**THE CORRELATION BETWEEN SELF CONFIDENCE TO STUDENTS'
ENGLISH SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS
OF MAN 2 MANDAILING NATAL**

IN ACADEMIC YEAR 2020/2021

SKRIPSI

**Submitted to the faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfilment of the Requirements
for the Degree of S-1 Porgram**

By :
RAHMI SALAMAH
34.15.4.184

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

2020

10:27

Skripsi Rahmi Salamah Kotak Masuk ☆

Ami Nst official 🔗 11 Agt
Assalamualaikum sir.Ini skripsi saya sir.
Mudah-mudahan bisa langsung acc ya sir.

Achmad Ramadhan 10:27
kepada saya ⌄

Ok. Setelah membaca dan mengecek kembali koreksian, saya, dengan ini, menyetujui skripsi ini.

Wassalam,
Drs. Achmad Ramadhan, MA
Pembimbing II

Tampilkan kutipan teks

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2020

ABSTRACT

RAHMI SALAMAH. THE CORRELATION BETWEEN SELF-CONFIDENCE TO STUDENTS' ENGLISH SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS OF MAN 2 MADINA IN ACADEMIC YEAR 2020/2021.

Advisor I : Dr. KH. Amiruddin, MS,MA,MBA,Ph.D. Advisor II: Drs. H. A. Ramadhan, M.A.

Key words: *Self-Confidence, Speaking Ability*

This research is talking about "The Correlation between Self-Confidence to Students' English Speaking Ability of The Eleventh Grade Students of MAN 2 Madina". The problem statement of this research was is there any correlation between self-confidence to students' English speaking ability of the eleventh grade students of MAN 2 Madina. The objective of this research is to know whether or not any correlation between students self-confidence to English students'speaking ability of the eleventh grade students of MAN 2 Madina. The subject of this research was the eleventh grade students of MAN 2 Madina that was consisted of 30 students with 8 male and 22 female. The types of the data were quantitative data. The data were obtained from test of speaking and questionare of self-confidence. This research was conducted systematically by giving test for speaking and questionare for self-confidence. After calculating the result of the students score in speaking and self-confidence, the researcher found that te students of MAN 2 Madina had high self-confidence with the mean score 84.96, and good in speaking ability with the mean score 82.16. Furthermore, the coefficient correlation (rxy): 0.168. It meant that the correlation was very low (there was no correlation). Based on the data above, the researcher concludes that the H_1 is rejected and $H_0$is accepted. It meant that there is

no correlation between self-confidence to students' English speaking ability of the eleventh grade students of MAN 2 Madina.

ACKNOWLEDGEMENT

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The researcher realizes that the writing of this thesis is far from the perfectness.Therefore,the criticism, constructive, and suggestion will be highly appreciation.

Finally, sincerely the researcher prays, may all our effort blessed by Allah SWT. Aamiin.

Medan, August 4th 2020

Rahmi Salamah

34.15.4.184

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is a skill which produces sentences or utterances in the oral mode. Being different from the other skills, it is more difficult than the others, because it is more than just pronouncing words.[1]According to Baker,[2]speaking is a productive skill, because students have to actively produce language in order to speak. Learners have to practice most of the time because they cannot be active well without a process of eliminating errors in inconsistencies.

Self-confidence is one of the factors which play an important role in determining the learners' willingness to communicate of the speaking skill. Self-Confidence is the crucial part in the speaking skill, because it can give enthusiasm, brave and stimulation to the learners. If the learners have high self-confidence, they will be achieve the best performance in speaking skill fluently.[3]

In communication play, self-confidence has an important role, exactly in the learners' willingness to communicate. Because the self-confidence gives an effect to their abilities. High self-confidence can be positively correlated with oral performance. Therefore, a student who has higher self-confidence than the other students can communicate well.. That can be supported by the statement that situational

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[1]Marriam Bashir,*Factor Effecting Students' English Speaking Skills, (*British Journal of Arts and Social Sciences*, 2011)*, p. 38.

[2]Joanna Baker, *Essential Speaking Skill: a Handbook for English Language Teachers*(New York: Continuum, 2003), p.34

[3]R Benabou And Tirole, *Self-Confidence and Personal Motivation*, (Quarterly Journal, 2002), p. 871

self-confidence in communication plays an important role in determining the learners' willingness to communicate.[4]

The speaking skill is more difficult than the other skills, because in the speaking skill, is not only needs to arrange of the words, but also pronounces words in the oral performance.[5] Besides of that, according to Chafe state that speaking is the activity of someone who use their part of their body, such as lungs, throats, and mouths to produce voice which pass through the air and strike to ears of the listener or the other people. The difficulty in the speaking happens because the speaking skill was influenced by many aspects.[6]

There are four aspects which caused the complex process in the speaking ability, such as the grammatical, the sociolinguistic, the discourse, and the strategic.[7] Furthermore, there are three elements affected by self-confidence, namely cognitive, affective, and evaluative elements. The first element (self confidence which means characterizing some parts of oneself in power, confidence, and agency has a relation with English language proficiency. The result of her study showed that the students' self-esteem have significantly strong positive correlation with their language proficiency.[8]

Based on my observation, the objective of teaching speaking is not achieved yet because the students have some problems in speaking English and especially how to

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[4]Lee & Park, *Learners' Anxiety, Self- Confidence, and Oral Performance*, (Kunsan National University: Concordia University, 2004), p. 206.

[5]Marriam Bashir, *op. cit*. p. 38.

[6]Wallace Chafe, *Discourse, Consciousness, And Time; The Flow And Displacement Of Conscious Experience In Speaking And Writing*, (Chicago: The University of Chicago Press, 2004) p.41.

[7]Utama, et al.,*The Effect of Teaching Strategy to Students' Self Confidence and Speaking Competency of The Scond Grade Student of Smpn 6 Singaraja*, (Journal program Pascasarjana Universitas Pendidikan Ganesha, 2013), p. 3-4.

[8]Intan Satriani, *Correlation between Students' Self Esteem and English Language Proficiency of Indonesian EFL Students,(2016)*, p. 3

start the conversation when their teacher ask them to speak. Even though the students have memorized a lot off English vocabularies. They are also make mistake in pronouncing the vocabulary. For example, they spoke "travel" as "trefel" instead "travəl" and "breakfast" as "brikfas" instead "brekfəst". From this observation we know that they have low ability of speaking. So, we should enrich the students speaking ability.

Speaking is one of the skills in the English language that is learnt by the students in the school, while the Self-confidence is supporting components. Thus, the writer tried to connect both of them. The writer also want to determine the level of the students' self-confidence in speaking English. Then the writer searched the relationship between the both.

Based on the explanation above, the researcher would do the correlation method entitled **"The Correlation Between Self Confidence To Students' English Speaking Ability Of The Eleventh Grade Students' Of MAN 2 Madina In Academic Year 2020/2021".**

B. The Identification of Study

Based on the background of the problem described above, there are many factors that can influence the students ability in speaking: vocabulary, audience, interest, motivation, experience, self-confidence, etc. The self-confidence give an effect to the students English speaking ability since the self-confidence and speaking correlated each other.

The problem related to teacher: is there any correlation between teachers' technique and speaking ability? Is there any correlation between teachers' media and speaking ability?

The problem related to students, among other: is there any correlation between students' motivation and speaking ability? Is there any correlation between students experience and speaking ability? Is there any correlation between students vocabulary and speaking ability? Is there any correlation between audience and speaking ability? Is there any correlation between students self-confidence and speaking ability?

From explanation above, many problems that can be identified related to students' speaking ability. That's why the researcher would like to limit.

C. The Limitation of the Study

Based on the identification of the problem, the researcher would like to limit only on the correlation between self-confidence to students' English speaking ability of the Eleventh Grade students of MAN 2 Madina .

D. The Formulation of the Problem

Based on the limitation of the problem above, the formulation of the problem in this study as follow:

1. Is there any correlation between self-confidence and students' English speaking ability of the Eleventh Grade students of MAN 2 Madina?

E. The Objective of Study

The objective of this study is to investigate the correlation between Self-confidenceto students' English speaking ability of the Eleventh Grade students of MAN 2 Madina**.**

F. The Significance of the Study

The result of this study is expected to give some significance not only theoretical significance but also practical significance. Both significance go to:

1. Theoretical Significance

The researcher hope that the result of this research can enrich the theories of speaking.

2. Practical Significance

a. For the Students

The result of the study will provide students, particularly the students in the Eleventh Grade students of MAN 2 Madina. The students will more confidence when they speak in English Language.

b. For the English Teachers

The result of this study will provide English Teachers, especially the English teachers of MAN 2 Madina, a reflection of their achievement of the teaching and learning process of speaking ability and it will prompt the English teachers the alternative instruction that will be able to increase and improve students' sefl-confidence in speaking English.

c. For the Other Researchers

The result of this study will be useful as a recommendation for the other researchers who will conduct any further studies in the same field.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. Some terms are used in this study and they need to be theoretically explained.

1. Speaking Ability

Speaking ability is an important part of the curriculumn in language teaching and it makes them as an important object of assessment as well.[9]

Students who speak English well will have more chances to get good job and gaining promotion. Speaking is so much part of daily life that people take it for granted. The average person produces ten thousands of words a day, although some people like auctioneeers or politicians may produce even more than that. So, natural and integral in speaking that people forget how they once struggled to achieve this skill until they have to learn how to do it all over again in a foreign language.[10]

Speaking is a productive skill, because students have to actively produce language in order to speak. Learners have to practice most of the time because they cannot be active well without a process of eliminating errors in inconsistencies. Speaking is the uniquely human act or process of sharing and exchanging infornation, ideas, and emotions using oral language. Whether in daily information interactors or in formal settings, communicators are requires to organize coherent messages, deliver them clearly and adopt them to the listeners. Based on these

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[9] S Luoma, *Assessing Speaking*, (New York: Cambridge University Press National Academy Press, 2004), p.1

[10] Scott Thornburry, *How to Teach Speaking*, (Essex: Pearson Education Limited, 2005), p.1

explanations above, it can be seen that speaking is very important because language is primarily speech. It needs great effort in order to master the skill.

There are five components of language that influence speaking skill, they are:

1. Pronunciation All words are made up of sounds and speakers of language need to know these sounds. They understandwhat they said to someone and to be understood in their turn.

2. Vocabulary Students need to learn lexis of the language. They need to learn what words mean and they use. It means thatthe students need to have plenty of vocabularies.

3. Grammar Grammar or structure is important in speaking. If we do not know the appropriate grammar in the sentences, the listener will be doubt for what we have said.

4. Fluency Speaking is an activity of reproducing word orally. It indicates that there is a process exchanging ideas between speaker and listener. Therefore, it is important to have fluency as having the capskill of other components of speaking. Fluency of the speaker can make the listener understand what they mean.[11]

Speaking is the way to communication from the speaker to the listener. Someone who speaks they should be able to express their feeling to get the target language/communication. By this communication means the people can interact to other by the language.

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[11]Fisher Douglas, *Checking for Understanding: Formative Assessment Technique for Your Classroom*, (USA: Association for Supervision and Curriculum Development, 2007), p.16

2. Self-Confidence

a. The Defenition of Self-Confidence

Self confidence relates to self in one's personal judgement, ability, power, etc. Sometimes manifested excessively." It means that self confidence is important. Without self confidence, we cannot get knowledge. If people have self confidence, their knowledge will be wider, they are going to be get so much information from the things that they read, they get something. In other words, we can conclude that self confidence is important in our life. Consequently, everybody should possess this skill well.[12]

Actually, self confidence is an important way to improve own general language skills in English. Confidence can be a self fulfilling profession, which means that those without it may fail in achieving goals, or not even try because the lack of self – confidence, and those with it may succed because they have it, rather than because of their actual ability. Being afraid of failure is a sign of this, and can often be the result of experiences from several past failures. Fear and phobia is often called the oppsite to confidence.

Language is essentially speech and speech is basically communication by sound. She also adds that speaking skill is used by students in daily life communication whether at school or outside. The skill is acquired by many repition. Speaking ability is learn by the learners in the university, lecturer should create the condition of students in learning speaking especially for speaking class. Speaking is the process of speak to people or a group of people. Beside that, among many factors that influence speech, self confidence is assumend to be most important factor in affect students

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[12] RichardRyan, *Ordinary and Extraordinary Self-Confidence :Clasic Definition and Direction*, (Contempory Educational Psychology, 2000), p.27

speaking. There is no relationship between self-confidence and speaking ability,because as discussed above, self confidence is related to something spoken or something told.[13]

Kelly stated that one main reason we feel confident in some situations is how we know about the skill to perform. If you know what to do and also know that you are capable of doing it, you are likely to feel confident. If you are sure about how to prepare and deliver a speech, you will also feel confident about public speaking. It means, before we speaks to public, we measure the skill of ourselves first and if we feel capable of doing it, then we will feel confident.[14]

b. The Aspects of Self-Confidence

Self-confidence counts in two, interrelated aspects: it links the feeling of personal efficacy to a sense of personal merit. It is integrated sum of self-confidence and self-reflect.[15]

c. The Importance of Self-Confidence

Gilliland devotes a whole a chapter to self-confidence in excellent book *Teaching the Native American* and concludes, "Self-confidence is the most important factor in achievement.[16]

Self-confidence should be a result of positive things one has done with his life, such as learning in school or helping others, rather than a birthright. Students can feel

[13]Etsuko Suwemi, *An Analysis of The Eight Grade Student's Speaking Ability in Giving and Asking Direction at SMP 12 Padang*, (Padang: Universitas Bunghatta, 2015), p.7

[14]L Kelly, *Speaking with Confidence and Skill*, (America: University Press of America, 1989), p.3

[15]Branden, *Self-respect and Self-confidence, (*American: Book Company, 1996) p.185.

[16]Hp Gilliand, *Teaching the Native American, (*New Jersey: Prentice Hall, 1994), p.26.

good about themselves based on the result of their effort and hard work they exert in and out of school.

People with appropriate self-confidence experience themselves better; they are and feel alive; they are proud of it and are more willing to go beyond themselves and care of others. They establish certain bonds easily, they don't feel alone, and they have that *joie de vivre* which is so important to manage their lives with ease and are relaxed towards their own destiny, towards their own happiness interpersonal.

d. The Measures of Self-Confidence

Chiert stated that self-confidence can be measured through observation and intuition. Self-confidence may gradually increased. The students may begin to speak loudly and clearly, may develop positive relationship with peers, and may begin to use appropriate movement, begin to look up at the audience rather than looking elsewhere due to nervous.[17]

Based on the explanations above, it can be seen that when considering an individual's beliefs about his/her ability concerning a specific task or set of tasks, while self-confidence is more often referred to as a broader and more stable trait concerning an individual's perceptions of overall capskill. By having self-confidence, will help the individual and the students to increase and implement their abilities.

According to Wikipedia, The Competitive State Anxiety Inventory-2 (CSAI-2) measures on a scale of 1 to 4 how confident athletes feel about winning an upcoming match. Likewise, the Trait Robustness of Sports-Confidence Inventory (TROSCI)

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[17]J Chiert & Hunsberger, *All You Need to Teach Series Drama: Learning Through Movement, Improvisation, Mine and Speech*, (Australia: Macmillan Education Aus, 2004), p.14

requires respondents to provide numerical answers on a nine-point scale answering such questions about how much one's self-confidence goes up and down, and how sensitive one's self-confidence is to performance and negative feedback. Others, skeptical about the skill of such self-report indices, have measured self-confidence by having examiners assess non-verbal cues of subjects, measuring on a scale of 1 to 5 whether the individual

1. Maintains frequent eye contact or almost completely avoids eye contact

2. Engages in little or no fidgeting or a lot of fidgeting

3. Seldom or frequently uses self-comforting gestures (e.g. stroking hair or chin, arms around self)

4. Sits up straight facing the experimenter or sits hunched over or rigidly without facing the experimenter

5. Has a natural facial expression or grimaces

6. Does not twiddle hands, or, frequently twiddles something in their hand

7. Uses body and hand gestures to emphasize a point or never uses hand or body gestures to emphasize a point or makes inappropriate gestures.

Based on some points above, there are some criterias and performances that perform by someone who has self-confidence. When she/he has good selfconfidence, she/he will perform better in every activity that they do.

e. **Characteristics of High Self Confidence**

There are some characteristics of high self-confidence that having by every individuals, it can be seen from the explanation by Judy H. Wright that described the characteristics of high self-confidence has certain characteristics of those who have high self esteem and confidence in their skill to affect the journey of their life. These factors are universal and can be learned if they are not present in you life right now.

1. They are ambitious. They want more from life than existence or survival. They can envise themselves in better circumstances and surroundings.

2. They are goal oriented. They seek a challenge of completing and setting new goals for themselves. They are not especially competitive, except against themselves. They enjoy breaking their own records.

3. They have learned to communicate. They know how to ask for what they want and to hear advice and counsel. It is less important for them to be right than to be effective. They listen more than they speak.

4. They are loving and kind. Those people who have a good inner self image form nourishing relationships instead of toxic ones. They have learned to detach from relationships which do not allow them to be authentic.

5. They are attractive and open to others. Self-confident people are usually drawn to one another. They vibrate their confidence in a way that attracts good things and good people to them. Being attractive does not necessarily mean physically attractive in the usual sense of the word, but rather spiritually beautiful.[18]

There are also universal characteristics of those who have low self-esteem and lack the confidence to attract abundance in all areas of life to them. These factors often influence the joy that a person may experience.

1. They are fearful of change. Many people with low confidence in the future come from a basis of lack and live their life in fear.

2. They are pessimistic and tend to see the glass as half empty.

3. They have difficulty communicating what they really want from life. They have no clear idea of what they value and are muddy about goals and desires.

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[18]Dini Deswarni, *The Use of Skit Technique to Increase Students' Self-Confidence in Speaking,* (Duri: STAI Hubbulwathan*, 2017), p.107*

4. They want to please others more than be true to themselves. The desire to have peace at any price is more important than discovering their own potential. Almost as chameleons, lizards that change colors to fit the environment they are in, those who lack self-confidence

5. They are insecure and are drawn to others who also see themselves as victims. They often form destructive and toxic relationships that reflect and increase their lack of self-worth.[19]

Confidence, self-esteem or sure knowledge of who you are, comes from knowledge of self-inspection. It is an intimate experience and resides in the core of your being. Internal work is the hardest labor you will ever do in your life. There is no greater barrier to strong, healthy and mutually respectfully relationships than lack of confidence.

Based on the explanation above, the differences characteristics between the individual who has high and low self-confidence can be seen. There are so many positive effects that can be obtained by every people who have good self-confidence. The individual with high and good self-confidence will get success in everything they do.

From all of theories and explanation above, it can be seen that self- confidence is realy needed in every part of our live, starting from home until outside of home. Especially in school environment, the students really need self- confidence to show their skill in their subject. When the students have good self- confidence, they will have good relationship and communication with their environment and they will motivate to increase their skill in their academic life especially to face English

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[19]*Ibid*, p.108

subject where the students must have some abilities and skills in English. One of the abilities in English that need self-confidence is speaking.

Speaking is one of the abilities that have to be mastered by students. In speaking English, students must have good self-confidence in order to deliver their idea and their opinion so that they can build good communication by using English without worrying to make a mistake and to be mocked by their friends.

f. The Correlation Between Self Confidence and Speaking Ability

David G. Myers said that the characteristics of confident people are they who are confidence in speaking, speaking calmly, able to communicate effectively, clearly in simple language. Therefore, it is clear that speaking ability is determined by psychological factor, namely self-confidence.[20]

Jalaluddin Rakhmat in communication psychology book states that people who do not have good self-confidence will avoid the communication and choose to be quite.[21]

From the two opinions of experts above, we know that one of the factors that influences speaking ability is self-confidence. If the level of of self-confidence is high, so the speaking ability will also be good.

B. Related Studies

A lot of researchers had already reported their research about self confidence.Some of findings of related research are presented in section as follows:

Rahmawati in her research "The Correlation Between Self-Confidence to the Students' Speaking Achievement at the Second Class of SMP Muhammadiyah 1

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[20]David G. Myers, *Social Psychology*, (New York: McGraw-Hill, 1988), p. 358

[21]Jalaluddin Rakhmat,*Psikologi Komunikasi*, (Bandung: Remaja Rosdakarya, 2005), p. 78

Medan Academic Years 2009/2010. As the result, she concluded that there was correlation between self-confidence to the students' speaking achievement. [22]

The other research is from Halima, "The Importance of Self-Confidence in Enhancing Foreign Language Learners' Speaking Skill at the Case of First Year LMD Students of English, University of Biskra". She pointed out that there is a positive relationship between self-confidence and oral proficiency. The positive findings revealed in this study show that high level of self-confidence is an important factor in enhancing English language learners' oral productions.[23]

Furthermore, of the some findings s above describe that there is a correlation between the self confidence with students' skill. Furthermore, in this research the researcher will focuses on students' self confidence and students' speaking skill and the data analysis technique that will be used in this research is quantitative method namely correlation.

As the conclusion, the researcher conducted this research with different subject, setting and design. There were three findings about self-confidence above. Thefinding was Rahmawati and Halima focused on investigating the oral proficiency and students self confidence by using indirect strategy in Iran. In this research, the researcher focused on the correlation between students' speaking and students; self confidence. This research was taken a place at the tenth grade in SMK Tritech Informatika Medan.

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[22]Rahmawati, (2014), *The Correlation between Self Esteem to the Students Speaking Achievement at the Second Class of SMP Muhammadiyah 1 Medan Academic Year 2009/2010*.

[23]Achour Halima, (2016), "*The Importance of Self-Esteem in Enhancing Foreign Language Learners' Speaking Skill at the Case of First Year LMD Students of English*, University of Biskra".

C. Conceptual Framework

In this research speaking skill meant the students' ability to communicate each other and to express their ideas concern with pronunciation, accuracy and fluency. While, according to Halliday and Biber cited in Rahmawati "Speaking is the verbal use of language to communicate with others".[24]

Furthermore, speaking is one of the four skills that require special abilities to be mastered, not only the linguistic ability but also the ability to use it appropriately in different situations; as a result the students found some difficulties when they learnt a foreign language especially in speaking. There are some speaking problems that teacher can come across in getting students to talk in the classroom. Those were; inhibition lack of topical knowledge, low or uneven participation, have no confidence with their competence in English and mother-tongue used that influenced the students' speaking. As the result, students' failure in speaking not only a result of the lack of linguistic rules but also psychological factors such as self confidence which intervened in speaking which should be taken by the teacher as the important factor in teaching English.

In the Al-Qur'an, Allah SWT commands human to speak well as follows:

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[24]Rahmawati, (2014), *The Correlation between Self Esteem to the Students Speaking Achievement at the Second Class of SMP Muhammadiyah 1 Medan Academic Year 2009/2010*, p. 138

⁊◆□■□▤□·▤□❽ⱱ⟋⤳·⧫➔Ɱ⇔Ɱ⬅☞⟟⓪⅄ⱱ◆□⬧⟋·⧫⦀⓵�финⓉ⊠⓪Ɋ▣⬧⟊⬀⧫

➔ⅩℭⱿⱶⱮⱭ⬅☞☼□▥◆□⥃₥□➔⬦✖❷⬰➔⓪Ⓝ�Ɱ✖⥀

The meaning: And (remember) when we took a covenant from the children of Israel, (saying): worship none but Allah (Alone) and be dutiful and good to parents, and to kindred, and to orphans and *Al-Masakin* (the poor), and speak good to people (enjoin righteousness and forbid evil, and say the truth about Muhammad SAW and perform *As-Salat*, and give *Zakat*. Then you slid back, except a few of you, while you are backsliders. (Q.S Al-Baqarah:83).[25]

In the Jalalain's interpretation, it is explained that a good speech is honest, gentle, and contains of invitation to do good thing and avoid doing evil.[26]

To sum up, self confidence often has a connection with health mental, successful learning, living effectively, and even the good life Murk in Satriani.[27] Gilliland as excerpted in Rahmawati says that "self confidence is the most important factor in achievement. In hence, self confidence is defined as the set of attitudes and beliefs that a person bears in relation to the outside world, which includes expectations of success or failure, the effort required for possible success and the reaction to possible failure Coopersmith cited in Piran in . People with appropriate self confidence have better experience; they feel alive; they are proud of it, they have more motivation and care of others. They establish certain relationships with other easily; they do not feel alone, they are relaxed towards their own destiny, towards their own happiness.

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[25]Muhammad Taqi-ud-din Al-hilali and Muhammad Muhsin Khan, *Translation Of The Means Of The Noble Qur'an In The English Language,* (Madinah: King Fadh Complex For The Printing Of The Holy Qur'an), p. 16-17.

[26]Jalaluddin Al-Mahalli dan As-Suyuti, (2007), *Tafsir Jalalain*, (Bandung: Sinar Baru Algensindo), p.8.

[27]Intan Satriani, (2014), *Correlation between Students' Self Esteem and English Language Proficiency of Indonesian EFL Students,* p.1.

Furthermore, According to Winter in Fahim and Rad, people with high self-confidence have more realistic views of themselves and others i.e. they consider weak points and shortcomings more realistically, instead of criticizing severely themselves. This group of people will not have any problem in adjusting to the environment. On the contrary, people with low level of self-concept are likely to become malady jousted; because of the negative attitudes they hold towards others and themselves.[28]

Al-Qur'an as the first reference also explains about self confidence clearly in a number as follows:

•♦□☎⅄−□↖Ҁ❧Ӱ♭•✍•♦□☎⅄−□←✪♦❽⟱♦□✎↖⚡←☞✪□◲◆□♦♫⤢□■

◼⇕↖☞⊛⌒⅄♫Ⓡ①⟊←♦✿↗⊘◆×✓⚛Ҁ⚛✎↝•⓾✎↫⟱◰⌀⤻

The meaning: So do not become weak (against your enemy), nor be sad, and you will be superior (in victory) if you are indeed (true) believers. (Q.S Al-Imran: 139)[29]

In the Muhammad Quraish Shihab interpretation, it is explained that Allah SWT instruct the Muslims to do not feel weak in the face of their enemies and do not be sad about what happened in the Uhud war, but be strong mentally.[30]

In general, more successful academic accomplishments are coupled with higher self-confidence. Because there is such a strong, positive relationship and a continuous interaction between these two factors, studying them together can serve students, teachers, counsellors and anyone working in the school environment in a beneficial manner. Alwasilah who states that, students' self-confidence is one of the variables to achieve their success in implementing educational program. ''No

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[28]Mansoor Fahim and Rad, Somaye Khojaste, (2012), *"The Relationship between Self-Esteem and Paragraph Writing of Iranian EFL Learners"*, *Psychology*, p.1

[29]Muhammad Taqi-ud-din Al-hilali and Muhammad Muhsin Khan, *op.cit.*, p. 94

[30]Muhammad Quraish Shihab, (2001), *Pesan dan Kesan Keserasian Al-Qur'an*, (Jakarta: Lentera Hati), p. 226.

successful cognitive or affective activity can be carried out without some degree of self-confidence'' Brown in Navita. Because of the role of self-confidence in learners' spoken language, without self-confidence learners are unable to produce language because when learners doubt in their abilities to speak, they are not motivated to speak at all or they do not participate in classroom activities that need more spoken language. In addition, some learners miss classes in order to avoid attending classes and speaking. Such behaviours on the learners' part indicate their fear and lack of trust in their abilities.

D. Hypothesis

Hypothesis was defined as a tentative statement about the outcome of the research Hatch and Lazaraton.[31] Researcher assumed there were two hypotheses in this correlation research namely H1: there was correlation between students' self confidence and the students' speaking skill. H0: there was no correlation between students self confidence and the students' speaking skill.

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[31]E Hatch & Lazaraton, (1991), *The Research Manual: Design and Statistics for Applied Linguistics*, Boston, Massachusetts: A Division of Wadsworth, Inc, p.23.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Study

This research will be conducted at the school of MAN 2 Madina.

B. Population And Sample

Population is all of research subject. Population is the total of items about which information is desired. The population and sample of this research was all of IPA students of the Eleventh Grade Students of MAN 2 Madina in the academic year 2020/2021. The number of population and sample of this research is 30 students. In this research, the researcher used total population sampling technique.

C. Research Method

This research is correlational. The main purpose of the research is to find out the correlation of two variables. Dependent variable is speaking ability which is symbolized by Y and self-confidence which is symbolized by X is as independent variable. To know about the correlation between self-confidence to students' English speaking ability of the Eleventh Grade Students of MAN 2 Madina in academic year 2020/2021 the researcher was used this design as a research method.

D. Research Instruments

Instrument is a tool to gain the data in the research. The instruments used in the research were test and questionnaire. The intelligence test was an oral test that

systematically done by guidance rubric of speaking.[32] Questionnaire is some written questions which use in obtaining information from the respondents such as report about their personal, or anything which they know.[33] In thisresearch, the researcher used Coopersmith scale.

1. Speaking Test

a. Conceptual Definition

Speaking test is the researcher will test the students by asking them to give a report orally either in individual test or group test based on the topic given.

b. Operational Definition

The students' speaking ability is the score of the students after doing the speaking test. For speaking ability the researcher use descriptive text as the test, in this case the students need to tell orally about their idol by using English language.

c. Specification

Tabel 3.1

The Assessment of Pronunciation

Classification	Score	Criteria
Very Good	20	Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	15	Pronunciation is still moderately influenced bymother tongue but no serious phonological errors. A few grammatical and lexical errors

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[32] Sity Yudiarti Fajriah Rusdi, *Improving the Student's Speaking Ability By Using Thematic Materials A Class Action Research to the First Year Students of Mtsn. ModelMakassar)*, (Makassar: Tarbiyah and Teaching Science Faculty of UIN Alauddin,2015), p. 262.

[33]Suharsimi Arikunto, op.cit, p. 35.

but only one or two major error causing confusion.

Classification	Score	Criteria
Poor	10	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many "basic" grammatical and lexical errors.
Very Poor	5	Serious pronunciation errors as well as many 'basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course

Table 3.2

The Assessment of Vocabulary

Classification	Score	Criteria
Very Good	20	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	15	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Poor	10	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Very Poor	5	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited

range of expression.

Table 3.3

The Assessment Of Grammar

Classification	Score	Criteria
Very Good	20	There is no error in grammar
Good	15	There is a little error in grammar
Poor	10	There are some errors in grammar
Very Poor	5	There are many errors in grammar

Table 3.4

The Assessment of Accuracy and Fluency

Classification	Score	Criteria
Very Good	20	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	15	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Poor	10	Only small bits (usually short sentence and phrase) can be understood and then with

considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood.

Very Poor	5	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

Table 3.5

The Assessment of Fluency

Classification	Score	Criteria
Very Good	20	There is no repetition and mostly easy to understand.
Good	15	There is a little repetition and almost easy to understand.
Poor	10	There are some repetitions and speak hesitantly.
Very Poor	5	There are many repetitions and difficult to understand.

To know the students score in speaking, the students' product speaking was scored by using the following classification which divided to five classifications as follow:

Table 3.6

Classification of Speaking Score

No	Score	Criteria
1	90-100	Very Good

2	80-89	Good
4	70-79	Poor
5	≤69	Very Poor

2. Questionnaire

Questionnaire is some written questions which use in obtaining information from the respondents such as report about their personal, or anything which they know. The researcher administered the questionnaire to know the students perception about their self. The kind of the questionnaire was close questionnaire. The questionnaire was adopted from Coopermith scale, while the scoring system were: Satisfied Agree (SA) =4, Agree (A)=3, Disagree (D)=2, Satisfied Disagree (SD)= 1 for favorable items. While, the scoring system for unfavorable items were Satisfied Agree (SA) =1, Agree (A) =2, Disagree (D) =3, Satisfied Disagree (SD)= 4

To know the students self-confidence score, the students' product self-confidencewas scored by using the following classification which divided to four classifications as follow:

Table 3.7

Classification of Self-Confidence Score

Score	Classification
76-100	Very High
51-75	High
26-50	Low
1-25	Very Low

E. The Technique Of Data Analysis

In this research, for analyzing the data, the researcher uses productmoment correlation coefficients[34].To find out the correlation between self-confidence to students' English speaking ability of the Tenth grade students of SMK Tritech Informatika Medan, the researcher uses following formula:

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

Notes:

r_{xy} : Correlation coefficient

N   : The total of sample participating in this study

$\sum_{xy}$: The total score of students'self-confidence

$\sum_{y}$: The total score of students'speaking ability

$\sum x$: The total of multiple score of students' self-confidence and their speaking ability.

$\sum x^2$: The total of square score of students' self-confidence

$\sum y^2$: The total of square score of students' speakingability

The data was analyzed through some steps as follows:

a. Determining the scores of N, $\sum x$, $\sum y$, $\sum xy$, $\sum x^2$, and $\sum y^2$;

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[34] Hartono, *Statistik Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar 2010), p. 84

b. Determining and calculating the scores of r_{xy} using Product moment correlation formula;

c. Interpreting the scores of using the Table 3.2 below:

Table 3.8

Table of r Score Interpretation

The *r* score scale	Interpretation of r correlation
0.800—1.00	High correlation
0.600—0.800	Sufficient correlation
0.400—0.600	Fair correlation
0.200—0.400	Low correlation
0.000—0.200	Very low correlation

The researcher uses SPSS inanalyzing data. SPSS is probably the most common statistical data analysissoftware package used in educational research and is available at mostinstitutions of higher education.

F. Statistical Hypotheses

The statistical hypotheses of this study are symbolized into:

H_a : $\rho \neq 0$ or if rxy>rt, H_a is accepted, and H_o is rejected;

H_o : $\rho = 0$ or if rxy<rt, H_o is accepted, and H_a is rejected.

The statistical hypotheses above may be explained as follows:

(H_a): there is any significant relationship betweenstudents' self-confidence and their speaking ability (Alternative hypothesis).

(H_o): there is no any significant relationship betweenstudents' self-confidence and their speaking ability (Null hypothesis).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

The findings of this research deal with the students speaking ability score obtained through test, self-confidence score obtained from questionnaire and analysis correlation are presented below:

1. The Students' Self-Confidence

Table 4.1

The Score of Students Self-Confidence

NO	PARTICIPANTS	SCORE
1.	ADR	88
2.	AR	90
3.	AH	85
4.	AFH	90
5.	AF	88
6.	AN	85
7.	DS	80

8.	FM	85
9.	FR	90
10.	HN	85
11.	IS	88
12.	ILR	85
13.	JAF	90
14.	LG	90
15.	MSD	80
16.	MLZ	85
17.	MW	90
18.	MC	85
19.	MLN	90
20.	MSN	90
21.	NA	85
22.	NFS	90
23.	NAM	80
24.	NN	80
25.	NR	70
26.	RZ	80
27.	RA	75
28.	RMS	80
29.	RK	90
30.	SS	80

TOTAL   **2549**

From the data above, the writer concludes that the lowest score in Self-Confidence test is 70 and the highest score is 90.

2. **The Students' Speaking Ability**

Table 4.2

The Score of Students' Speaking Ability

NO	PARTICIPANTS	SCORE
1.	ADR	85
2.	AR	80
3.	AH	80
4.	AFH	85
5.	AF	75
6.	AN	85
7.	DS	80
8.	FM	80
9.	FR	75
10.	HN	85
11.	IS	95
12.	ILR	90
13.	JAF	85
14.	LG	90
15.	MSD	85

16.	MLZ	70
17.	MW	85
18.	MC	95
19.	MLN	85
20.	MSN	65
21.	NA	80
22.	NFS	85
23.	NAM	95
24.	NN	90
25.	NR	65
26.	RZ	90
27.	RA	85
28.	RMS	65
29.	RK	85
30.	SS	70
	TOTAL	**2465**

From the data above, the writer concludes that the lowest score in Speaking Ability test is 65 and the highest score is 95.

A. **Analysis Requirements Testing**

1. **The Scores Classification of Students' Speaking Ability and Self-Confidence**

Table 4.3

The distribution of the frequency and percentage of students' speaking

score

Score	Classification	Frequencies	Percentage
90-100	Very Good	7	23%
80-89	Good	16	53%
70-79	Poor	4	14%
≤69	Very Poor	3	10%
Total		**30**	**100%**

Table 4.1 shows that, the rate percentage of the students score in speaking from 30 students, there were 7 (23%) students obtained very good and the students obtained very poor 3 (10%).

Table 4.4

The distribution of the frequency and percentage of students' self-confidence

score

Score	Classification	Frequencies	Percentage
76-100	Very High	30	100%
51-75	High	0	0%
26-50	Low	0	0%
1-25	Very Low	0	0%
Total		**30**	**100%**

Table 4.5 indicates that all of the students 30 (100%) obtained very high score in self-confidence.

3. The Mean Score of Students' Speaking Ability and Self-Confidence

Table 4.5

The mean score of the students' speaking ability

Mean Score	82,16

The analysis of mean score of students' speaking ability showed that the students' speaking ability of MAN 2 Madina was good.

Table 4.6

The Mean Score of Students' Self-Confidence

Mean Score	84,96

The analysis of mean score of students' self-confidence above shows that the students' self-confidence of MAN 2 Madina was very high.

4. The Correlation Analysis Between The Students' Self-Confidence and Their Speaking Ability.

Table 4.7

The Correlation Analysis Between The Students' Self-Confidence (X) and Their Speaking Ability (Y).

NO	PARTICIPANTS	X	Y	X²	Y²	XY
1.	ADR	88	85	7744	7225	7480
2.	AR	90	80	8100	6400	7200
3.	AH	85	80	7225	6400	6800
4.	AFH	90	85	8100	7225	7620
5.	AF	88	75	7744	5625	6600
6.	AN	85	85	7225	7225	7225
7.	DS	80	80	6400	6400	6400
8.	FM	85	80	7225	6400	6800
9.	FR	90	75	8100	5625	6750
10.	HN	85	85	7225	7225	7225
11.	IS	88	95	7744	9025	8360
12.	ILR	85	90	7225	8100	7650
13.	JAF	90	85	8100	7225	7650
14.	LG	90	90	8100	8100	8100
15.	MSD	80	85	6400	7225	6800
16.	MLZ	85	70	7225	4900	5950
17.	MW	90	85	8100	7225	7650
18.	MC	85	95	7225	9025	8075
19.	MLN	90	85	8100	7225	7650
20.	MSN	90	65	8100	4225	5850
21.	NA	85	80	7225	6400	6800
22.	NFS	90	85	8100	7225	7650

23.	NAM	80	95	6400	9025	7600
24.	NN	80	90	6400	8100	7200
25.	NR	70	65	4900	4225	4550
26.	RZ	80	90	6400	8100	7200
27.	RA	75	85	5625	7225	6375
28.	RMS	80	65	6400	4225	5200
29.	RK	90	85	8100	7225	7650
30.	SS	80	70	6400	4900	5600
$\sum$	**30**	**2549**	**2465**	**217357**	**204675**	**209660**

Based on the table above, the writer get:

N $\quad$ = 30

$\sum X \quad$ = 2549

$\sum Y \quad$ = 2465

$\sum X^2 \quad$ = 217357

$\sum Y^2 \quad$ = 204675

$\sum XY \quad$ = 209660

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

$$= \frac{30\,(209660) - (2549)(2465)}{\sqrt{[30\,(217357) - (2549)^2]\,[\,30\,(204675) - (2465)^2\,]}}$$

$$= \frac{6289800 - 6283285}{\sqrt{[6520710 - 6497401]\,[\,6140250 - 6076225]}}$$

$$= \frac{6515}{\sqrt{[23309]\,[\,64025]}}$$

$$= \frac{6515}{\sqrt{1492358725}}$$

$$= \frac{6515}{38631}$$

$$= 0{,}168$$

B. Hypothesis Testing

This study is aimed to answer the following hypotheses:

H1: there was correlation between students' self confidence and the students' speaking ability.

H0: there was no correlation between students self confidence and the students' speaking skill

Based on the the findings of this study, the coefficient correlation between self-confidence to the students' speaking ability was 0,168. This means that, the h_1 was rejected and the h_0 was accepted there was no correlation between self-confidence to students' speaking ability.

C. Discussion

The data analysis has generated some findings that are important in providing the answer to the research question proposed in this study, "Is there any correlation between self-confidence to students' English speaking ability of the eleventh grade students' of MAN 2 Madina?". Based on the findings of data analysis above, the coefficient of correlation (r_{xy}) was 0,168, it shows that the h_1 was rejected and the h_0 was accepted. In other words, there was no correlation between self-confidence to students' speaking ability.

From the research findings, the researcher take a conclusion that the students low in academic achievement in English especially in speaking not only influenced by the psychological but also it can be influenced by the difficulties of the English itself, especially in speaking. In the other words, the students' score in speaking can be influenced by some elements in speaking itself such as, the students have poor vocabulary or the unfamiliar topic when they asked to speak in the class, awareness to speak because they did not have enough knowledge about how to pronounce the English words, and the last is they are afraid for making a mistake in on grammar.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the findings of the data analysis it has been identified that, the students of MAN 2 Madina had high self-confidence with the mean score 84.96, and good in speaking ability with the mean score 82.16. Furthermore, the coefficient correlation (rxy): 0.168 the correlation was very low (there was no correlation). It meant that the h_1 is rejected and h_0 is accepted, on the other words there was no correlation between students' self-confidence and students' speaking ability of the eleventh grade students' of MAN 2 Madina 2020/2021.

B. Suggestion

Based on the conclusion above there are some important points that should be noted to the students. Students should be practice more in speaking to make their speaking improve, and also the researcher suggest them to just say out what they want to say when their teacher ask them to speak. For teachers, the researcher hope that the English teachers take more attention to care about the students' potential in English. For 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 her/his research.

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APPENDIXS

1. Instrument of Speaking

Buatlah descriptive text dalam bahasa Inggris tentang Idola kalian, kemudian presentasikan di depan kelas!

2. Instrument of Self-Confidence

Nama :

Kelas :

Instruksi!

Baca dengan teliti setiap pernyataan di bawah ini, kemudian beri tanda centang (√) pada setiap pernyataan apakah anda Sangat Setuju (SS), Setuju (S), Tidak Setuju (TS) dan Sangat Tidak Setuju (STS).

NO	PERNYATAAN	SS	S	TS	STS
1.	Saya tidak pernah merasa yakin pada diri sendiri ketika berbicara bahasa inggris di kelas				
2.	Saya tidak takut salah ketika berbicara bahasa inggris				

3.	Saya gemetar ketika akan berbicara bahasa inggris di depan kelas				
4.	Saya takut ketika saya tidak mengerti apa yang dijelaskan guru dalam bahasa inggris				
5.	Saya bangga dengan kemampuan Bahasa Inggris saya				
6.	Saya sering tidak fokus ketika belajar bahasa inggris				
7.	Saya selalu berpikir bahwa siswa lain lebih pandai berbahasa inggris daripada saya				
8.	Saya merasa nyaman dan senang ketika belajar bahasa inggris				
9.	Saya panik ketika berbicara bahasa inggris tanpa persiapan didepan kelas				
10.	Saya khawatir akan gagal di kelas bahasa inggris saya				
11.	Saya tidak mengerti kenapa siswa lain tidak menyukai bahasa inggris				
12.	Ketika berbicara bahasa inggris di depan kelas, saya sangat gugup sehingga lupa apa yang ingin saya bicarakan				
13.	Saya malu bertanya dan menjawab pertanyaan menggunakan bahasa inggris				
14.	Saya tidak akan gugup berbicara bahasa inggris dengan penutur asli				
15.	Saya kesal ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa inggris				
16.	Saya merasa cemas/takut ketika jam pelajaran bahasa inggris dimulai				
17.	Saya sering tidak mengikuti jam pelajaran bahasa inggris				
18.	Saya merasa percaya diri ketika berbicara				

	bahasa inggris				
19.	Saya takut ketika guru bahasa inggris saya mengkoreksi setiap kesalahan yang saya buat ketika berbicara bahasa inggris				
20.	Saya gugup ketika dipanggil ke depan ketika pelajarn bahasa inggris				
21.	Saya merasa bingung ketika belajar bahasa inggris				
22.	Saya merasa tertekan ketika jam pelajaran bahasa inggris berlangsung				
23.	Saya merasa percaya diri ketika berbicara bahasa inggris di depan orang banyak				
24.	Saya merasa percaya diri ketika berbicara bahasa inggris di depan teman-teman saya				
25.	Saya merasa jam pelajaran bahasa inggris sangat cepat berlalu				

The Result of Students' Score in Speaking Ability and Self-Confidence

NO	PARTICIPANTS	X	Y	X^2	Y^2	XY
1.	ADR	88	85	7744	7225	7480
2.	AR	90	80	8100	6400	7200
3.	AH	85	80	7225	6400	6800
4.	AFH	90	85	8100	7225	7620
5.	AF	88	75	7744	5625	6600
6.	AN	85	85	7225	7225	7225
7.	DS	80	80	6400	6400	6400
8.	FM	85	80	7225	6400	6800
9.	FR	90	75	8100	5625	6750
10.	HN	85	85	7225	7225	7225
11.	IS	88	95	7744	9025	8360
12.	ILR	85	90	7225	8100	7650
13.	JAF	90	85	8100	7225	7650
14.	LG	90	90	8100	8100	8100
15.	MSD	80	85	6400	7225	6800
16.	MLZ	85	70	7225	4900	5950
17.	MW	90	85	8100	7225	7650

18.	MC	85	95	7225	9025	8075
19.	MLN	90	85	8100	7225	7650
20.	MSN	90	65	8100	4225	5850
21.	NA	85	80	7225	6400	6800
22.	NFS	90	85	8100	7225	7650
23.	NAM	80	95	6400	9025	7600
24.	NN	80	90	6400	8100	7200
25.	NR	70	65	4900	4225	4550
26.	RZ	80	90	6400	8100	7200
27.	RA	75	85	5625	7225	6375
28.	RMS	80	65	6400	4225	5200
29.	RK	90	85	8100	7225	7650
30.	SS	80	70	6400	4900	5600
Σ	**30**	**2549**	**2465**	**217357**	**204675**	**209660**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telp. (061) 6615683-6622925 Fax. 6615683

Nomor   : B-7596/ITK/ITK.V.3/PP00.9/07/2020   14 Juli 2020
Lampiran : -
Hal   : **Izin Riset**

Yth. Bapak/Ibu Kepala MAN 2 Madina

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: **Rahmi Salamah**
NIM	: **34154184**
Tempat/Tanggal Lahir	: **Patiluban Hilir, 16 Juli 1997**
Program Studi	: **Pendidikan Bahasa Inggris**
Semester	: **IX (Sembilan)**
Alamat	: **Desa Bonda Kase,Kecamatan Natal,Kabupaten Mandailing Natal. Kelurahan Bonda Kase Kecamatan Natal**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAN 2 Madina , guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE CORRELATION BETWEEN SELF-CONFIDENCE TO STUDENTS' ENGLISH SPEAKING ABILITY

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 14 Juli 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan Kelembagaan

Digitally Signed

Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MANDAILINGNATAL
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SURAT KETERANGAN
Nomor : B- 273 /Ma. 02.29/PP.00.09/07/2020

Yang bertanda tangan di bawah ini :

Nama	:	Rahmuddin, M.Si
Alamat Sekolah	:	Jl. Teuku Umar No. 100
Jabatan	:	Kepala Madrasah

Dengan ini menerangkan bahwa :

Nama	:	Rahmi Salamah
NIM	:	34154184
Tempat/Tanggal Lahir	:	Patiluban Hilir, 16 Juli 1997
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Desa Bonda Kase Kecamatan Natal
		Kabupaten Mandailing Natal Sumatera Utara

Telah selesai melaksanakan Riset di MAN 2 Mandailing Natal yang dilaksanakan pada tanggal 15 s/d 21 Juli 2020, guna untuk memperoleh Informasi/Keterangan dan data-data yang berhubungan dengan skripsi yang berjudul *"THE CORRELATION BETWEEN SELF-CONFIDENCE TO STUDENTS ENGLISH SPEAKING ABILITY"*.

Demikian surat keterangan ini dibuat dan untuk dapat digunakan seperlunya.

Natal, 22 Juli 2020
Kepala MAN 2 Mandailing Natal,

Rahmuddin, M.Si
NIP. 19670317 199803 1 007