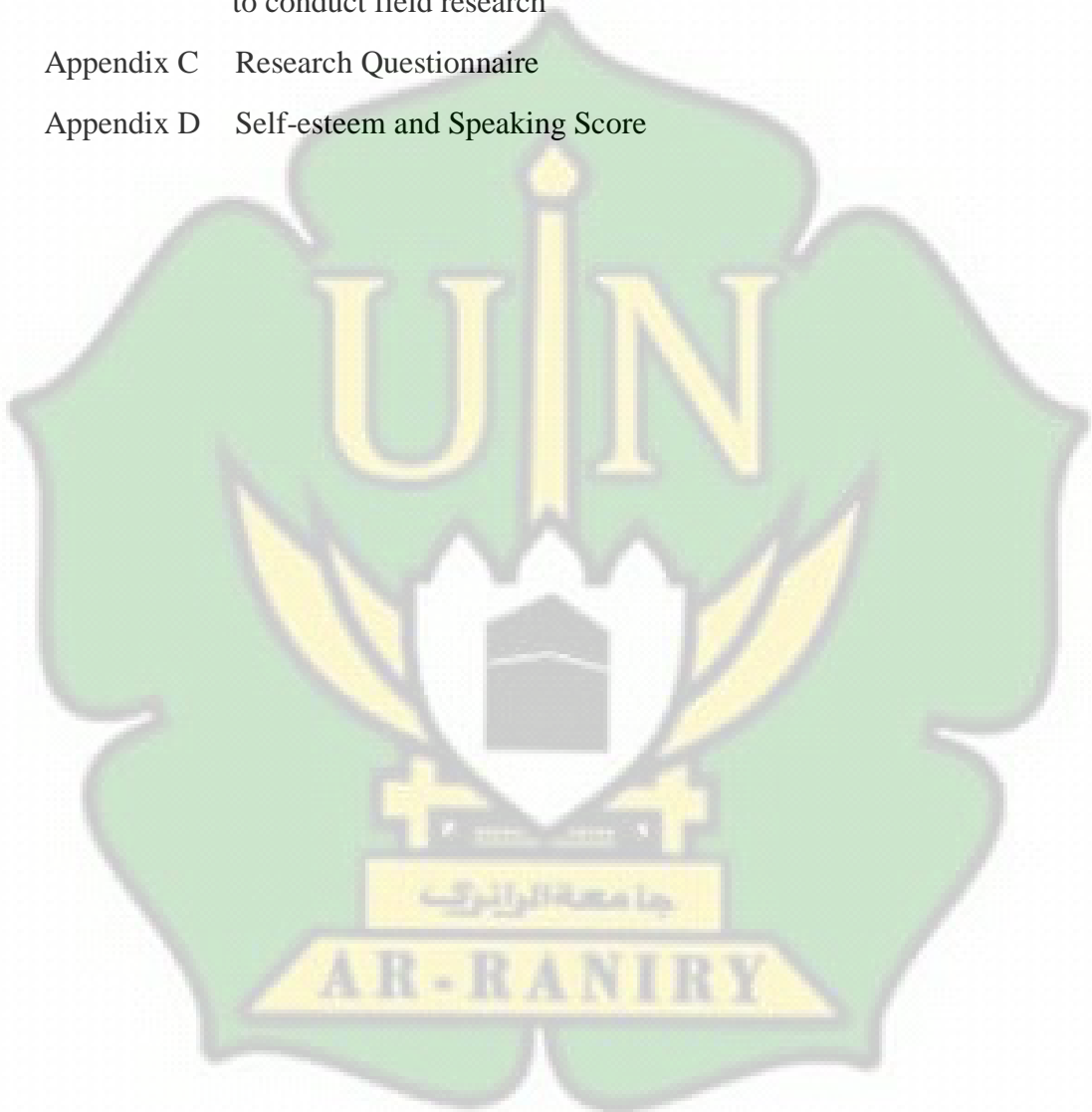
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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is one of the four skills that have to be acquired by the students in learning English. Student's success in mastering English is measured from the way they speak and deliver the message orally, and also how they value their capability and worth (Wenny, 2015)

In classroom, students are expected to be able to speak English fluently with their teacher or friends. But the fact was some of the students choose to be a passive one in the classroom and they did not have motivation, confidence and courage to speak up (Suswati, 2016). The teachers have tried many methods and tools to teach speaking and to increase students speaking skill, but they were still low in speaking because they lacked practice due to afraid of making mistakes in grammar and pronunciation (Suswati, 2016).

These problems may relate to their self-esteem. Self-esteem itself is how we value and perceive ourselves. It is based on our opinions and beliefs about ourselves. Dedmond (2009), explains self-esteem as the complication of feelings about ourselves that guides our behavior, influences our attitudes, and drives our motivation. Thus, Soureshjani (2017) stated that self-esteem is important to a person's identity and comprehension, and both high and low self-esteem affect actions in positive and negative ways.

The level of individual self-esteem can be seen from some characteristics by individual. According to Guindon (2010), individual who have high self-esteem have some criteria, such as :

1. They show the optimistic; proud and content of themselves; more sensitive to ability/competency levels.
2. They ignore negative feedback and seek feedback on competencies; accept negative events experienced, and try to improve themselves.
3. They are more often experience positive emotions; flexible, courageous, and more able to express themselves when interacting with others.
4. They are trying to do something to increase their capacity; dare to take risks; being positive towards other people, groups, or institutions; constructive thinking; able to make decisions quickly and with confidence in the decisions he makes.

The high and low self-esteem of adolescents is influenced by three important components involved in the self-evaluation process, namely feedback from significant others; knowledge of their feelings about their identities, values owned, belief in personal values; as well as awareness of the level of competence and appreciation of their achievements. In accordance with these components, Mruk (2006), also believes that there are several external factors that can affect adolescent self-esteem, such as family factors (both parental support and involvement, expectations and parenting styles), gender, race, ethnicity, socioeconomic status, gender, and social values.

Self-esteem is one factor that triggers the student achievement in speaking English. Self - esteem deals with feelings; how they feel that they are capable of doing something well. Previous experiences like success and failures are the examples that can lead the students to how they value themselves. It is in line with Brown (2000), self-esteem is one of the personality variables that contributes to the oral production achievement because the students will achieve their success in learning a foreign language if they feel confident and believe in themselves.

However, some students often feel lack of confident and low motivation. The students also feel their competency in English speaking is very bad in comparison to their friends. Thus, they are afraid of speaking in front of the class which affect their speaking performance in the classroom.

The purpose of this study is to find the correlation between self-esteem of English education students (UIN AR-RANIRY) and their English speaking competencies.

B. Research Question

From the explanation above, the researcher would like to investigate.

1. How is the level of students' self-esteem?
2. What is the correlation between students' self-esteem and speaking competencies?

C. Research Aims

Based on the questions above, the aim of this study are :

- a. To discover the level of students' self-esteem
- b. To find out the correlation between students' self-esteem and speaking competencies

D. Hypothesis

To get the answers, the researcher proposes Alternative Hypothesis (Ha) and Null Hypothesis (Ho) as below:

Ha: There is a significant correlation between Self-esteem and English speaking competencies

Ho: There is no significant correlation between Self-esteem and English speaking competencies

E. Significance of Study

Basically, all the study activities should be having clear significance at the end of study ; the researcher hopes that this writing will give a great benefit as follow :

1. Theoretical Benefit

This research gives the contribution to English Education particularly studies in correlational study between self-esteem and speaking competence.

2. Practical Benefit

a. For teacher

This Research can help teachers to understand more deeply about students' self-esteem. While the teacher learns about things related to self-esteem, the teacher can find out the strategy to increase students' self-esteem. This can be a solution to solve the self-esteem problems faced by students in Aceh. A common problem in Aceh, students in Aceh feel that they cannot speak English. They said that they have no skills in speaking English. By looking at these conditions, the teacher may have some insights to provide some advice related to their self-esteem.

b. For student,

Students can find out the level of their self-esteem. Thus, they can reflect and learn what makes them struggle and success in English speaking. Moreover, they will try to solve their problems to increase their self-esteem.

c. For the future researcher,

This study can enrich the literary study especially among the researchers and for those who want to conduct the study about speaking skill.

F. Terminology

There are some terminologies relate to this research :

1. Correlation

A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient (Fraenkel, 2011). According Creswell (2012), Correlational research designs are used by investigators to describe and measure the degree of relationship between two or more variables or sets of scores. In this study, researcher would examine two variables, namely Self-esteem and speaking competencies.

2. Self-Esteem

Coopersmith (2007) defines self-esteem is a personal judgement of worthiness that is expressed in the attitudes that the individual holds towards himself. In a similar definition about self-esteem, Sedikides and Gress (2003) stated that self-esteem refers to individual's perception or subjective appraisal of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self. In this study, Self-esteem refers to students' positive or negative views of their own abilities.

3. English Speaking Competency

Speaking competency is the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language “on the spot” and carry on a conversation

reasonably competently (Harmer ,2001). In this study, English speaking competency refers to students who are able to speak English fluently and use appropriate vocabulary in proper conversation.



CHAPTER II

LITERATURE REVIEW

A. Theories of Self – Esteem

Courtney (2020, p.1) stated that in believing yourself and accepting you for who you are, is the main thing to achieving success, good relationships and happiness. Furthermore, self-esteem triggered us to believe in our own abilities and motivate ourselves. Then, many previous theories recommended that self-esteem is a primary source of humans' motivation it is because self-esteem concepts being the most common theory in social psychology (Santrock, 2011). Therefore, the school environment certainly affected the development of students' self-esteem greatly, teachers and parents are also things that influence students' self-esteem.

Other theories explain the definition of self-esteem, According to (Passer & Smith, 2007) self-esteem is what we feel towards ourselves whether in positively or negatively. This concept is necessary of personal well-being, emotional and adjustment. Moreover, self-esteem is the term of individual's attitude, concluding self-evaluation regarding good or bad it is (Santrock, 2011). While, Nurpahmi (2008) defined self-esteem is the appreciation to oneself in various level. In daily life, success and failures could be measure by self-esteem of the person (Nurpahmi, 2008).

Stewart (2004) self-esteem is to the overall sense of an individual's value. It is a measure of how much a person values, accepts, appreciates, rewards or likes them. Thus, it can be concluded that someone who really likes him or herself. Certainly, they will get high self-esteem

Coopersmith in Suparman (2010), explained self-esteem refers assessment that the individual makes and usually carry out in relation to himself; it expresses an attitude of approval or disagreement; it shows how capable, meaningful, dignified and effective the person considers themselves. In addition, the way we value and perceive ourselves is self-esteem. It is based on our views and convictions. He explains that self-esteem is the complication of feelings that guides our behavior and drives our motivation (Dedmond, 2009). However, researchers believe that self-esteem in a person will influence attitudes and motivation

1. Types of self-esteem

Brown in Halima (2016), mentioned that there are three classification of self-esteem such as global self-esteem, situational self-esteem and task self-esteem.

a. Global self-esteem

This classification of self-esteem cannot be changed unless following some serious treatment. It takes into account one's own value both over time and in different situations.

b. Situational self-esteem

In this classification, self-esteem it refers to personal evaluations such as social interactions, work, education and homes, or any particular relatively distinct characteristics such as intelligence, oral ability, athletic ability or characteristics of a personality such as friendly, empathy, flexibility to the situations and the particular characteristics of personalities.

c. Task self-esteem

In this task self-esteem, it is linked to the judgment of specific situations. For example, task-self-esteem relates only to one subject such as in academic situations or in the certain skill of sport that related to task self-esteem.

2. Level of self-esteem

In language learning, self-esteem is important that affected students in mastering language. It can give a positive or a negative effect towards students (Halima, 2016). There are two types of self-esteem as follows:

a) High self-esteem

In this type, students who have high self-esteem they would feel excited and enjoy in learning it is because they trust themselves so that they can do anything better. As stated by Fontana (2016) children who had high self-esteem they can perform better than children who has low self-

esteem. Furthermore, they tend to arrange a set of optimistic goals because they have realistic view of their own capabilities. Consequently, students with the higher self-esteem are the better they would be. that would affect them in achieving success in the academic fields.

Roberts (2016) stated there are three factors affecting high self-esteem. First, with high self-esteem the person would understand of their identity, and they have ability in considering value and achievement. Second, high self-esteem boosted confidence, excitement and optimism. Last, this level of self-esteem would take the person to a positive experiences.

b) Low self-esteem

In this level of self-esteem, the people tend to have lack of optimism that affects them in achieving success. Low self-esteem is a debilitating condition that keeps learners from realizing their full achievement. In addition, low self-esteem is a poor or negative image that would develop in the people. For instance, every student feels unworthy and incompetent or incapable of self-esteem because of poor feelings (Reddick as cited in Larson, 2009).

Furthermore, low self-esteem can cause by some of reasons. Many learners feel depressed when they try learning foreign language and have to involve with many other learners in the new environment. In this case, students afraid of doing mistakes, errors can affect their self-esteem. They would lack optimistic, confidence and insecure. Moreover, sometimes

teacher telling their feedback negatively it also could trigger students' bad feelings towards themselves. When they tend to feel bad of themselves they would have low opinion about themselves and it would lead them to lose excitement and motivation to achieve great potential in learning language.

3. The parts of self-esteem

There are four parts in self-esteem such as successes, values, aspirations and defenses. These parts of self-esteem could be a resource to build self-esteem (Ajizah, 2013).

1) Successes

Success can be defined to achieve something good in life and it is dependent on the individual views of success. Some of people see their success because of what they truly believe or also controlled by the culture situation that brought them to have a different side of success and in every place, success would has a different definition (Aijzah, 2013). However, success could be as material things or spiritual things.

Furthermore, there are four types the definition of success, as follows:

a) Success in Power Area

According to Ajizah (2013), success in power area is where people can influenced the other people by their competences, attitudes and actions. In a particular condition, admitting and appreciating respect by

other people could give a good quality of value towards them. There whole things can build a healthy social life, leadership and be able to be more excited.

b) Power in Significant Area

The acceptance, care and love can be considered by the other person to measure this success. Acceptance and popularity were the expression of acceptance and interest. The acceptance of individuals is characterized by their warmth, response, interest and love. The main consequences of these are the importance (Ajizah, 2013).

c) Success in Competence Area

This success was characterized by a high level of performance and age variance. They want anything and can dominate the environment without suspending power or social factor, therefore it can be a cause of complacency. (Ajizah, 2013).

d) Successes in virtue area

Individual behaviors, attitudes, morals and religious beliefs were considered to this success. The people who stand by those things would give a positive characteristics in reaching goals of success. (Ajizah, 2013).

2) Values

Values have a different definition towards every person. It is because they experienced something by different ways and stories. In addition, they would feel beneficial to their environment because of acceptance and respect from people around them. (Ajizah, 2013).

3) Aspiration

Self-judgment is a comparison with aspiration and the standard personal between performance and actual capacity. The individual finds that if the standard is achieved, it makes meaningful toward their life. If someone has high self-evaluation, they would expect more of themselves, they would have a better chance of success in a particular area and they have self-esteem to reach their standard goals (Ajizah, 2013).

4) Defenses

The people who have high self-esteem they know how to deal with anxiety in order to keep their self-esteem by defending their competence and believing on their principle. They would deal with challenges or obstacles when it comes across to them, hence they have a stronger characteristics (Ajizah, 2013).

4. The importance of Self-Esteem

Martin et al cited in Nurpahmi (2008) stated the research of self-esteem is playing an important role in psychology it was related to many aspects in terms of psychological behavior, the influence of the environment and academic achievement. Furthermore, the level of self-esteem affected every side of people lives which influenced our thinking processes, behaviors, attitude, desires, goals and choices (Abror in Nurpahmi, 2008). Gilliland (1994, p. 26) wrote about which self-esteem in his great book *Teaching the Native American* which concludes “*Self-esteem is the most important factor in achievement*”, self-esteem was

expected to present a positive impact to our life for example, helping other, learning in school, doing productive things. However, students feel good towards them because of the positive effect they get in and out of school life.

B. Speaking skill in brief

a. Definition of speaking

As stated by Brown (2001, p.267) speaking is one of the skills that release word of mind become sounds of articulation in order to deliver messages, ideas, speech, opinions or feelings. When someone can speak that means they can involve in conversation properly. In contrary, Numan (2003) said that speaking is complex skills that need to be studied for better communication it is because speaking doing an interactive process of delivering ideas, receiving information, processing and interpreting meaning. Moreover, speaking skill can be directly and indirectly analyzed, the exactness and efficiency of the listening ability of the tester always undermines the reliability and validity of an oral production test (Brown, 2004).

In addition, according to some experts speaking skill is the competency of verbal communication clearly and fluently it is use to engage audience in particular occasion (Utama, 2013). Based on Brown (2001, p.267) said that someone who involve in conversation is someone who can speak an utterance, it means they can deliver ideas, processing meaning, responding message from others.

Furthermore, Nunan (1991, p 49) stated speaking skill is processing and receiving meaning by verbal and non-verbal communication. It is mean that speaking is productive skill on how people can share their ideas and feelings. According to Richards and Renandya in Oradee (2012, p 2) states oral communication would be effective when someone use the language in social interactions involving not only verbal but also paralyzing elements, such as stress-words, intonation and pitch. The transmission of messages such as gestures, body language and expression also requires non-linguistic elements. Nunan (1991, p 39) mentioned seven criteria of success oral communication:

1. The ability to express the language's phonetic elements
2. The use of stress, intonation, and pitch,
3. Fluency,
4. Transactional and interpersonal skill,
5. The ability in taking short and long speaking turns,
6. The skill in management of interaction,
7. Conversational listening skill.

According to Bipin (2013, p 2), being an active listener, clever speaker, be polite, be wise, be friendly, be flexible, be positive, speak clearly and speak appropriately without debating are some strategies to have a good conversation. It is because to achieve a good communication skill, knowledge of the language and skills in using the language are needed during conversation (Bygate in Erik Vilimec, 2006, p.10). Furthermore, by having knowledge of the language speaker have to use that knowledge in particular conditions which both listener and

speaker should have good communication skill, it is mean that they both can understand what they are saying and they are listening to.

In using knowledge of the language it required two skills such as productive skill and interactive skill. Productive skill has two components facilitation and compensation, which both components help students to speak easier as possible and it also sounds more naturel when they speak. While interaction skill such as routines and negotiation skills, in routines people tend to get interaction and information routines. In addition, negotiation skills provide speaker and listener to understand each other clearly, which means they get interaction while speaking and feedback both of them. However, the researcher conclude that speaking is set of step that produce and deliver meaning by speak verbally and non-verbally.

b. Component of speaking

According to Harris (1969) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

1. Comprehension

It describes how well students understand a language and how well they are acquainted with the situation, facts, and etc. Comprehension assists them in improving their understanding of a piece of writing or a speech, and then answering questions. It refers to the ability to understand the speaker's intention and general meaning.

2. Grammar

It is a study of how words and their components combine to make sentences, structural relationships in language. Grammar is the set of logical and structural rules that determine the composition of sentences, phrases, and words in any language.

3. Vocabulary

Vocabulary is what we learn in order to understand how to choose appropriate words for a communication. According to Samad, Bustari, and Ahmad (2017), vocabulary as significant role in explaining any objects, activities, or ideas, hence knowing vocabulary well will clearly show someone's capacity to understand language.

4. Pronunciation

According to Richards and Schmidt (2002, p. 429) Pronunciation is “the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer ... and often relates the spoken word to its written form.”

5. Fluency

The definition of fluency is “in second and foreign language teaching, fluency describes a level of proficiency in communication, which includes the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, and the ability to produce continuous speech without causing comprehension difficulties or

breakdown of communication.” (Richards & Schmidt, 2002, p. 204). In other words, fluency means the competence to speak the language smoothly, effectively, and simply (Maulidar, Gani, & Samad, 2019)

c. **Function of Speaking**

Speaking skill has an essential part to increase the capacity of learning English, particularly in terms of establishing communication. In this case, there has been three classification that present the speaking function; interaction, transaction, and performance (Richard, 2008).

1. Talk as interaction

As a regular habit of human activity, understanding the other people through conversation is named communication. The reaction happened in communication process could build more a good interaction among people. Speaking as an interaction function create a social relationship which engage people feeling each other. It is why the communication is significant as an art. The idea of sharing information, knowledge, or idea is an abstract thing that can connect people to understand each other, even though the way of speaking literacy is different. So that, an effective communication was built by interaction activity with many sources of information or idea. These are the stages as follow:

- a. The source becomes as the first element that influence the process of interaction where the person give their information, ideas, or story. The role of the person as the sender is necessary to convey

their thought with a clear communication which perhaps there has no confusing information.

- b. The message as the points of speaker who want to deliver their intention. It is the main thing which makes interaction among the people occurred. The information takes the core activity of communication to be exchanged.
- c. The next stage is encoding. Some interactions of sharing information use the encoding process. It aims to interpret the meaning of the idea that has been delivered to be more understandable. It also could involve a media to construct the meaning. For instance, when the people usually use fax or paper to filter the information. In this case, the sender probably should pay attention to scope of the audience or interlocutors, thus the message can be analyzed properly.
- d. Channel is the tools that is used in the communication process. The people use the channel with different approach to share their idea. Some of the well-known methods are telephone, face-to-face, conversation, digital written media (email, memos), and video meeting. However, in terms of various kinds of channel to build the interaction process, there must be some strengths and weaknesses depends on the type of tools conveyed the message. For example, the negative tool function of telephone that is not

allowed people to see each other. It might effect to some complicated instruction which necessary a direct observation.

- e. Decoding process is occurred obviously when the people accept the message. In this case, the information that has been sent and encoded by speaker should pass the decoding stage. the interaction that exist in this stage encourage the receiver to have comprehension skill of communication, such as listen carefully to the shared idea, read the situation or meaning and clarify the information. The needs of receiver transform the information to understand the same page with the sender is impressive. Hence, if there is a misleading information, it is better to assist people to repeat or simplify the information.
- f. The receiver, after discussing the word message and information in communication process, all the interactions are only happened when the interlocutor is involved. The second speaker is the other source who accompany the sender. It is important as the receiver who takes part to response and share their perspective.
- g. Feedback is the terms that represent the response by receiver. It is the time when the first speaker or sender can understand whether the previous information is generated appropriately or not. The success moment makes the interaction process become interesting. The feedback can be expressed through some different ways. For

instance, the response, gesture, or any body language that represent the receiver's answer.

h. Context is the rest element that relate the process of communication. The context means the situation between two speakers where it involves many factors to construct successful interaction. Some of aspects are the culture and environment. In this case, different background or culture of the person is surely affect to the communication. Even, the relationship between the first and second speaker influenced the result. The proper context helps people to see the compatibility among speakers. Therefore, this element is essential to be determine the interaction result. Moreover, there are main characteristics of speaking in interaction stage (Richard, 2008) here is presented below:

- 1) Social function
- 2) Shows the relationship mission
- 3) Speaker personality
- 4) Happen in formal or informal way
- 5) Conversation as the approach
- 6) Polite in communicating
- 7) Provide appropriate and various understandable words
- 8) Conversational register
- 9) Constructed communication

According to the features of interaction as the speaking literacy above, this skill should be supported by some plots that establish good communication result. The plots are opening closing, choosing theme, making chatter, ice breaking or some humors, personal experience, perception, response to each other, and proper way of interaction.

2. Talk as transaction

In this section, the researcher focuses to elaborate communication process as transaction. The transaction means delivering a clear information or knowledge. Information should result the same link among the speakers in transaction process. It is important to understand the real meaning without different perception since it could cause a conflict. Then, process of transaction has some effective ways to share them in a simple way. The activities are having group or community in order to argue the topic, classroom action based on problems solving approach, using media to design an interested result, discussing some technical problem and plans, buying some stuff in market, any kind of online transaction, and even asking for direction to stranger people. Based on the example above, here is the characteristic as follow:

- a) Main information
- b) Focus on the idea not the people
- c) Using communication strategy to know the meaning
- d) Checking back to understand by questioning or repetition

- e) Negotiation and irregularities
- f) The right precision of language perhaps not be mandatory

3. Speak as a show

The activity of verbal communication concentrates on the monologue rather than the dialogue conversation. The effectiveness that is given to the receiver is the primarily point of the messages or ideas. It affects to the listeners as the communication. This interaction has been practiced in many different aspects, such as writing a report, presenting a speech in school, lecturing in front of the classroom, and debating an issue as school project. Here are the characteristics that represent those performance as follow:

1. The context are concerning on the idea and people
2. It delivers orderly
3. The accuracy is essential element
4. Written text is the language preference
5. Monolog

Various of performance skill or speaking communication ability to be presented:

1. An organize and proper format
2. The messages are elaborated structurally.
3. Encouraging the listener or audience
4. Applying right grammar and pronunciation aspects

5. Giving influence to persuade audience
6. Appropriate word choices
7. Presenting a good welcome and closing session.

The functions of speaking have been giving a big impact to the individual performance by involving some of process or stages. The process that encourage a speaking communication is conducting the interaction, transaction and performance.

d . Problem in Speaking

Speaking is a complex skill that needs intrinsic and extrinsic factor which means it is not only about expressing words in sound but it is how speakers use the vocabularies and words in the good way. However, speaking skill might be difficult for some people, there are four problems in speaking according to Brown (2001):

1. Clustering

In speaking fluently, students had to have a good understanding of communication. Consequently, teachers need to set a cluster for students in order to improve their cognitive and physical active in learning language.

2. Redundancy

In learning language especially in speaking skill, speakers sometimes use redundant languages which make listeners get confused. Therefore, students need to highlight this problem for better understanding in speaking skill.

3. Reduced Forms

Students who are not familiar to colloquial language usually speak stiffly and bookish quality of words. Therefore, by reducing vowels, elisions and etc.

4. Performance Variables

English students need to think critically, because when they speak they would say some additional words such as um, well, uh, like, you know, I, mean, etc. It makes the most different way when native and nonnative speakers giving speech. In English performance, someone shows a particular performance issues such as hesitation, pauses, backtracking and corrections. Hence, students should learn how to pause and hesitate.

a. Colloquial Language

Teaching students idioms, phrases and words of colloquial language would be the best option to make them familiar and do practice in producing these forms.

b. Rate of Delivery

Fluency in speaking is the important thing that students should have in delivering words. Rate of delivery is measured from speed of students' speaking.

c. Stress, Rhythm, and Intonation

In addition, stress, rhythm and intonation is the crucial parts in English pronunciation. When students understand about that, they would speak English perfectly.

d. Interaction

According to Tuan and Mai (2015) stated that there are some problems affecting students in speaking performance, for instance listeners' support, students' listening competency, pressure to perform well and confidence. Therefore, these factors bring students not performing well to speak English in front of the class and audiences' response influencing them such as their attention, respect and appreciation to speak English well.

C. Self – Esteem in Language Learning

As the topic discussion of the present study, the researcher has been found some aspects that relate to self-esteem effect in the process of learning. It is mainly examine in the intrinsic dimension. This factor is involving the activity of students as the foreign and second learner in the classroom particularly in the cognitive or affective elements (Kanafani, 2009).

Moreover, in this case, the university students in the United States have been shown the better result when they want to learn French. The results presents better because the students who apply self-esteem can give good oral presentation (Heyde as cited in Brown, 2000). Based on the phenomena, the students

performance can be positively influenced by increasing the level of self-esteem inside.

Hence, the benefit of self-esteem gives advantages to the students in the process of gaining the knowledge. When self-esteem is considered to be used in academic environment, it could be an optimal way to grow the scholastic achievement for students, because they are dare to challenge themselves and learn from any mistakes to improve their skills (Bouchareb, 2010).

To conclude, Murk in Satriani (2014) stated mental health, successful learning and living perfectly have a strong connection with self-esteem. In addition, self-esteem is the most important factor, hence self-esteem is a set of individuals' in order to believe, trust and faith the expectations, goals, success or failures of their life (Gilliland as cited in Rahmawati, 2016). By having a good self-esteem people would have a good experience towards their life such as they feel meaningful, they feel satisfied, and they would be sensitive to the surrounding environment (Coopersmith as cited in Piran, 2014).

Furthermore, Winter in Fahim and Rad (2012) mentioned the people with high level of self-esteem are more realistic than the people with low self-esteem, for example when they face some problems they know how to deal with it than criticizing it. This people would not have serious issues facing to the environment. While, the people with low self-esteem are usually deals with negative attitudes to their environment.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher conducted a quantitative method, to know the correlation between students 'self-esteem and students' speaking competencies. According to Creswell (2009), quantitative method is a method that is used for measuring the data using statistical procedures. This research used a correlational research, as its type of quantitative research. Hatch and Lazaraton (1991) state that correlation study is used to determine the degree of relationship between two variables; in this research, those variables were students 'self-esteem and students' speaking competencies. The dependent variable is students' speaking and the independent variable is self-esteem.

B. Population and Sample

According to Fraenkel and Wallen (2000, p. 670), sampling is the process of selecting a number of individuals from a population. The sampling technique of this research was a simple random sampling technique. Fraenkel and Wallen (2012, p. 94) state that a simple random sample is one in which every member of the population has an equal and independent chance of being selected.

A sample is a subgroup of the target population that the research plans to study for generalizing about the target population (Creswell, 2012 P. 142). Arikunto (2002, p. 112) says that if the population is 100 or less, it is better to take

the whole population as the sample, if the population is more than 100 respondents, the researcher can take 10-15% or 20-25% or more than 25% of the population based on the capability of a researcher. This Research conducted at the Eight and Ten semester English department of Uin Ar-raniry. The target in this research are 100 students.

C. Technique of Collecting Data

1. Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents (McLeod, 2018). For this research, the researcher adopted a questionnaire from Rosenberg (1965). The questionnaire includes 10 items which are ranked on a scale of 4 self-esteem points. Scores are calculated as follows: 4 – strongly agree; 3 – agree; 2 – disagree; 1 – strongly disagree. Higher scores are indicative of high self-esteem level, while lower ones indicate lower self-esteem.

The Purpose of using a questionnaire is to find out students' level of self-esteem. The self-esteem questionnaire was distributed to students of the English department of UIN Ar-raniry. The researcher shared the questionnaire online, namely the google form. The desired target in this questionnaire is 100 students. The next step was to ask the student to fill honestly the answers in the google form to get accurate results.

2. Document analysis

According to Bowen (2009,p.27), document analysis is “systematic procedure for reviewing or evaluating documents”. The researcher used documentation technique to collect data about students’ speaking scores. The data described the students' speaking score. The data were collected from the English Education Department. Moreover, researcher collected students’ scores in the Public Speaking subject. The goal is to get data about students' speaking competencies. Later, it can be seen whether the self-esteem data affect speaking competence.

D. Data Analysis

The questionnaires would be statistically analyzed by counting the percentage of the students’ answers in each questionnaire item. Based on Sudjana (2002), the formula used was:

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

Which:

P : percentage

F : frequency

N : Number of sampling

100% : constant value

Scoring and classifying students' self-esteem

Classification of Self Esteem score

Score	Classification
80-100	High
60-79	Moderate
40-59	Low

Scoring and classifying Speaking Score

Classification of Speaking Score

Score	Criteria
90-100	Very Good
80-89	Good
70-79	Fairly good
60-69	Poor
≤59	Very Poor

The interpretation of the value or level correlation follows the classification bellows Hadi, as cited in Arikunto (2013).

Classification of level correlation

r values	Interpretation
0.800 – 1.00	High
0.600 – 0.800	Quite high

0.400 – 0.600	Fairly low
0.200- 0.400	Low
0.000 – 0.200	very low (there is no correlation)

The coefficient correlation between self-esteem and speaking Competencies utilized the following formula :

$$R_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[(N\Sigma X^2 - (\Sigma X)^2)][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

R_{xy} = The correlation coefficient between self-esteem and speaking competencies

N = The number of students

X = Level of students' self esteem

Y = Student speaking score

Based on the above formula & rubrics, the researcher classified speaking data and self-esteem data in order to see whether self-esteem affects speaking competencies.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers the research findings and its discussion. The statistics analysis is used on this chapter to answer the research questions.

A. Research Finding

This part revealed the finding from the questionnaire to fulfill the aims of the research. The aims of the research are to find out the correlation between self-esteem and English speaking Competence; the score of self-esteem and speaking competence was analyzed by using SPSS. Moreover, the score of self-esteem were from the questionnaire which have been distributed on July, 2nd 2021. While, the score of speaking competency were taken from public speaking score; final score.

1. Speaking Score and Self-esteem

The following table highlights students' self-esteem score and speaking competency score.

Table 4.1

Speaking Score and Self-esteem

No	Initial	Self-esteem	Speaking score
1.	DA	100	86
2	MIN	100	88
3.	MH	93	79

4.	SFW	90	76
5.	TSH	90	85
6.	AIS	90	79
7.	AZ	88	80
8.	IC	88	86
9.	HU	88	88
10.	MC	85	87
11.	NH	85	76
12.	AP	85	88
13.	CHF	85	86
14.	AAZ	85	86
15.	RFP	83	86
16.	DR	83	88
17.	VY	83	78
18.	AF	83	91
19.	RJ	83	86
20.	NZ	83	79
21.	RK	83	86
22.	AK	83	95
23.	T R	83	87
24.	IA	83	87
25.	DIP	83	81
26.	SH	83	86

27	MU	80	76
28	FRY	80	86
29	RA	80	88
30	ZU	80	88
31	SA	80	87
32	MUN	80	88
33	CYP	80	87
34	ZP	80	90
35	AA	80	82
36	DI	80	89
37	WM	80	83
38	ARN	78	78
39	ZI	78	86
40	NA	78	88
41	AS	78	83
42	DH	78	87
43	LM	78	82
44	NM	78	86
45	EZ	78	85
46	DA	78	86
47	KAI	75	89
48	YA	75	86
49	JWN	75	83

50	SAU	75	86
51	GTS	75	82
52	RJ	75	87
53	RT	75	83
54	NA	73	82
55	SAK	73	72
56	RIZ	73	80
57	MY	73	84
58	YM	73	86
59	DIR	73	86
60	PY	73	86
61	AW	70	86
62	MU	70	88
63	AP	70	79
64	DI	70	88
65	FT	70	87
66	DS	70	86
67	A D N	70	88
68	Z H	68	86
69	MUN	68	82
70	Y	68	86
71	SRM	68	86
72	TA	68	74

73	SI	68	88
74	BA	68	86
75	SR	68	75
76	MMU	68	85
77	MAQ	68	82
78	OS	68	92
79	CFA	65	87
80	YF	65	84
81	CR	65	86
82	ML	63	89
83	R	63	86
84	SN	63	86
85	MUL	63	86
86	YS	63	90
87	FR	63	74
88	ERH	63	86
89	HR	63	76
90	IY	60	82
91	FM	60	91
92	YR	60	83
93	NS	58	88
94	SNP	58	86
95	SSS	58	89

96	ZDF	58	86
97	MM	55	91
98	FAQ	55	87
99	RIM	53	82
100	SAN	50	91

Based on the table 4.1.researcher found the highest score in self-esteem was 100, while the lowest score in self-esteem was 50. There are 2 students who get a self-esteem score of 100, namely DA and MIN. Besides, the researcher also found that the highest speaking score was 95 and the lowest one was 76.

2. Self-esteem data

The following data below is about classification of self-esteem.

Table 4.2

Classification of Self Esteem

Score	Classification	Frequency
80-100	High	37
60-79	Moderate	55
40-59	Low	8

Based on the table 4.2, the researcher found that there were 37 students with high self-esteem, 55 students had moderate self-esteem and 8 students with low self-esteem. It showed that most students had moderate self-esteem because their had self- esteem scores ranged around 60-79 (55 students).

The following data are about the mean, median, mode in self-esteem.

Table 4.3

Mean, Mode, Median Self-esteem

Statistics		
Self-Esteem		
N	Valid	100
	Missing	0
Mean		74.28
Median		75.00
Mode		83

The table 4.3, showed the mean, mode and median of self-esteem scores of PBI students. The researcher found mean of self-esteem is 74,28, mode is 83, and median is 75 ; it means that students have good self-esteem.

Table 4.4

Self-esteem questionnaire

No	Item	SA	A	D	SD
1	On The Whole, I am satisfied with myself,	25	59	16	-
2	I take positive attitude toward myself	48	43	9	-
3	I am able to do things as well as most other people	18	66	16	-
4	I wish I could have more respect for myself.	63	31	6	-
5	I feel that I am a person of worth, at least	30	61	9	-

the equal of others.

6	I certainly feel useless at times	19	50	23	8
7	I feel that my English speaking is very bad compared to my friends	4	34	56	6
8	At times I think I am no good at all	7	36	39	18
9	I feel I do not have much to be a proud of	5	29	49	17
10	All in all, I am inclined to feel I am a failure	4	23	42	31
Total Percentage		223	432	265	80
		22%	43%	27%	8%

Based on table 4.4 the finding showed that the students gave varied feedback on the self-esteem questionnaire. The majority of respondents agreed about the self-esteem statement. While, only 8% of respondents disagreed about the statement. In addition, the calculation for all questions 1-10 uses a scale. The scale for 1-5 will get a score, 4 - strongly agree, 3 – agree, 2 – disagree, 1 - strongly disagree. Especially for numbers 6-10 will get a score, 1- strongly agree, 2 - agree, 3 -disagree, 4 - strongly disagree.

3. Speaking Competence

The following data is about speaking score. The data is a public speaking score.

Table 4.5

Classification speaking score

Score	Criteria	Frequencies
90-100	Very Good	8
80-89	Good	78
70-79	Fairly good	14
60-69	Poor	-
≤59	Very Poor	-
Total		100

Table 4.5 shows that, the rate of the students score in speaking from 100 students, there were 8 students obtained **very good**, 14 students obtained **Fairly good** but most of the students obtained **Good** (78). In addition, the data shows that there are no students who get a score of 60-69 and <69. Thus, it can be concluded that the students' speaking scores are categorized as good.

The following data below is about the mean, median, mode in speaking scores.

Table 4.6

Mean, median, mode speaking

Statistics

Speaking scores

N	Valid	100
	Missing	0
Mean		84.87
Median		86.00
Mode		86

The table 4.6, Shows the mean, mode and median of speaking scores of PBI students. The researcher found mean of speaking score (84,87), mode (86), and median (86) ; it means that students have good score.

4. Correlation between self-esteem and speaking competency

The researcher used SPSS to analyze the correlation between Self-esteem and speaking competency. Pearson Product Moment was used in this research. In addition, the researcher used the $<0,05$ significant level of correlation in this research. The result of the analysis was shown in the following table.

Table 4.7

Pearson correlation result

		Correlations	
		Self-Esteem	Speaking Competency
Self-Esteem	Pearson Correlation	1	-.096
	Sig. (2-tailed)		.342
	N	100	100
Speaking Competency	Pearson Correlation	-.096	1
	Sig. (2-tailed)	.342	
	N	100	100

According to the result of the Pearson correlation above, it showed that sig. (2 tailed) or p value was 0,342 and Pearson correlation was -0,096. Therefore, p value was higher than 0,05. It showed that there was no significant correlation between self-esteem and speaking competency.

Further, the researcher also calculated the data manually by using Pearson's correlation formula as follow:

$$\begin{aligned}
 R_{xy} &= \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}} \\
 &= \frac{100(629998) - (7428)(8487)}{\sqrt{100[(562014) - (55175184)][100(722121) - (72029169)]}} \\
 &= \frac{(62999800) - (63041436)}{\sqrt{[56201400 - 55175184][72212100 - 72029169]}} \\
 &= \frac{-41636}{\sqrt{[(1026216) (182931)]}} \\
 &= \frac{-41636}{\sqrt{187726719096}} \\
 &= \frac{-41636}{4332744154643378} \\
 &= -0,096
 \end{aligned}$$

The result above indicated that the Pearson correlation (r) was -0,096, it showed that there was a linear negative correlation between self-esteem and speaking competence. In addition, the researcher compared r with correlation coefficient from Hadi cited in Arikunto (2013) to see the level of correlation.

Table 4.8

Classification of level correlation

r values	Interpretation
0.800 – 1.00	High
0.600 – 0.800	Quite high
0.400 – 0.600	Fairly low
0.200 – 0.400	Low
0.000 – 0.200	Very low (there is no correlation)

The table showed that if the value close to 0, it indicated the correlation was weak, While the correlation was strong if the r value close to +1 (Collidge, 2012). Nevertheless, the r value from table and manual calculating was -0,096, it could be concluded that there was very low correlation between self-esteem and speaking competence in negative side.

5. Hypothesis testing

Hypothesis testing was conducted to test the hypothesis, which states a correlation self-esteem and speaking competence. Alternative Hypothesis (H_a) and Null Hypothesis (H_0) as below:

H_a : There is a significant correlation between Self-esteem and English speaking competencies

H_0 : There is no significant correlation between Self-esteem and English speaking competencies

From Table 4.7, the researcher gets $r = -0,096$, $N. Sig = 0,342$.

The statistical hypothesis stated:

- a. H_0 accepted if $N. Sig > 0.05$ which means H_a rejected
- b. H_a rejected if $N. Sig < 0.05$ which means H_a accepted.

Regarding the alternative hypothesis, this study reveals that the alternative hypothesis is rejected because the SPSS calculation shows $Sig 0,342$. As is well known, the Alternative hypothesis is rejected if the significance is more than 0.05. Hypothesis testing concludes that $N. Sig > 0.05$, where H_a can be rejected and H_0 accepted . Moreover, Pearson correlation was $-0,096 < 0,195$ based on r - table.

This means that there is no significant correlation between Self-esteem and English speaking competencies.

B. Discussion

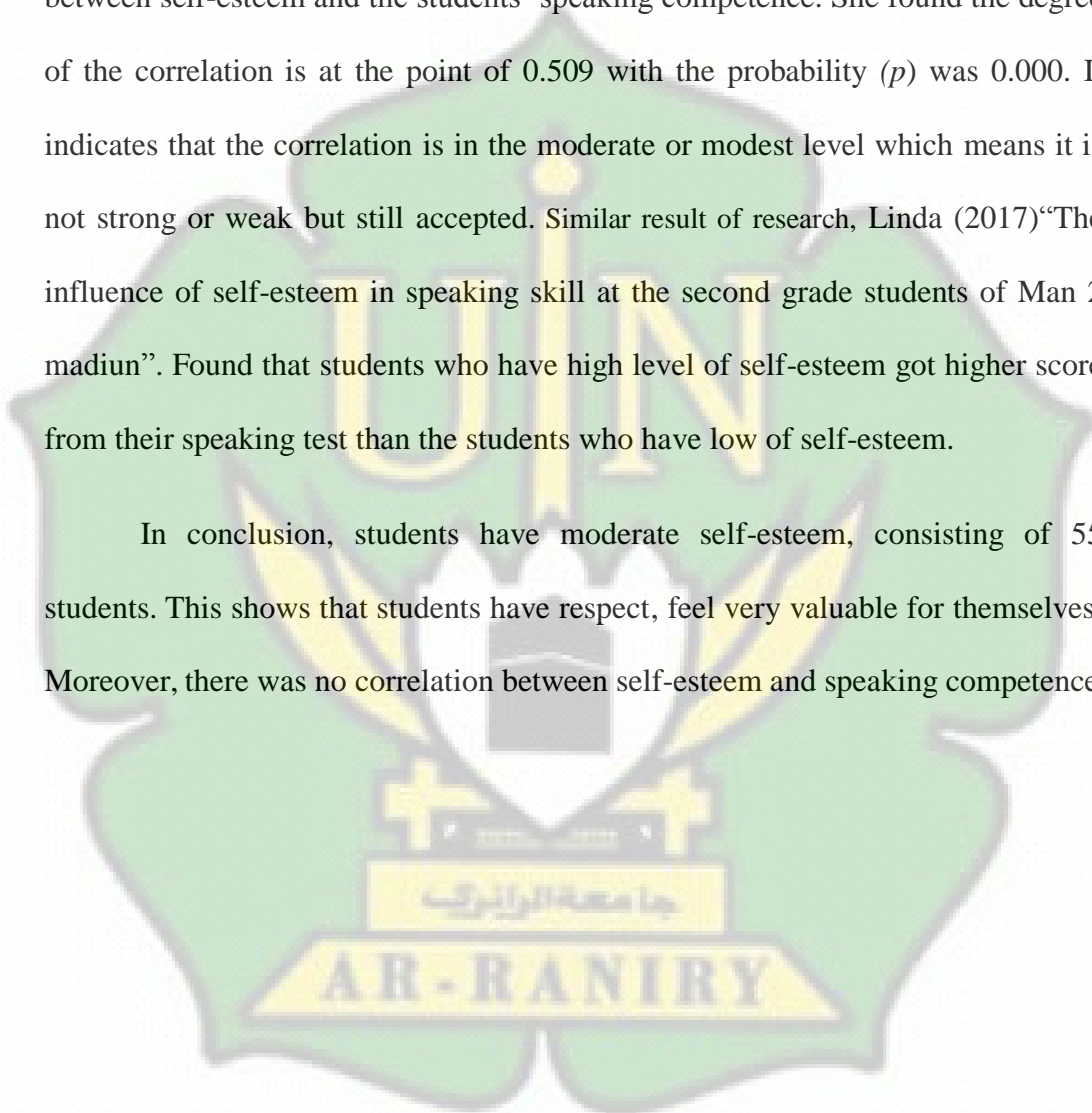
The main aims of this research are to discover the level of students' self-esteem and to find out the correlation between students' self-esteem and speaking competencies.

Based on the result of data analysis about the level of students' self-esteem, the self-esteem level of students is moderate self-esteem. Based on data SPSS, the number of students who have high self-esteem are 37 students, students get moderate score are 55; while students who have low self-esteem are 8 students.

The data about the correlation between self-esteem and speaking competence, the researcher found that the significant value (p) was 0,342. it means that p value was higher than 0.05. It indicated that there was no significant correlation between self-esteem and speaking competence. Further, this finding is also supported by another data analysis results; the comparison between r value and correlation coefficient table. Both the result from SPSS and manual calculation found that r value was -0.096, where it indicated very low correlation. The r value in this research revealed a negative result and it is indicated as a very low correlation based on the table coefficient scale. From the results, it could be concluded that H_0 was accepted, while H_a was rejected.

The finding in this study has a different result with the previous related findings Wenni (2015) in her research “The correlation between students’ self-esteem and their English speaking competencies”, found that there was correlation between self-esteem and the students’ speaking competence. She found the degree of the correlation is at the point of 0.509 with the probability (p) was 0.000. It indicates that the correlation is in the moderate or modest level which means it is not strong or weak but still accepted. Similar result of research, Linda (2017) “The influence of self-esteem in speaking skill at the second grade students of Man 2 madiun”. Found that students who have high level of self-esteem got higher score from their speaking test than the students who have low of self-esteem.

In conclusion, students have moderate self-esteem, consisting of 55 students. This shows that students have respect, feel very valuable for themselves. Moreover, there was no correlation between self-esteem and speaking competence



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After analyzing and discussing the research finding in the previous chapters, the researcher would like to establish conclusions on this chapter. Further, the researcher also added some suggestions for the readers.

A. Conclusions

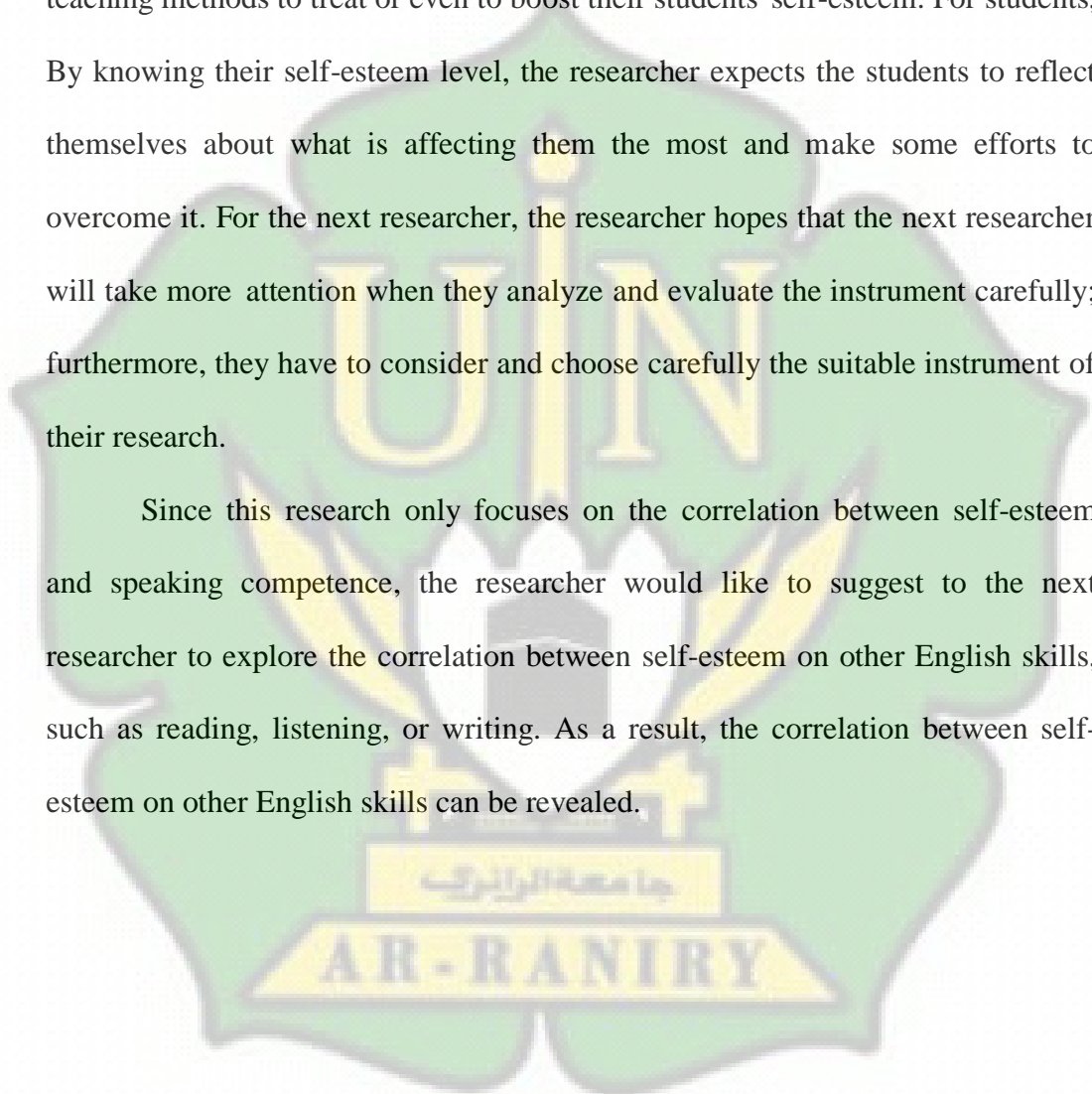
From the findings and discussion in previous chapters, some conclusions would be presented:

1. The researcher found that the self-esteem level of students is moderate self-esteem. Based on data analysis, the number of students who have high self-esteem are 37 students, moderate self-esteem are 55. While students who have low self-esteem are 8 students.
2. There was no correlation between self-esteem and speaking competence. The results show that p value was 0,342. It indicated no correlation because p value was higher than 0,05. In addition, from the r value also showed that between self-esteem and speaking competence had very low correlation. It was based on the correlation coefficient table, 0,000-0,200 which was interpreted as very low correlation, where the r value was - 0,096 To be concluded, H_a was reject and H_0 was accepted.

B. Suggestions

The researcher would like to suggest to the teacher to give an insight into students' self-esteem. Furthermore, the teacher may need to consider suitable teaching methods to treat or even to boost their students' self-esteem. For students, By knowing their self-esteem level, the researcher expects the students to reflect themselves about what is affecting them the most and make some efforts to overcome it. For the next researcher, the researcher hopes that the next researcher will take more attention when they analyze and evaluate the instrument carefully; furthermore, they have to consider and choose carefully the suitable instrument of their research.

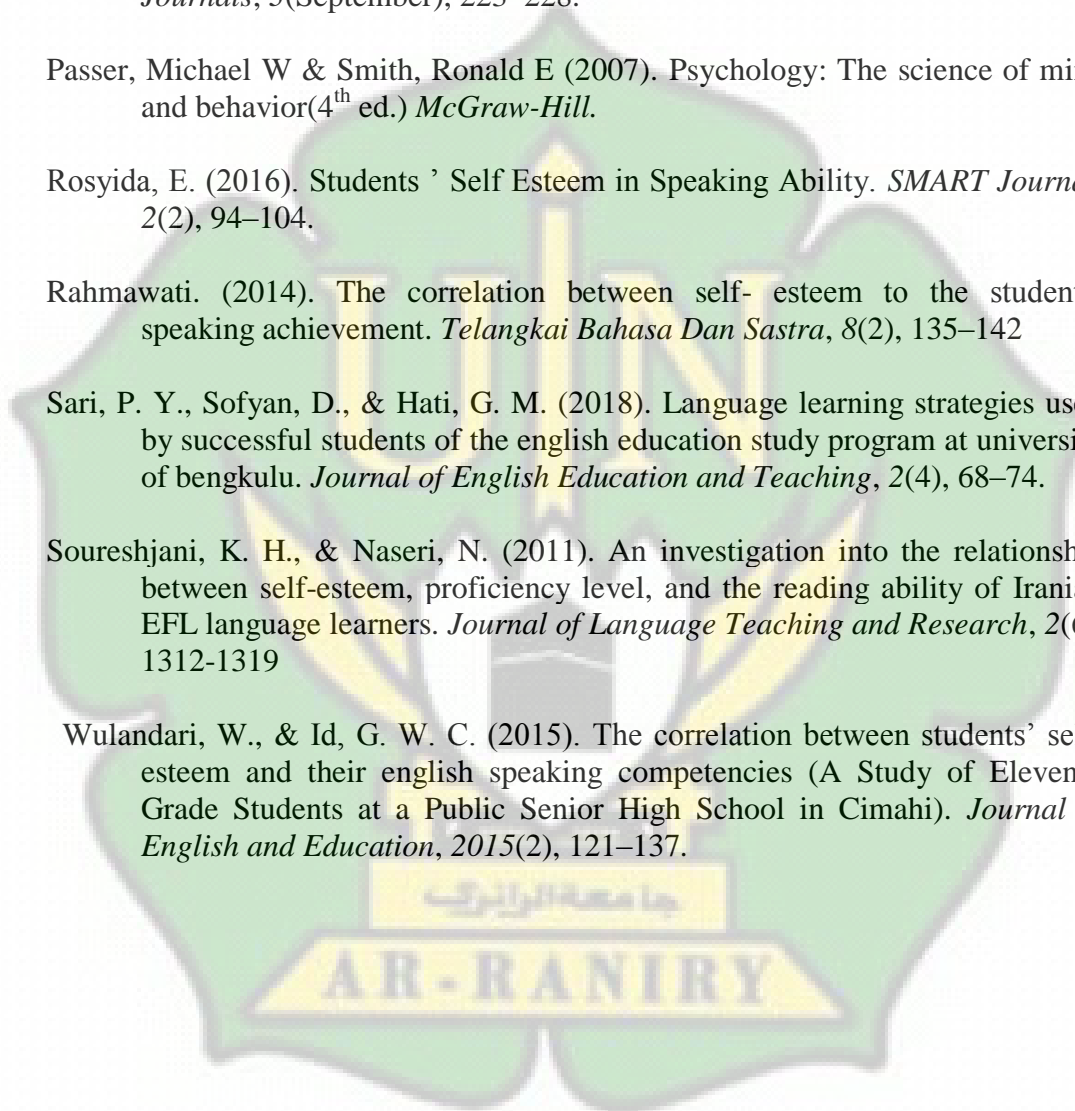
Since this research only focuses on the correlation between self-esteem and speaking competence, the researcher would like to suggest to the next researcher to explore the correlation between self-esteem on other English skills, such as reading, listening, or writing. As a result, the correlation between self-esteem on other English skills can be revealed.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7546/UN.08/FTK/KP.07.6/04/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Maret 2021
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Menunjuk Saudara:
 1. Dr. Luthfi Aunie, M.A. Sebagai Pembimbing Pertama
 2. Syarifah Dahliana, M.Ag., M.Ed., Ph.D Sebagai Pembimbing Kedua
 Untuk membimbing Skripsi :
 Nama : Rifqy Ridwan
 NIM : 160203076
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Self-Esteem and English Speaking Competency : A Correlational Study
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 16 April 2021
 An. Rektor
 Dekan,


 A Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

7/13/2021

Document



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

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-10628/Un.08/FTK.1/TL.00/07/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar - Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RIFQY RIDWAN / 160203076**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Miruek Taman Gampoeng Tanjung Selamat, Kec. Darussalam, kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Self - Esteem and English Speaking Competency : A Correlational Study*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 08 Juli 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 19 Agustus
2021

Dr. M. Chalis, M.Ag.

Rosenberg Self-Esteem Scale (RSES)

No	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	On The Whole, I am satisfied with myself,				
2	I take positive attitude toward myself.				
3	I am able to do things as well as most other people				
4	I wish I could have more respect for myself.				
5	I feel that I am a person of worth, at least the equal of others.				
6	I certainly feel useless at times.				
7	I feel that my English speaking is very bad compared to my friends				
8	At times I think I am no good at all				
9	I feel I do not have much to be a proud of				
10	All in all, I am inclined to feel I am a failure				

Speaking Score and Self-esteem

No	Initial	Self-esteem	Speaking score
1.	DA	100	86
2.	MIN	100	88
3.	MH	93	79
4.	SFW	90	76
5.	TSH	90	85
6.	AIS	90	79
7.	AZ	88	80
8.	IC	88	86
9.	HU	88	88
10.	MC	85	87
11.	NH	85	76
12.	AP	85	88
13.	CHF	85	86
14.	AAZ	85	86
15.	RFP	83	86
16.	DR	83	88
17.	VY	83	78
18.	AF	83	91
19.	RJ	83	86
20.	NZ	83	79
21.	RK	83	86

22	AK	83	95
23	TR	83	87
24	IA	83	87
25	DIP	83	81
26	SH	83	86
27	MU	80	76
28	FRY	80	86
29	RA	80	88
30	ZU	80	88
31	SA	80	87
32	MUN	80	88
33	CYP	80	87
34	ZP	80	90
35	AA	80	82
36	DI	80	89
37	WM	80	83
38	ARN	78	78
39	ZI	78	86
40	NA	78	88
41	AS	78	83
42	DH	78	87
43	LM	78	82
44	NM	78	86

45	EZ	78	85
46	DA	78	86
47	KAI	75	89
48	YA	75	86
49	JWN	75	83
50	SAU	75	86
51	GTS	75	82
52	RJ	75	87
53	RT	75	83
54	NA	73	82
55	SAK	73	72
56	RIZ	73	80
57	MY	73	84
58	YM	73	86
59	DIR	73	86
60	PY	73	86
61	AW	70	86
62	MU	70	88
63	AP	70	79
64	DI	70	88
65	FT	70	87
66	DS	70	86
67	ADN	70	88

68	Z H	68	86
69	MUN	68	82
70	Y	68	86
71	SRM	68	86
72	TA	68	74
73	SI	68	88
74	BA	68	86
75	SR	68	75
76	MMU	68	85
77	MAQ	68	82
78	OS	68	92
79	CFA	65	87
80	YF	65	84
81	CR	65	86
82	ML	63	89
83	R	63	86
84	SN	63	86
85	MUL	63	86
86	YS	63	90
87	FR	63	74
88	ERH	63	86
89	HR	63	76
90	IY	60	82

91	FM	60	91
92	YR	60	83
93	NS	58	88
94	SNP	58	86
95	SSS	58	89
96	ZDF	58	86
97	MM	55	91
98	FAQ	55	87
99	RIM	53	82
100	SAN	50	91

