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THE INFLUENCE OF LECTURER-STUDENT RAPPORT AND SPEAKING ANXIETY ON SPEAKING SKILL AT THE FIFTH SEMESTER STUDENT OF ENGLISH EDUCATION DEPARTEMENT OF UIN SYAHADA PADANGSIDIMPUAN

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in Partial Fulfillment of the Requirements for the Degree of Magister in English Education

BY

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بسم الله الرحمن الرحيم

Alhamdulillahirabbil'alamin, in the name of Allah, the most gracious and the most merciful, praise belongs to Allah Almighty, the Lord of the Universe. Through His guidance and His blessing, the writer finally completed this academic requirement. Sholawat and Salam are addressed to the Prophet Muhammad his family, his companion and his followers.

This thesis is written and intended to submit in partial of the requirements for the Magister Program in English Education concentration at Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau. The thesis is entitled **"The Influence of Lecturer-Student Rapport and Speaking Anxiety on Speaking Skill in the Fifth Semester Student of English Education Department of UIN SYAHADA Padangsidimpuan"**.

The researcher believes that the writing up of this final project could not be completed without any help of others whose names cannot be mentioned one by one. Therefore, the researcher would like to express gratitude and special thanks to all of persons below who have given the meaningful advice, guidance and assistance to finish this thesis. They are:

1. Prof. Dr. Khairunnas Rajab, M. Ag, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof. Dr. H. Ilyas Husti, MA, the Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.

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4. Dr. Alwizar, M.Ag, the Chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staffs for the kindness, services and advices during the writer's accomplishment of this thesis.
5. Dr. Khairil Anwar, M.A, Secretary of Islamic Education Study Program, State Islamic University of Sultan Syarif Kasim Riau and all staffs for the kindness, services and advices during the writer's accomplishment of this thesis.
6. Dr. Drs. Kalayo Hasibuan, M Ed-TESOL., as the researcher's first supervisor. Thank you so much who have given time for the researcher. The researcher is profoundly grateful for her invaluable assistance, guidance, encouragement and valuable suggestion, advice and motivation to me to finish this thesis.
7. Drs. H. Promadi, MA, PhD as the second supervisor who had the responsibility for her patience in providing guidance, helpful, correction and suggestion.
8. All lecturers of English Education Department, staff, and friends of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau who have not only giving valuable knowledge but also giving insight, values, information, and motivation.
9. Dr.H. Muhammad Darwis Dasopang, M. AgastheRectoroftheStateInstituteforIslamicStudies(IAIN)Padangsidimpuan,a

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ndtheAssistants,Englishlecturers,andallstaffsofIAINPadangsidimpuanthatreall yhelpedwhentheresearchertookthedatatocompletethisthesis.

10. Dr. Eka Sustri Harida M.Pd as the Chief of Language Development Center of the UIN SYAHADA Padangsidimpuan.
11. The deepest gratitude for my beloved husband Fachri Ali Dalimunthe, my sholehah daughter Jihan Makailah Fakhirah DLT, and parents and all of my family who have given their affection, attention, motivation and taking care of the writer in any kind of situation. Besides, they always support me mentally and financially.
12. All the participation for their attention, cooperation, and motivation to complete this thesis as soon as possible, may Allah almighty bless them all. Aamiin Ya Rabbal'alamiin.

Finally, the writer realizes that this graduating paper is still far from being perfect. Therefore, constructive comments, critiques and suggestions are appreciated very much. Hopefully, this thesis could provide useful knowledge and information for the readers.

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘Ain	‘
غ	Ghain	Gh

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ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

2. Double Consonant

The double consonant is written double for instance العامهwritten *al-ammah.*

3. Short Vowel

Fathah is written *a*, for instance (شريعةSyari’ah), Kasrah is written *i*, for instance (الجبالal-Jibali), and Dhomah is written *u*, for instance(ظلوماzhuluman)

4. Double Vowel

او is written*aw,* واiswritten *uw,* ايis written *ay, and* ايis written *i.*

5. Ta’ Marbuthah

The stopped Ta’ Marbuthah in the last verseh, for instance الشريعةis written *syaria’ah*, unless it has been taken into the Indonesian standard, for instance may it. However, when it is read out, it is written t, for instance *al-maytatu* in Arabic : الميتة.

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6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, عبدهلل (*Abdullah*)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian Spelling.

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ABSTRACT

Rosmiyasari Ritonga, (2022) : "*The Influence of Lecturer-Student Rapport and Speaking Anxiety on Speaking Skill at the Fifth Semester Student of English Education Department of UIN SYAHADA Padangsidimpuan"*

This research was aimed to examine the influence of lecturer-student rapport and speaking anxiety on speaking skill at the fifth student semester of English education department of UIN SYAHADA Padangsidimpuan. The data were collected lecturer-student questionnaire, speaking anxiety questionnaire and speaking skill test. This research was correlation research design using quantitative method. The subject of the research was the students of English Education Department of UIN SYAHADA Padangsidimpuan in academic year 2021/2022 consisting 16 classes. The research sample was taken by using random sampling technique from 16 classes which each class had different number of students. The total population was 430 students and the total sample was 43 students. Simple linear regression and multiple regression formula were used to analyze the data. The research findings showed that first, that there was a significant correlation between lecturer-student rapport and students' speaking ability with score (0.00< 0.05). Second, there was a significant correlation between speaking anxiety and students' speaking skill with score (0.02< 0.05). Third, there was significant correlation between rapport and speaking anxiety of students' speaking skill at English Education Department of UIN SYAHADA Padangsidimpuan.

Keyword: Lecturer-Student Rapport, Speaking Anxiety, Speaking Skill

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ABSTRAK

Rosmiyasari ritonga, (2022):"***Pengaruh dari Hubungan antara Hubungan Dosen terhadap Mahasiswa dan Kecemasan Berbicara pada Kemampuan Berbicara dari Mahasiswa Semester Lima di Fakultas Tadris Bahasa Inggris di UIN SYAHADA Padangsidimpuan"***

Penelitian ini bertujuan untuk menguji hubungan antara Hubungan Dosen-Mahasiswa dan Kesulitan Berbicara terhadap Kemampuan Berbicara Mahasiswa di Fakultas Tadris Bahasa Inggris di UIN SYAHADA Padangsidimpuan. Data dikumpulkan melalui kuesioner pujian dosen, kuesioner kesulitan berbicara dan tes kemampuan berbicara. Penelitian ini adalah penelitian desain korelasi menggunakan metode kuantitatif. Subjek penelitian adalah mahasiswa Fakultas Tarbiyah Tadris Bahasa Inggris terdiri dari 16 kelas. Pengambilan sampel pada penelitian ini melalui metode tekhnik sample acak dari 16 kelas yang masing-masing kelas memiliki jumlah siswa yang berbeda. Jumlah populasi 430 mahasiswa dan sampel 43 siswa. Regresi linier sederhana dan regresi berganda digunakan untuk menganalisa data. Hasil akhir dari penelitian ini menunjukkan bahwa pertama, bahwa terdapat hubungan yang signifikan antara pujian doswn terhadap kemampuan berbicara mahasiswa dengan nilai (0,00 <0,05). Kedua, ada hubungan yang signifikan antara kesulitan berbicara terhadap kemampuan berbicara mahasiswa dengan nilai (0,02<0,05). Ketiga, ada hubungan yang signifikan antara pujian dosen dan kesulitan berbicara mahasiswa terhadap kemampuan berbicara mahasiswa dengan nilai 0,00<0,05 di Fakultas Tarbiyah Tadris Bahasa Inggris di UIN SYAHADA Padangsidimpuan.

Kata Kunci : Hubungan Dosen- Mahasiswa, Kusulitan Berbicara , Kemampuan Berbicara

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نبذة مختصرة

روزميا ساري ريتونجا ، 2023: تأثير العلاقة بين مدح المحاضر على الطلاب وقلق الكلام على القدرة على التحدث لطلاب الفصل الخامس في كلية اللغة الإنجليزية UIN SYAHADA Padangsidimpuan في Tadris

تهدف هذه الدراسة إلى فحص العلاقة بين مدح المحاضر وصعوبات التحدث على قدرة الطلاب على التحدث في كلية اللغة الإنجليزية في تادريس في UIN SYAHADA Padangsidimpuan. تم جمع البيانات من خلال استبيانات مدح المحاضر واستبيانات صعوبة النطق واختبارات القدرة على التحدث. هذا البحث عبارة عن بحث تصميم ارتباط باستخدام الأساليب الكمية. شارك في البحث طلاب كلية تربية تدريس للغة الإنجليزية المكونة من 9 فصلاً. تم أخذ العينات في هذه الدراسة باستخدام تقنية العينة العشوائية من 9 فصلاً ، كل فصل يحتوي على عدد مختلف من الطلاب. مجموع السكان 67 طالبا وعينة 43 طالبا. تم استخدام الانحدار الخطي البسيط والانحدار المتعدد لتحليل البيانات. تشير النتائج النهائية لهذه الدراسة أولاً ، إلى أن هناك علاقة ذات دلالة إحصائية بين المديح السفلي وقدرة الطلاب على التحدث مع الدرجات (0.00 <0.05). ثانيًا ، توجد علاقة ذات دلالة إحصائية بين صعوبات التحدث وقدرة الطلاب على التحدث مع الدرجات (0.02 <0.05). ثالثًا ، هناك علاقة ذات دلالة إحصائية بين مدح المحاضر وصعوبات التحدث لدى الطلاب في قدرة الطلاب على التحدث بدرجة 0.00 <0.05 في كلية تربية تادريس للغة الإنجليزية في UIN SYAHADA Padangsidimpuan.

الكلمات المفتاحية: مدح المحاضر ، صعوبة الكلام ، القدرة

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CHAPTER I

INTRODUCTION

A. Background of the Research

Educators today have many roles to fulfill. All of the current trends and new knowledge about the ways students learnt, educators were called on to teach more enjoyable and more new things in more and more new ways in order to be more effective in their classrooms, one of the ways is lecturers need to build good relationships with their students. Students who build good relationships with their lecturers were more likely to be successful in their studies.

The meaning of relationship between the lecturer and students was rapport. Rapport was the relationship or connection that you establish with your students, a relationship built on trust and respect that lead to students' feeling capable, competent, and creative (Brown, 2001). Rapport was a key characteristic of human interaction. It was a commonality of perspective. It was about basic interaction at every level. The relationship and rapport developed between a lecturer and their students was a vital ingredient in the success of any lesson and in aiding students to learn.

Good student-lecturer rapport is important in English Language Teaching (ELT) since it could improve student's chances to be successful in their performance, so that educators must strive to form meaningful relationships with students (Harmer, 2007; Pianta, 1999). Rapport in educational context has two dimensions, namely, positive rapport indicated by

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the high degree of students' feeling of connectedness to their English lecturers and negative rapport indicated by a high level of students' anxiety in their interaction with English teachers (Creasey, Jarvis, & Knapcik, 2009). In Indonesian context, negative rapport is still found because not all teachers build close relationships with their students. Although some lecturers care enough in helping students to deal with their problems, apathetic lecturers are still found (Wahyuni, 2018). Moreover, another study also stated that every lecturer would have different understanding of lecturer-student rapport and many of them are unaware about how to build and maintain rapport (Farrell, 2014). This condition cannot be ignored since negative lecturer-student rapport would affect academic achievement, because the role of rapport in an ELT context is very important as the foundation for a constructive, active, cooperative, and enjoyable learningprocess in the classroom (Fleming, 2003).

The same problem also happened in its relation to speaking anxiety. It becomes an interesting variable that can influence language learning achievement. The effect can be either negative or positive. However, it has been a matter of considerable interest in language education setting for educators since it is a major obstacle to foreign language learning that the learners need to overcome (Wu, 2010; Zheng, 2008). It is said that one-third of all foreign language learners' experience some level of language anxiety (Horwitz, 2001).Language anxiety has been a topic of much interest and research in recent years. Of the language skills, speaking becomes the major effect of language learners' anxiety. Oral communication is two-way processes

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between a listener and speaker (Byrne, 1984). Speaking basically involves both productive and receptive skills. As a productive skill, aspeaker produces and uses the language by expressing ideas and at the same time he or she tries to get the ideas or the message across, that is, the process of giving message or encoding process.

Within the field of research itself, lots have been done in terms all language skills. Speaking might have its own numerous researches. Among the four language skills, much attention of research on anxiety has been given to speaking skill. This case is also based on the fact that speaking skill is likely more complex compared to others kills. There are some many variables that can influence learners' speaking performance. Among these variables, language anxiety is very common problem that influences students' speaking performance.

Language anxiety, a complex psychological construct, is regarded as an effective variable in the language learning. It means that language anxiety has also become one of the factor involved in the success of language learning, either it is in positive or negativeway. Krasner's affective filter hypothesis also states that affective variables such as motivation, self-confidence and anxiety play a facilitative role in second languageacquisition. To be precise, he said that learners with low anxiety have less affective filterto block their language acquisition.

Students feel anxious regardless of their preparation of learning that language; like wondering about what other might think of them when they

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perform their English, the familiarity of the topic used in English learning, how low their achievement could be, etc. Whatever the cause, whatever the level of anxiety, we can be sure of one thing: anxiety will affect students' performance (Saito and Samimy, 1996). This is why learning other language could be hard for them. One is regarded succeed in learning a language if he could perform that language well enough to be understood by other people. It means that skills like speaking and listening become more important than other skills.

However, learners' language anxiety might not be eliminated or avoided. It is almost impossible for language learner not to have the feeling of anxious. Feeling anxious is an indication that he or she has courage to be successful language learner. In this sense,anxiety can be considered as positive language learning variable. Foreign language students' positive expectations for their own performance are important predictors of their future success (Daley et al., 1999)

Based on the observation that the researcher have done on the regular basis the researcher find that lecturer and students are interacted each other in two ways: good rapport and not good rapport. What the research means by the good rapport between lecturer and students here was the relationship that lecturer showed affect and stimulatedthe students to study independently, and this helped the students to improve their academic achievement.

These typical lecturers always interact with the students. Harmer (2007) devotes several pages to rapport and lists four core capacities that make

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it up: recognizing students including knowing their names; listen to students; respect to students and the last is being even-handed. He also suggests that the quality of 'respect' cuts both way: not only does rapport entail the lecturer respecting the learners, but 'successful rapport derives from students' perception of the lecturer as a good leader and successful professional' (p.113). In fact, mostly the students who was been interact with this lecture they could feel comfortable, enjoyed and independently in learning more over they like to follow the lesson that given.

Based on the research that the writer have done, the lecturer have performed the positive rapport in the class, such as greet the students before the lesson start, the lecturer motivate the student every meetings, create a conducive learning, lecturer full of smile and very humble so that the student feel comfort. Good lecturer-rapport have created well. In this case the speaking anxiety is less from the student because the students have high confidence, brave to speak, enrich vocabulary but at the end the students' speaking skill is low. Finally, the researcher finds out the gap in this research In the field, the wrier found out the fact that the average score of final semester on speaking is 11. It means low.

Several studies related to the relationship of lecturer-student rapport and English academic achievement had been conducted previously (Bausch, 2012; Lee, 2012; Yunus, Osman, & Ishaq, 2011). However, the exploration of those researches was only covering English academic achievement generally. The researches which specifically try to search the effect of rapport (lecturer

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connectedness and student's anxiety when interacting withlecturers) to English speaking skill have not been effectively investigated, especially in Indonesian context. Based on the explanation above, it is crucial to collect research about lecturer-student rapport and student's speaking performance to find the effect of rapport are correlated to student's English-speaking performance and to find out lecturers' strategies in increasing rapport in an ELT context.

Speaking curriculum development in TBI in UIN SYAHADA Padangsidimpuan is aimed at developing the students' skill and competence in expressing their ideas, thoughts, and feelings in more formal ways (introduction to formal English use in various public speaking activities) in non academic settings. Fluency, accuracy, communicativeness, and appropriateness should be focused on. The topics include delivering speeches, chairing a meeting, conducting discussions, reporting, mc-ing, guiding, interviewing, debating, etc. The activities cover mostly speaking practices, some lectures and discussions. The evaluation on the students' achievement is based on the students' speaking performance in the classroom activities, in the mid test, final test, and their classroom attendance as well as participation. In this course there are some indicators as follows:

1) Students understand about the job/work.
2) Students able to describe their job/work.
3) Students able to do speaking practice in the class with the group by confidence.
4) Students understand about job's interview.

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5) Student able to complete the interview

B. Limitation of the Problem

Based on the identification of the problem above, this research is limited on two factors affecting students' speaking ability at the fifth-semester students in UIN Syahada. The first is the use of lecturer-student rapport and the second is students' speaking anxiety to engage in the process of learning. Therefore, this study has concernto find out the influence of the lecturer-student rapport and speaking anxiety on speaking skill.

C. Formulations of the Problem

Based on the limitation above, the research questions investigated in this study are focused on these questions:

1. Is there any influence of lecturer-student rapport on speaking skill at the fifth semester student of Education Department of UIN SYAHADA Padangsidimpuan?
2. Is there any influence of speaking anxiety on speaking skill at the fifth semester student of Education Department of UIN SYAHADA Padangsidimpuan?
3. Is there any influence of lecturer-student rapport and speaking anxiety on speaking skill at the fifth semester student of Education Department of UIN SYAHADA Padangsidimpuan?

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D. The Purposes of the Research

In accordance with the research questions above, this study aimed at:

1. To find out the influence of lecturer-student rapport on speaking skill at the fifth semester student of Education Department of UIN SYAHADA Padangsidimpuan?
2. To find out the influence of speaking anxiety on speaking skill at the fifth semester student of Education Department of UIN SYAHADA Padangsidimpuan?
3. To find out the influence of lecturer-student rapport and speaking anxiety on speaking skill at the fifth semester student of Education Department of UIN SYAHADA Padangsidimpuan?

E. Significances of the Research

This study will be expected to be significant in the following aspects:

1. First, the result of this research could be used as a suggestion for teachers to increasepositive lecturer-student rapport and to manage school activities which support positive teacher-student rapport in order to make good atmosphere when the studentslearn to speak English.
2. Second, this research can also be used to expand the theories of lecturer-student rapport and English-speaking performance.
3. The fourth, it is crucial for Chief of TBI because it is useful to improve the quality of teaching Speaking Skill in UIN Syahada Padangsidimpuan especially when thestudents follow the speaking test.

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4. The fifth, it is important for Dean of Tarbiyah and Teacher Training Faculty that as information to improve the quality of English lecturers at UIN Syahada Padangsidimpuan.

Finally, this research can give contribution for further researcher who is interestedin teaching and learning speaking. In addition, it can be a reference for the teachers to teach speaking skill which can gain the full responses of the students.

F. Definition of Terms

To avoid misunderstanding concerning the use of terminology related to thispaper, these are the definitions of the terminologies.

1. Teacher-student rapport

   This study defines lecturer-student rapport as a positive and harmonious educational relationship between lecturers and students in terms of classroom interaction, characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation, which makes students feel comfortable to learn in the classroom.

2. English speaking performance

   English speaking skill is an interactive process of constructing meaning that involves producing and receiving and processing information in English language.

3. Teacher relatedness

   Teacher relatedness is one of the effects which describe how related or

close the student felt towards the teacher. Lecturer relatedness is a sign of positive rapport between students and teachers.

4. Students' anxiety when interacting with English lecturers

Students' anxiety when communicating with English teachers is one the effects which illustrated students' concerns about teacher acceptance. Students' anxiety when communicating with English teachers is a sign of negative rapport between students and lecturers.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speaking

1. Definition of Speaking

It has been known that speaking is a part of the important skills in learning English. To define speaking, some linguists have different opinions, because their background of study is different. However, all of the opinions have similarities.

Torky (2006) states that speaking is one of the four language skills (reading, writing, listening and speaking). Besides that, speakingis one of productive skills of English and it goes side by side with all language skills. Speech is considered one of the most important aims in language teaching. (Aljadili, 2014).

In addition, Hornby (1995) states that speaking is about something to talk or say something about something; to mention something, to have conversation with somebody,to address somebody in words, to say something or express oneself in a particular language.

Moreover, Torky (2006) asserts that speaking is defined as an interactive processof constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. While, Speaking is a complex skill requiring the simultaneous use of a number

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of different abilities which often develop at differentiates.

Harris (1994) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at differentiates. He adds that there are five components of speaking skill. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the previous explanations, it can be concluded that speaking is one of theproductive skills of English to communicate with others to achieve certain goals by expressing their opinions,intentions, hopes and viewpoints among interlocutor.

Education in the 21st century is full of competitionand challenge. The students need to be competent to meet the demands of science development and technology and the industrial world. There are several competencies that must be mastered by students. The competencies involve 4C skills, they are Creativity,Collaboration, Critical Thinking,and Communication.

Communication is one of the competencies that are needed by the student in order to interact competently and respectfully with others especially across cultural, diverse and multinational communities in our global anddigital era. Keyton explained that the process ofdelivering something and building the comprehension between the speakers is known as communication. In order to prepare students to have competence in communication, UIN Syahada English language education facilitates students with several courses that can support their speaking skills such as public speaking, speaking for informal interaction, speaking English activities.

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To convey a message or express ideas appropriately, speaking skill is important for creating proper communication for ELT students. However, there are problems usually experienced by ELT studentswhen communicating such as lack of vocabulary, lack of grammar competence, and difficulty to express the ideas. First, the students couldnot express well their ideas because they do not have many vocabularies. Fuad found ELT students only say few sentences because they could not find the appropriate vocabularies to be used in expressing their ideas. Thus, the students need to have vocabulary mastery to produce an appropriate word for responding to the conversation with interlocutors. Second, the student often produces the utterance or sentence with inappropriate and incorrect syntactical patterns.

Rahmatiah reveals that most ELT students have difficulty in using grammar. They do not understand how to use grammar properly like they do not know the correct formula of simple present tense. Third, the students found it difficult to express their ideas because they did not know what to say in a particular situation and they did not know the English grammar. These three problems make the communication between students and interlocutors do not run well.

In other words, Maleki adds that acommunication strategy is the way of someone to try to keep the communication efforts and the language resources directly available. These strategies aim to helpstudents to say something they need to rand to develop their communication by using languages. Tarone supports this view because when EFL students use wrong grammar and

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vocabulary in communication in the classroom, they need communication strategies by building their using the strategies so that they goals are achieved. If ELT students have overcome problems and obstacles in communicating and apply communication strategies properly, then their speaking skills can be improved.

2. The Importance of Speaking

In learning English, we need to master the four skills such as reading, speaking, listening and writing. Among these four skills (reading, speaking, listening and writing), speaking seems to be an important skill to show how we can use the language effectively in a conversation. According to Leong and Ahmadi (2017), speaking as a significant skillthat needs an ability to carry out the information in a conversation. Similarly, Al-Roud (2016) asserts that speaking is the most important skill in the language to build communication between people effectively.

Another opinion comes from Derakhshan et al (2016), saying that among four skills (listening, reading, speaking, and writing) speaking becomes an important part in communication. In short, speaking is an essential skill that concerns more about how people use the language to encourage a good communication one to another. Speaking skill is very useful in communication. However, the fact shows that in learning English, some people lack confidence to deliver sentences in a spoken way, and most of them think that speaking skill is harder than other skills. According to Dincer &Yesilyurt (2017) speaking skill is considered as one of difficult skills among

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the other four skills (writing, speaking, listening, and reading). This raises a special concern for some researchers and ways to make students get more interested in and improve their speakingare often suggested.

In spite of the fact that speaking is important for students in practicing their capability to produce words, sentences, or ideas in English, there are barriers that may demotivate students in speaking such as lack of confidence, feeling of anxiety, difficultyto express sentences appropriately, and some other problems. It is clear that there are some problems encountered by students in speaking. One of the problems is students' lack of confidence in expressing words, sentences or ideas in English.

According to Tuan & Mai (2015), the first problem is inhibition. Students often feel unsecured when they try to express something in a foreign language. They are afraidto make errors in speaking, get bad comments, or feel embarrassed and scared when people are looking at them while they speak. Melendez et al (2014) assert that students with low proficiency level of English have their own characters like feeling anxious while speaking, sweating, becoming silent whenever the lecturer asks them to speak, or even starting to cry due to loss of the word.

In the case of students' lack of confidence, lecturers have an important role to find effective strategies to motivate students who lack confidence. It is challenging to find because there are many problems that appear from the students. If the students are demotivated in speaking due to lack of confidence, their learning process will be affected.It is important for the

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lecturers to find the right strategies in developing students' speaking skill especially for their future careers. Kuivamaki (2015) says that in vocational schools, English is needed for their future such as social and healthcare fields, customer service and have a good speaking skill for business and administration. Based on the importance of enhancing students' speaking skills in learning English, a piece of research on this matter was done. We perceived the need to share the ways some vocational school teachers implemented in helping their students' speaking skill improve.

3. Problems in Speaking

In mastering the speaking skill in English, there are some problems that may appear in the mastering process. For example, Afisa (2015) mentions a factor that makes students feel anxious to speak English, that is, when they find it difficult to use words appropriately. Normawati and Muna (2015) also assert that the obstacles faced by students in speaking activities are inability to deliver words and feel shy when speaking. The other similar factor comes from Ibrahim. He says that "lack of self-confidence can be thought under the both titles of psychological and attitudinal barriers that makes learner hard to speak in foreign language and even in mother tongue" (Ibrahim, 2015, p. 15). As a result, there are some factors that affect students in speaking such as anxiety, low of confidence, shyness, and difficult to express words, ideas or sentences in appropriate way.

a. Self-Confidence

Kanza mentions her idea about self-confidence. She says that

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"Generally, self-confidence is someone's feeling of trusting and believing in his/her abilities todo things in successful way" (Kanza, 2015, p. 24). We cannot deny that in learning fields, self-confidence has an important role in learning process to be successful. Self-confidence is also important in developing speaking skill. According to Kanza (2015), self-confidence becomes one of the key factors in enhancing speaking skillthrough presentation because with this factor, the speaker can deliver their opinions or ideas clearly. Jamila (2014) argues that unmotivated learners who lack confidence and have high level of anxiety cannot achieve their goals in speaking skill. Thus, self- confidence is the key to achieve the goal in encouraging speakingskill.

Speaking skill in second or foreign language is a challenge for the learners, because to speak a foreign language such as English requires more than knowinggrammar but also the use of English in a real context. Hayriye (2006) states that speaking is to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. Being a fluent speaker requires many knowledge towards the language learnt itself and its usage in the realcommunication.

Speaking problems are some problems that make someone lacks of speakingskill. According to Doris and Jessica (2007) language problems actually serve as one of the important reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking skill. The reasons why the

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students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belongedto linguistics problems.

Other problem that may become a barrier for the students to become a good English speaker is the psychological problems. Xinghua (2007) states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self-confident and afraid to speak. These problems may affect students' performance in their speaking. Khan (2005) claims in his research that some of his participants have psychological problem in speaking. This emphasizes that psychological problems also affect students' performance in speaking.

a. Linguistics problems

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. Linguistics problems are those problems which make students speaking skill become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation.

Richards (2008) claims there are some typical learner's problems in speaking. Those problems are:

a. lack of vocabulary needed to talk

b. poor in grammar

c. poor in pronunciation.

According to Spolsky & Hult (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation.

a. Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. Kamil and Hiebert (2005) state that generally, vocabulary is theknowledge of meanings of words. The words come in at least two forms; oral and print. Oral vocabulary mis the set of words for which we know the meanings when we speak or read orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. Khan (2005) once again states that the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. In addition, Doris and Jessica (2007) also state that in the real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply. Students are clearly known what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

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b. Grammar

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. According to Celce-murcia (2001s) grammar become difficult because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structure; it is not uncommon to find backsliding occurring with the introduction of new form to the learners' inter language. For example, the learner who has mastered the third singular person marker on the present tense verb is likely to over- generalize the rule and apply it to newly emerging modal verb, thus producing errors such as "she cans speak English". These errors may appear when the students speak since they have not mastered the Englishgrammar.

c. Pronunciation

English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native- speaker. According to Hinkel (2005: 491) a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the studentsto be able to speak naturally like the native-speaker itself.

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According to Burns (2003), it is more important that the English speakers canachieve:

a. Intelligibility (the speakers produce sound patterns that are recognizable asEnglish)
b. Comprehensibility (the listener is able to understand the meaning of whatis said)
c. Interpretability (the listener is able to understand the purpose of what is said) For example, a speaker might say It's hot today as Is hot day. This is unlikely tobe intelligible because of inaccurate sounds, stress, and patterns. As a result, a listener would not find the speaker comprehensible, because the meaning is not available. Clear communication is essential in communication. The various features that make up the production of sounds in English are:
    a. Suprasegmental features (Burns, 2003): linking, intonation, and word stress.
    b. Segmental features: phonemes; consonant and vowel sounds.

    Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar. Once a person can pronounce correctly the endings of the words, for example, he can, at the same time give grammatical information.

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b. Psychological problems

Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often inter fare the emotional orphysical health. These psychological problems may bring negative effect towards student's speaking performance.

c. Lack of Self-Confidence

Over a quarter of a million people in this world have problems towards their confidence. Self-confidence is known that we have the capacity to something good and being positive thinking. According to Elliot (1998:29), conceptof self-confidence relates to self-assuredness in one's personal judgement, ability, power, etc, sometimes manifested excessively. Good self-confidence comes froma focus on the self (self-consciousness). Lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of self- confidence.

Here are some of the characteristics of lack self-confidence:

a. A major confidence crisis
b. A lack of faith in themselves to take on new challenges
c. Difficulty of being assertive
d. Fear of confrontation

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e. An extremely low opinion on themselves

f. Difficulty in one area such as speaking in social group

g. Social phobia.

Lack of self-confidence may bring the students into a threat of believing that they are not going to be a good English speaker. This lack of self-confidence also becomes a great problem which affects students' speaking performance. It is difficult for the students to master English speaking if they are not confident with their own speaking skill.

B. The Definitions of Influence

Understanding influence according to the Big Indonesian Dictionary is the powers that exists or arises from something, such as people, objects that helped form a person's character, belief, or actions (Ministry of Education and National Culture). The influence is the power that arises in the audience as a result of communication messages, which are able to make them do or not do something (Effendy, 2004). Meanwhile, according to (Suharno and Retno ningsih, 2014) effects are the powers that exist and arise from something (people, objects) thathelp shape one's character, belief or actions. Influence is a situation where there is areciprocal relationship or relationship between what affects what affects and what is Influenced (Fitriani, 2014).

In this case the influence is more inclined into something that can bring change in a more positive direction. If this influence is a positive

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influence, then a person will change for the better, which has a vision and mission.

Meanwhile, according to M.Suyanto (2015) the influence is the quality value of an advertisement through certain media. Uwe Becker (in Atika, 2018) says that influence is the ability that continues to develop and is not too related to effort.

From the above understanding, it can be concluded that influence is an abstract thing that cannot be seen but can be felt and its use in life and human activities as social beings as social beings.

C. The Definitions of Student Rapport

According to Lowman (1995) the Ability to stimulate strong positive emotions in students separates the competence from outstanding college teacher. Building student rapport is the development of a positive relation between the lecturer and the students. Rapport refers to the relationship that students and lecturers build with each other during the learning process. A positive and friendly relationship between an instructor and a learner is needed to personalize learning and make the process simply fascinating. It is only when students and lecturers connect that teaching can become exciting and simplified.

The secret to getting the best out of students is to build a rapport with them. Connecting with students is not about preaching but understanding and acknowledging their individuality and aspirations. For teaching a person in the best way possible, it is crucial to listen to him/her.

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Building a rapport between teacher and student is not difficult if one is keen on this mission. Once this lecturer-student rapport gets developed, delivering lectures and getting responses from students become a piece of cake with added respect and enhancedunderstanding.

Relationships with pupils are a key component of any instructional-learning context (Noble et al., 2021). While a negative relationship with students may result in their aggression, apprehension, sadness, anxiety, and stress (Frisby et al., 2014; Alnuzaili and Uddin, 2020), a positive lecturer-student relationship may culminate in desirable student-related outcomes (Wubbels et al., 2016; Xieand Derakhshan, 2021). Accordingly,building strong and positive relationships with students has been among the main concerns of all instructors, and EFL (English as a Foreign Language) teachersare not an exception by any means. The positive relationships and connections that lecturers aim tocreate with their pupils is called lecturer-student rapport (Catt et al., 2007). Frisby and Martin (2010) defined this construct as an overall feeling between teachers and their students that comprises a mutual and trustworthy bond.

Reyes and Von Anthony (2020) further referred to this concept as“a harmonious lecturer–student relationship which identified with enjoyment, connection, respect, and mutual trust” (p. 2). To establish such a harmonious relationship, lecturers should care about their pupils, pay attention to their efforts, and value their personal comments (Wilson and Ryan, 2013). As put forward by Frisby et al. (2017), being humorous, responsive, and supportive

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also enables lecturers to build a close relationship with their students. To illustrate the value of lecturer-student rapport in classroom contexts, Houserand Hosek (2018) postulated that a positive connection between lecturers and students can provide a healthy and friendly atmosphere which is crucial for students' academic growth and development. In this regard, Culpeper and Kan (2020) also stated that forming strong bonds with pupils not only motivates students to actively engage in different stages of learning, but also empowers them to cope with the challenges and difficulties of the learning process. Xie and Derakhshan (2021) also submitted that positive communication behaviors, including rapport, can lead to favorable student- related outcomes.

Due to the prominence of teacher-student rapport in educational contexts, a large amount of inquiries have delved into the effects of this positive communication behavior on a variety student-related factors, including motivation (e.g., Bouras and Keskes, 2014; Maulana et al., 2014; Koca, 2016; Frisby et al., 2017; Henry and Thorsen, 2018; Zheng et al., 2021), academic engagement (e.g., Lee, 2012; Pianta et al., 2012; Quin, 2017; Roorda et al., 2017; Varga, 2017; Martinand Collie, 2019), academic success (e.g., Estepp and Roberts, 2013; Lammers and Gillaspy, 2013; Glazier, 2016), and academicachievement/learning outcomes (e.g., Yunus et al., 2011; Hugheset al., 2012; Demir et al., 2019; Mellgren, 2020; Wellington, 2021). Nevertheless, the impact of lecturer-student rapport on other student-related factors, including well-being, has not been widely examined (Holfve-Sabel, 2014; Graham et al., 2016; Farhah et al., 2021).

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The concept of well-being has been generally defined as “the mental health indicator shown by individual ability to cope with pressures in ordinary life, be productive, and be able to contributeto society” (World Health Organization, 2004, as cited in Aulia et al., 2020, p. 2). In Garg and Rastogi’s (2009) words, well- being pertains to “one’s degree of happiness and satisfaction with his/her life, work, and physical and mental health” (p. 43). Building upon Garg and Rastogi’s (2009) definition of well- being, student well-being refers to the amount of satisfaction andhappiness that students experience in educational environments (Long et al., 2012).

According to Keyes and Annas (2009), student well-being is not only about the presence of happiness and satisfaction or the absence of psychological disorders such as sadness, depression, apprehension, and anxiety. To them, student well-being has also something to do with how students can improve their capabilities to successfully pursue their academic goals. As put forward by Mashford-Scott et al. (2012), students who enjoy an optimum level of well-beingcan gain higher academic achievements. Similarly, Tian et al. (2015) also noted that students with high level of well-being typically demonstrate a sense of connectedness and attachment to educational environments that lead them toward academic success. Hence, investigating the antecedents or predictors of student well-being seems to be critical. As a response to this necessity, some researchers studied various student-related factors (e.g., Shochet and Smith, 2012; Stallman et al., 2018), lecturer-related factors (e.g., Brandseth et al., 2019; Harding et al., 2019; Braun

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et al., 2020; Lavy and Naama-Ghanayim, 2020), and context-related factors (e.g., Kutsyuruba et al., 2015; Littlecottet al., 2018; Nguyen et al., 2021) that may effectively contribute to higher levels of students' well-being. Nonetheless, a littleattention has been dedicated to lecturer-student rapport and its probable effects on student well-being. To put simply, only a fewempirical studies (Holfve-Sabel, 2014; Graham et al., 2016) have delved into the impact of teacher-student rapport on students' level of well-being. Furthermore, no study in a form of review hasbeen conducted to explain the effects of lecturer-student rapport on student well-being. To address the aforementioned gaps, the present review inquiry intends to illustrate the effects of lecturer-student rapport on EFLstudents' well-being by referring to the existing evidence.

While Anwar (2014) says rapport is any form of response whether it is verbal or non-verbal, which is part of the modification of lecturer behavior to the behavior of learners who aim to provide information or feedback for the recipient (learners) for his actions as an act of encouragement or correction, the action is intended to encourage or encourage learners so that they are more active especially in speaking skill. Participate in teaching and learning interactions.

Examples of verbal reinforcement, namely when the teacher asks the learner, then there is one answer correctly, then the teacher immediately gives rapport with the word "good, you are smart" or "really", you are a smart child". Examples of rapport in non Verbal that is, a class leader with full responsibility every day collecting the duties of his friends, with his actions the teacher

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provides reinforcement by giving a pencil box gift.

Based on several opinions regarding the rapport, it can be concluded that rapport provided by the teacher is any form of positive or negative response given by the lecturer either verbal or nonverbal to good student behavior that causes the student to be encouraged to repeat or improve the good behavior and eliminate bad behavior in speaking skill.

D. Lecturer-Student Rapport

Rapport as an interpersonal behavior pertains to "one's ability to maintain harmonious relationships based on affinity for others" (Faranda and Clarke, 2004, p. 272). Frisby and Martin (2010) further described this concept as "an overall feeling between two people encompassing a mutual, trusting, and prosocial bond" (p. 147). Extending this definition to the educational context, Lammers and Byrd (2019) conceptualized lecturer-student rapport as a mutual bond between lecturers and students that inspires them to collaborate with each other in instructional-learning contexts.

According to Weimer (2010), respecting students' ideas, paying attention to theireducational needs, and valuing their academic efforts are vital for building a strong rapport with pupils. Similarly, Wilson et al. (2010) argued that those instructors who care about their learners' needs, interests, and preferences can make a mutual and friendly relationship with them. Further, Estepp and Roberts (2015) also submitted that through verbal (e.g., using humor, asking about learners' viewpoints, etc.) and non-verbal immediacy cues (e.g., smiling, nodding, etc.) Lecturers can establish close relationships

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with their pupils.

Pedagogical content knowledge and skills – the term is borrowed from Shulman (1987) – refers to the distinctive kind of knowledge which lecturers need in order to transform content knowledge to make it interesting and comprehensible to those they are teaching (for example, can motivate students by using interesting topics and activities, can pass on knowledge to students, gives accurate and helpful feedback, gives students confidence to take risks). Attitudes and behaviour towards students (for example, takes a personal interest in each student, knows each student's strengths and weaknesses, knows and understands students' needs and expectations). In the words of one student, this refers to 'developing a personal and working relationship with students to maximize student learning, showing empathy'. Lecturers' personal characteristics and attitudes (for example, has a sense of humors, has a sense of responsibility, enthusiastic about teaching, generous and shares ideas, open-minded).

Attitudes mentioned by respondents, such as having enthusiasm for the subject, and 'loving teaching', and keeping up to date in knowledge and skills, relate to a state of mind rather than to knowledge of, and/or direct relationships with, students. Both Brown and McIntyre (1989) and Batten et al (1993) noted the frequency with which students mentioned humour as an important quality in lecturers. In the current study, respondents noted qualities such as being passionate about the subject, and being enthusiastic about teaching, which seem to accord with Berliner's (1988 quoted in Brown and

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McIntyre 1989) finding that emotion invested in the teaching is an important mark of an expert teacher. Other important qualities in this category given by respondents included keeping up to date with the language and with teaching techniques, and having a sense of responsibility, particularly in solving teaching and learning problems. An interesting finding was that four respondents (from Vietnam and Indonesia) mentioned the importance of the teacher being well dressed. This seems to indicate that, for some Asian students at least, dress is possibly more important than it is in the West. The fourth category, content knowledge, encompassed only two criteria: 'knows the subject matter' and 'has NS or near NS proficiency'. Having good language proficiency reflects the fact that 37 or 88 per cent of the respondents were non-native speakers, and had learned English from other non-native speakers. This accords with findings from studies in general education, that expert teachers' knowledge of subject matter is elaborate, complex, interconnected and easily accessible.

1. Student Well-Being

The concept of student well-being has been conceptualized differently by several scholars (Graham et al., 2017). To put simply, no consensus has been reached on the definition ofstudent well-being and its' underlying components (Powell et al., 2018). In their study, De Fraine et al. (2005) defined this construct as "the emotional experience shown by the domination of positive emotion and cognition about the learning environments,instructors, and peers" (p. 299).

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In another definition, Garg and Rastogi (2009) described student well-being as the extentto which students feel happy and satisfied in educational environments. To characterize the underlying components of student well-being, Miller et al. (2013) divided this construct into three main dimensions, namely psychological well-being (i.e., absence of psychological disorders), school connectedness (i.e., have a sense of attachment), and relationships with teachers and classmates (i.e., healthy relationships with others). In adifferent categorization, Renshaw et al. (2015) grouped the components of studentbwell-being under four main categories of sense of connectedness, sense efficacy, educational goal, and preference of studying.

According to Brandseth et al. (2019), lecturers can remarkably enhance student well-being by supporting their pupils in the process of learning. In this regard, Braun et al. (2020) also postulated that lecturers who are able to regulate their negative emotions inclassroom contexts can drastically influence students' well-being in a positive way. It is solely due to the fact that such lecturers can easily provide a pleasant learning atmosphere that is highly essential for students' sense of happiness and satisfaction. As Graham et al. (2016) noted, affective lecturer- students' relationships can facilitate student well- being as well.

The Role of Lecturer-Student Rapport on English as a Foreign Language Students Well-Being Drawing on the "*rhetorical-relational goal theory*" (Mottet et al., 2006), the impact of lecturer-student rapport on EFL students' well-being can be clearly illustrated. According to Mottet et al.

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(2006), through various relational and rhetorical communication behaviors such as rapport, language lecturers can provide an enjoyable learning atmosphere wherein students will experience a range of positive emotions, including joy, happiness, and contentment, which are directly related to their well-being (Longet al., 2012). Similarly, Maybury (2013) also stated that strong rapport between instructors and learners provide a stress-free atmosphere in which students' well-being can be dramatically improved. In a similar vein, Luo et al. (2020) also posited that having positive relationships with instructors enables pupils to mitigate their stress, anxiety, and apprehension that are detrimental to their emotional and psychologicalwell-being (He et al., 2018).

2. How to Build Lecturer-Student Rapport

Each student might need a different comfort level to open up to the instructor and discuss his/her expectations and targets. Therefore, it is the instructor's responsibility tomake every student feel acknowledged and heard, to establish cordial relationships in theclassroom. Different techniques might be needed to build a connection with them. Hereare some of the best ways to develop lecturer-student rapport:

1. Spend time with your students

For personally engaging with students, a space outside the classroom isrequired. Teachers must take out time to talk to students, smile at them, and notice their behavior. Apart from this, it helps you welcome your students to your class. It isan excellent feeling to feel welcomed. By

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engaging in these little activities, you would notice that students already experience a connection with you.

2. Engage in extracurricular activities and clubs

To truly connect with students, facilitating interactions beyond the classroomsetup is essential. Lecturers can initiate book clubs, study groups, and other fun-filledactivities positioned outside the curriculum. Coaching is an excellent way of connecting with students. Engaging in these activities provides avenues for learners to have fun and interact with lecturers. It will also help a lecturer in understanding the interests of his/her students, motivating them, and gaining their trust.

3. Meet students at school events

Once you are aware of the hobbies of students, you can meet them outside the classroom during school events. Joining a student for his/her tennis tournament or staying back for a soccer game can encourage the student. Even if you cannot stay forthe entire game, show up for some time, and do not forget to drop in a comment aboutthe game when you next see the students. It will help in establishing a connection with the students; show interest in their hobbies and passion.

4. Allow students their space

Even though engaging with students and building a good lecturer-student rapport is essential, allowing them their space is a must. The instructor must understand that every student takes his/her own sweet time to open up and interact with teachers. If some students like to stay within

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their shells for a while, instructors must respect their choice. Students might initially feel uncomfortable discussing theirissues with an instructor, so they must be given time. It is essential to tackle each student's case uniquely.

5. Look for the good in every student

Several students do not perform their best at school but have other positive qualities which get overlooked often. As an instructor, it is your responsibility to findsome good in every student and encourage it. It helps in analyzing the strong points of a student. By looking beyond academic scores and performance of a student, a lecturer can build a warm and trusting relationship with students. It is ultimately the responsibility of a lecturer to look for the strengths in every student.

6. Be sincere and fair to your job

Becoming an instructor involves delivering lectures efficiently and understanding ways to reach out to every student individually. One needs to be passionate to engage with young minds and personalize education.

Disseminating appropriate information to students in the way best understood by them is an essential role of an instructor. Using multiple methods to infuse education with fun and simplify it is crucial to bridge the gap between teaching and learning and connect with students inside the classroom.

Apart from these strategies, focus on calling students by their names, explaining your method of teaching and course policies. You must also pay attention to rewarding and appreciating students, making eye contact with

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every student, being respectful to students, and being cheerful and positive throughout your working hours.

For lecturers, building rapport with students is a component that takes teaching to the next level. Teachers understand that this takes time. Building rapport is a process. It often takes weeks and even months to establish a healthy student-lecturer relationship. Lecturers will tell you that once you have earned the trust and respect of your students, everything else becomes much easier. When students look forward to coming to your class, you look forward to coming to work each day.

3. Strategies to Build Rapport with Students

There are many different strategies through which rapport can be built and maintained. The best lecturers are adept at incorporating strategies throughout the year so that a healthy relationship is established, then maintained with each student that theyteach.

1. Building Positive Connections with Your Students. Send students a postcard before school begins letting them know how much you are looking forward to having themin class.
2. Incorporate personal stories and experiences within your lessons. It humanizes you as a lecturer and makes your lessons more interesting. When a student is sick or missesschool, personally call or text the student or their parents to check on them and Utilizehumor in your classroom. Do not be afraid to laugh at yourself or the mistakes that you make. Depending on the age and sex of the student, dismiss students with a hug, handshake, or

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fist bump every day.

3. Be enthusiastic about your job and the curriculum you teach. Enthusiasm breeds enthusiasm. Students will not buy in if a teacher is not enthusiastic and support your students in their extra-curricular endeavors. Attend athletic events, debate meets, band competitions, plays, etc.
4. Go the extra mile for those students who need help. Volunteer your time to tutor them or hook them up with someone who can give them the extra assistance they need and conduct a student interest survey and then find ways to incorporate their interests intoyour lessons throughout the year.
5. Provide your students with a structured learning environment. Establish procedures and expectations on day one and enforce them consistently throughout the year and talk to your students about their individual strengths and weaknesses. Teach them to set goals. Provide them with the strategies and tools necessary to reach those goals and improve on their weaknesses.
6. Ensure that each student believes that they are important to you and that they matter to you. From time to time, write students a personal note encouraging them to work hard and embrace their strengths and have high expectations for all of your students and teach them to have higher expectations for themselves.
7. Be fair and consistent when it comes to student discipline. Students will remember how you handled previous situations and eat breakfast and lunch in the cafeteria surrounded by your students. Some of the greatest

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opportunities for building rapport present themselves outside the classroom.

8. Celebrate student successes and let them know you care when they falter or are facing difficult personal situations and create engaging, fast-paced lessons that grab every student's attention and keep them coming back for more.
9. Smile. Smile often. Laugh. Laugh often and do not dismiss a student or their suggestions or ideas for any reason, hear them out, listen to them intently.
10. Talk to your students regularly about the progress they are making in class. Let them know where they stand academically and provide them with a path for improvement if needed and admit and own up to your mistakes. You will make mistakes and students will be looking to see how you handle things when you do.
11. Take advantage of teachable moments even when on occasion these ventures far awayfrom the actual topic of the day. The opportunities will often have more of an impact on your students than the lesson and never demeanor berate a student in front of their peers and engage in casual conversation with students in between classes, before school after school, etc. Simply ask them how things are going or inquire about certain hobbies, interests, or events.
12. Give your students a voice in your class. Allow them to make decisions on expectations, procedures, classroom activities, and assignments when it is appropriateand build relationships with the parents of your students. When

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you have a good rapport with the parents, you typically have a good rapport with their children and make home visits from time to time. It will provide you with a unique snapshot into their lives, possibly giving you a different perspective, and it will help them see that you are willing to go the extra mile and make every day unpredictable and exciting.

13. Creating this type of environment will keep students wanting to come to class. Havinga room full of student, who wants to be there is half the battle when you see students in public, is personable with them. Ask them how they are doing and engage in casualconversation.
14. Buskist and Savillle (2001) recommend language lecturer to establish rapport to help shy students to enteract more often in the class. Dorney (2001) confirms that rapport is an effective motivational strategy in language learning.

E. Speaking Anxiety

1. The Definition of Anxiety

There are several definitions of anxiety which found by the researcher. According to Horwitz, et al (1986) "Anxiety is the subjective feeling of tension,apprehension, nervousness, and worry associated with an arousal of the autonomicnervous system". Carlson and Buskist (1997) anxiety is "a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. Furthermore, anxiety arises as a response to a particular situation. Passer and Smith (2009) define anxiety as a state of tension and apprehension as a natural response to perceived threat. It means

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that people are naturally feels anxious when they are threatened. While according to Ormrod (2011) anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.

From the explanation above, it can be summarized that anxiety is apprehension feeling that arises when someone face an awful situation. Anxious person will focus on thinking the negative results are going to happen rather than the positive result. Moreover, Anxiety has negative effect in the learning process; their learning ability will be distracted, because they cannot fully focus on the task. Therefore, anxiety plays an important role in the learning process.

2. Foreign Language Anxiety

Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown (1991), foreign language anxiety is "a feeling of intimidation and inadequacy over the prospect of learning a foreign language. In addition,according to Gardner and MacIntyre, as cited in Oxford (1999), "It is fear or apprehension occurring when a learner is expected to perform in the target language." Furthermore, Horwitz, and Cope (1986), proposed conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.

Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people. Watson and Friend, as cited in Horwitz (1986), defined fear of negative evaluation as "apprehension

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about others‟ evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively". In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only fluent speaker in the class and their peers.

However, Horwitz, Horwitz, and Cope (1986) also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that, "foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process".

Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

3. Communication Apprehension

Communication apprehension by definition is "the fear or anxiety associated with real or anticipated communication with others" according to McCroskey (1977). Also, McCroskey, Daly and Sorensen (1976) define it as "a broad-based fear or anxiety related to the act of communication held by a large number of individuals". Communication apprehension is a kind of disorder which affects majority of individuals (Butler, 2004). The levels of anxiety or fear people experience in form of CA differs. It is associated with anticipated or real communication with other individuals. Studies have shown

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that communication apprehension influences communicative behaviors in terms of communication avoidance (Ahadzadeh, Sharif, Wei & Emami, 2015). People who are highly communication apprehensive are those whose apprehension about taking part in discussions surpasses the anticipated benefits they feel they would derive in certain circumstances (McCroskey, 1970; Hassall, et al., 2013). Such persons usually, have negative perception of the resultant consequences of communication, and as such prefer to avoid communication than getting involved, if they could do so, or undergo pain multiple type of anxieties if they must communicate as a matter of compulsion.

High level of CA could make individuals develop avoidance attitude, and this was explained with students who would rather usually wish to sit at the back of the classroom than sitting in front during classroom lectures, preferring modules that would prevent them from classroom participation and interaction, and avoiding to seek tutorsassistance.

However, manifestations of communication anxiety (CA) are difficulty inspeaking:

a. In pairs or groups (oral communication anxiety)

b. In a class or in public (stage fright)

c. In listening to a spoken message (receiver anxiety). (Horwitz, 1986)

The causes of CA may be stimulated by situational settings (for example, public speaking) and the individula‟s personality traits (shyness, quietness, and reticence). Communication apprehension also plays an important role in English foreign language (EFL) learning because it can be

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positive or negative according to the level of apprehension felt by the learner.

4. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Horwitz, 1986). It is also broader in the sense that it pertains not only to the teacher‟s evaluation of the students but also to the perceived reaction of other students as wel. Fear of negative evaluation is arising froma learner‟s need to make a positive social impression on other.

5. Foreign Language Speaking Anxiety in Classroom

Speaking in foreign language in Classroom is usually difficult for the anxious students even when they were asked to answer a task or give a speech that they have prepared (Cheng: 2009). Philip (1992) states based on studies about FLA, it was reportedthat students generally having their highest level of anxiety in speaking in foreign language. High levels of anxious student usually avoid the foreign language classespecially speaking class.

a. Factors affecting foreign language speaking anxiety in classroom Young (1991, cited in Vognild, 2013) classified six possible cause of language anxiety in classroom:

   1) personal and interpersonal anxieties,

   2) learner beliefs about language learning,

   3) instructor beliefs about language learning,

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4) instructor-learner interaction,

5) classroom procedures, and

6) language testing.

Personal anxieties could happen because some factors, one of them is negative self perception and low self esteem toward them. Meanwhile self-esteem is a concept of how one person treats him/herself, their attitude toward him/herself based on how she/he judge him/herself based on him/herself perceptions toward his/herself (Sigelman, cited in Bailey, 2003).

b. Signs of anxiety: Psycho-physiological symptoms

Psycho-physiological is deeply associated with feelings and emotions of human being (Yoon, 2012). It is a feeling of fear, uneasiness, worry, dread, sweat, and haspalpations that are experienced by the anxious students.

6. Foreign Language Classroom Anxiety Scale (FLCAS)

Foreign language classroom anxiety scale (FLCAS) was developed by Horwitzet al. in 1986. FLCAS is a standard instrument for the purpose of testing individuals‟ response to the specific stimulus of language learning.” (Dalkilic, 2001)

FLCAS is an instrument that consists of 33 items with scale 1-5 from strongly agree into strongly disagree. Those 33 items measure three dimension of language learning anxiety; (1) fear or negative evaluation, (2) communication apprehension, and

(3) test anxiety. It also measure the anxiety based on four major skills in language learning: speaking, writing, reading, and listening. The

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participants answer then calculated and being divided into five levels of anxiety: (1) very anxious, (2) anxious, (3) mildly anxious, (4) relaxed, (5) very relaxed.

Table 2.1 The Criteria of Anxiety and Number of Questionnaire

CRITERIA	NUMBERS OF QUESTIONNAIRE
Trait Anxiety	1, 4, 9, 14, 15, 18,
State Anxiety	2, 7, 13, 19,
Situation-conditional Anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20,

F. Lecturers' Strategies to Enhance Students' Speaking Skills

When a lecturer teaches speaking in class, it is expected that good teaching strategies would be the key to reach successful teaching. Anjaniputra (2013) states that teaching strategies are the factors that can influence the teaching of speaking class. Derakhshan (2015) also says that new strategies can be used for lecturers to develop the ESL learners in communication and speech without feel under pressure. Imane also support this idea. He mentions that" Strategies often help learners to avoid the failure in the oral communication and psychological aspects that obstacle their speaking performance" (Imane, 2015).

In order to encourage students in speaking, lecturers can use role-play. According to Siwi (2014), role play is an alternative strategy enhancing students in their speaking skill. Kucuker (2004) argue that role play takes a lot of time such as in preparation, practice, and assessment.

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However, role play can be useful to enhance students' speaking skills.

Another strategy comes from Rokni & Qarajeh (2014). Storytelling is also a technique that can help students develop their speaking skill. However, Gafu & Badea (2011) remind lecturers that storytelling should not always be used for the speaking activity in the class because this can make the students feel unexcited.

Meanwhile, Argawati (2014) suggests a different strategy. She argues that small group discussion also has an important role to improve students' speaking skill and increase their vocabulary. Another strategy is suggested by Romero et al. They say teachers can also use songs as a strategy for speaking class. They mention that, "In fact, they have used songs as a resource to develop communicative abilities properly in a foreign language, providing students with the opportunity to talk with confidence and giving lecturers the chance to teach in a fun way"(Romero et al, 2012).

Lecturers can also use technology as a medium to encourage students in speaking. According to Wu et al (2011), the use Computer-Mediated Communicator (CMC) is beneficial to improve speaking skill when we communicate with native speaker. Not only technology, but also collaborative learning also has an important role in speaking. Al-tamimi (2014) also supports collaborative learning an efficient way to develope speaking skill and build a positive students' attitude. Therefore, lecturers' strategies become an essential tool to be successful in speaking skill. Rayani (2012,24) states that the factors which can increase to speak

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incorrectly and cause an acute sense of anxiety are the lack of vocabularies, improper grammar and fears of mistakes. Smith, et al.'s (1998) extends model of sport anxiety to include the influence of specific coaching behaviours on the athlete cognitive appraisal of the competitive situations. Athlete who report high negative personal report behaviours (e.g.feel intimidated and fearful of their coach) also report higher amounts of anxiety. This maybe because a high negative personal report increase the perceived negative concequences of an unsuccessful performance or conversely, high perceive negative consequences increases negative personal rapport.

G. TEFL: how TEFL is treated

Jerry G. Gebhard (2006) stated in *T*eaching English as a Foreign or Second Language book that teaching English as a foreign language (TEFL) is set in more thanone level of study. TEFL settings/EFL teachings include public school, private school, and university language program. Indeed, in recent years, the trend has offered English as a foreign language to be taught from the younger to the younger students or from the lowest level of study to the highest levels.

Although state school TEFL in many parts of the benefits indirectly from the lively professional activities outline above, research and development tended to focus on postschool rather that in-school needs in contrast to the ESL context, in which a great deal of useful school work was done (see *Language Across the Curriculum*). While TEFLin the 1970s

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and 1980s was great advances in the identification and use of the particular language form and function needed in a given higher education course and occupation (see *Language for Specific Purpose: Pedagogy; need analysis*). No comparable energy was devoted to the development of a rational for EFL as school subject. When adults have current language needs that are analyzable and imminent need that are predictable, the EFL learners in the school usually has neither; the younger the learners the TEFL becomes TENOR (The child having "No Obvious Reason" for studying English) and the more important are one`s educational aim in teaching the language (Bernard Spolsky, 1999).

The research is done is Indonesia as one of the country treat English as a Foreign language that for the 2004-2005 academic year, there were 7,553,086 and 3,402,615 students at the junior high school and senior high school levels respectively (Ditjen PMPTK, 2006). Since English iscompulsory at the junior high and senior high school levels, there are almost 11,000,000 young people studying English annually through formal education. The student population is so diverse that any centralized curriculum would not be able to meet the needs (Anita Lie, 2007).

Unfortunately, the language function as the means of communication can be reached well as the English competence become popular focused competence taught in schools. The impact is that the learners while they learn English as a foreign language for more than seven years and when they are in university level, they are forced to face the world change to

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use English communicatively. Because the learning experience that focuses on the teaching grammar and vocabulary as the basic competence and imbalance of improving performance, in this case is “speaking skill”, finally it happens the gap between English competence and performance among English learners in Indonesia.

H. Conceptual Framework

These sections will concept the literature in the researcher mind. The purpose of this conceptual framework is to describe how to study regarding the research topic based on the theories. Speaking anxiety can occur in a loss of self- esteem, feedback during speaking activity, performance condition, and listening ability.

To solve it, students must be able to find suitable strategies to reduce their speaking anxiety. It can be done by the lecturer and students. There are many lecturers‟ strategies to help students reduce their speaking anxiety, but thosecan make students are less able to help themselves to reduce their anxiety. There are several strategies that can be used by students to overcome their speaking anxiety when performing in front of the class or public, which are relaxation, preparation, positive thinking, audience depreciation, concentration, and resignation. Teachers play a very important role in the relationship between lecturers and students. Due to the differences in age, experience, social role and so on, teachers play a dominant role in the lecturer-student rapport. Therefore, inorder to form a intimate lecturer-student rapport and reducethe anxiety and depression level of students, lecturers should take a

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more prudent attitude to deal with the problems in lecturer-student rapport. It can be seen in the following figure.

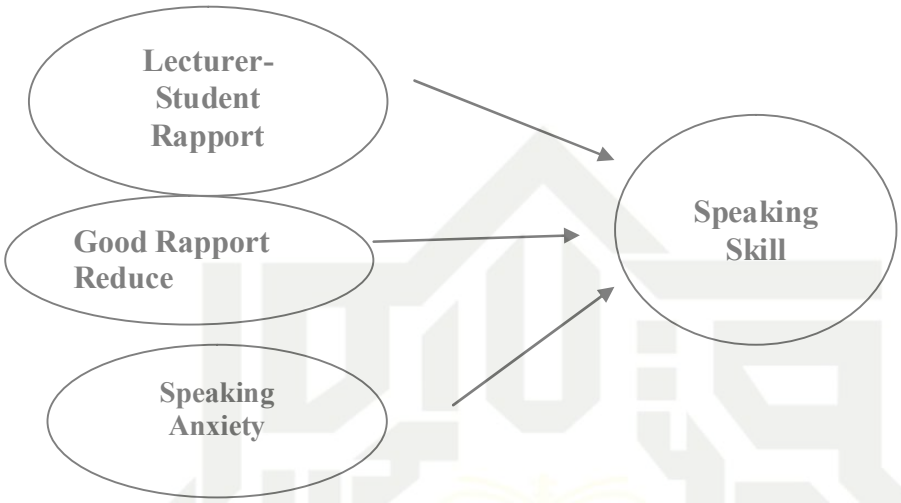

Figure 1.1 Conceptual Framework

No.	Indicators of X1 (Lecturer-Student rapport)	Indicators of X2 (Speaking Anxiety)	Indicators of X1-X2
1	The lecturers give smile to student who can give the correct answer.	The students feel happy when they know their answer is correct and they get the good rapport.	The lecturer smile when the students' answer is correct so the students are happy.
2	The lecturers give the praise to students who give the correct answer.	The students' anxiety less when the lecturers give the good rapport on their answer.	The lecturers give the praise to students who give the correct answer so the students' anxiety is less.
3	The lecturers give the praise to students who give answer even their answer is incorrect.	The student feel save after gave the answer even it is incorrect.	The lecturers give the praise to students who give the correct answer even it is incorrect so the student feel saved.
4	The lecturers build the harmonious communication.	The students interested to study.	The lecturers build the harmonious communication so the students interested on studying.

Table 1.2 The Indicators All Variables

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I. Previous Related Research Findings

1. In this part, the researcher explains about previous related research findings and some prior ideas. Many researchers have been conducting studies related to this research, there are as follow: Teacher-Student Rapport and Students' Speaking Performance in ELT**,** This study aims at investigating the relationship between lecturer-student rapport and student's English speaking performance by considering the two dimensions of rapport, namely lecturer connectedness and student's anxiety when interacting with English lecturer. This study also aims at discovering teacher's strategies in building rapport in an ELT context. This is a mixed method research with sequential explanatory model. The data are collected from 250 students by administering the student-Instructor Relationship Scale (SIRS) developed by Creasey, Jarvis, & Knapcik (2009), a speaking test, student and lecturer interviews, and observations. The research findings show that there is a significantpositive correlation between lecturer connectedness and speaking performance (r_{obt}= 0.735) and there is a significant negative correlation between student's anxiety when interacting to Englishlecturer and students' speaking performance (r_{obt} = - 0.670). Lecturer-student rapport and students' speaking performance is related since lecturer-student rapport influencedthree aspects in student's learning, namely, student's motivation to speak in the targetlanguage, risk taking and self- confidence, and student engagement. This study also discovers four lecturer's strategies to build rapport in ELT, namely, recognizing students, listening to students,

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respecting students, and treating students fairly. The result of this study could be used for lecturers to build positive lecturer-student rapportand as a recommendation to school management to design school activities which support positive rapport in order to create good atmosphere for students to speak English in particular.

2. Explicit Affective Strategy Instruction to Develop Speaking Performance of EgyptianEFL University Students. The design of the study is a pre-post quasi experimental one. The instrument is a pre/post speaking performance test (designed by the researcher). Participants were eighty. Freshmen English majors, randomly divided into two groups: a control group (N=40) and an experimental one (N=40). During the experiment, the experimental groupwas explicitly taught some affective strategies (lowering anxiety, encouraging yourself and monitoring emotions) while the control group was taught using the traditional method. All participants were tested using the pre/post speaking performance test before and after the intervention. The difference between the posttest's mean scores of the control and experimental groups were calculated using Independent Samples t-test and the difference in the mean scores between the pre- and post tests of speaking performance was calculated for each groupseparately usingPaired Samples t-test. A significant difference was found between the post test's mean scores of the control and the experimental groups in favor of the experimental group. Moreover, a significant difference was found between the mean scores of the pre andpost test of the experimental group in favor

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of the post test. It was concluded that participants' level of speaking performance significantly improved after receiving the explicitaffective strategy instruction.

3. On the Role of Lecturer-Student Rapport on English as a Foreign Language Students' Well Being. Given the centrality of English as a Foreign Language (EFL) students' wellbeing in their academic success, identifying factors that may be influential in fostering students' well- being is of high importance. As such, several studies have delved into the role of various personal and interpersonal factors in increasing EFL students' well-being. However, little attention has been devoted to the function of lecturer-student rapport. Besides, no systematic or theoretical review has been conducted in this regard. To address these gaps, the present study intends to illustrate different definitions of student well-being and lecturer-student rapport, their sub-components, and their theoretical relations. Building upon the theoretical and empirical bases, the facilitative function of lecturer-student rapport in increasing EFL students' well-being was proved. Some beneficial implications are also discussed.
4. Teachers' Strategies to Improve Students' Self Confidence in Speaking: A study at two Vocational in Central Borneo. The purpose of this study was to find teachers' strategies to improve students' self confidence in speaking at SMK 1 and SMK 2 in Tamiang Layang. This study used qualitative study with two instruments which are interview and observation. The participants were four lecturers from two different schools which are SMK 1 and SMK 2. Based on the finding, there was found four strategies that the four

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lecturers used in speaking class activity. Those strategies are role-play, small group discussion, storytelling, and songs. These strategies were very helpful to encourage students' self confidence in speaking, because each strategy giving a chance for students to practice speaking. Besides that, the advantages that students got from those, help students increase their vocabulary and pronunciation, build an interaction between passive and active students, and make the class more funand not boring.

5. Establing Rapport: Personal Interaction and Learning. This paper offers insightful methods to increase student learning by considering the relationship between students and lecturers. The author provides numerous examples drawn from the educational literature along with specific recommendations for improving rapport with students. Some examples include conveying interest in and support of students, establishing a personal connection, using humor, taking on a mentoring role rather than a purely teaching role, encouraging contact outside of class, having some informal or less- structured parts of a class period, and being fair with grading and criticism. These are but a few of the many helpful examples in this thought-provoking paper.
6. The Integration of Rapport in English Language Teaching. This research was intendedto notice the finding of what types of rapport built by the lecturer in teaching speaking and what was the student' perception regarding to rapport established by the lecture in the class. This study used descriptive qualitative method. The result of this research was

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expected to be reference for English teachers and or lecturers and students to enhance the quality of teaching and learning English especially how to build a good relationship between lecturer and or lecturer and students in teaching speaking skill. To obtain the data of this research observation sheet, questionnaire, and interview was used. These instruments revealed that the lecturer applied all the observed rapport in this research appropriately and got very positive response from the students. In fact, all the applied rapport has created good and friendly atmosphere which stimulate students learn English effectively. There have been great attentions to this area of research, such as a study conductedby by Knoell. M (2012) entitled "the role of student-lecturer relationship in lives of fifth grades: a mixed methods analysis. Knoell did this research at grade five of elementary school, in two mid-westerns as a sample of the study. Knoell used mixed research for his design research. From the research, Knoell found that students who are attending both types of schools could have similar, favorable per ceptions of their relationships with theirlecturers and that is the individual lecturer which has been effect on student's perception of those relationships.

With regard to the result of the research, some linguists also give positive creditsto the integration of rapport in teaching. Firstly, Harmer (1998) defines rapport as the essence, the relationship that the students have with their lecturer and vice versa. This definition is strengthened by Pinata (1999) who says that positive student-lecturer relationships are characterized by open communication, as well as emotional and academic support that exist between students and lecturers.

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Dealing with the importance of rapport, Harmer (2007) devotes several pages to rapport and lists four core capacities that make it up: recognizing students including knowing their names; listening to students; respecting to students; and the last is beingeven-handed. Harmer suggests that the quality of 'respect' cuts both way: not only doesrapport entail the lecturer respecting the learners, but successful rapport derives from students' perception of the lecturer as a good leader and successful professional (p.113). In this relationship, both lecturer and students took same role to create positive rapport. Lecturer tries to build good rapport with the students in order to produce stimulating and entertaining learning environment that help students to learn better. Stuhlman, Hamre, and Pianta, (2002) state that "building positive relationships between lecturers and students can provide the motivation, initiative, and engagement which are essential for academic success" Then the lecturer has to closely to their students such as humorist to them. Gorman (1981) has similar ideas with Stuhlman et al. that rapport is particularly important in contributing to learning as were self-disclose, encouraging student talk, and asking questions about students' viewpoints or feelings.

Marzano (2003) emphasizes that developing lecturer students' rapport have manybenefits such as can lead to increased learning and it can minimize the student problem in the class. Marzano (2003) maintains that lecturers who develop good relationships with their students will have fewer discipline problems (p.48). This is due to the fact that students who have respect for their

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lecturers will be more willing to accept the rules and procedures of those lecturers.

Additionally fewer disruptions will occur. Marzano states that lecturers who provide warm, friendly invitations to join in their learning community and continue the same invitation every day increase rapport as well. In line with what Marzano's ideas, Wittler & Martin (2004) state that good creation of rapport will help students to gain their cooperation, keeping them motivated and on task. In fact Stuhlman, Hamre, and Pianta, (2002) revealed that "An emotionally and socially positive school climate contributes tothe development of students' self- confidence, lecturers' beliefs that they can be effective in their jobs and an atmosphere of cordiality in student-lecturer relationships".

Students are not especially likely to be motivated if their other needs aren't being met. One of those very important needs is to have relationships with others (Strong, Silver, Robinson, 1995). Most people work hardest on those relationships that are reciprocal. Students are no exception. They need to feel valued and respected and will return both to lecturers who share these characteristics with them. Students are also motivated to perform well in school when the following needs are met: students feel safe; they feel valuable; they have experienced success; students have been involved in making meaningful decisions; students feel cared about; and finally, students feel that lecturers are seeking out the best practices that will enable their learning (Rogers and Renald, 1999).

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To develop positive relationships, teacher needs to understand other people before they can expect them to understand us." Lecturers must operate from understanding and shift from managing students to managing context. This had the potential to elicit high levels of achievement while teaching students to self-monitor their own behavior. "When our psychological needs are met, we want to perform to the best of our ability in order to experience positive feelings" (Rogers et al., 1999) then Fleming (2003) supports this idea by telling us, "…when we respond to something with emotional intensity, stress hormones excite the part of the brain that transforms impressions or short-term memories into long-term memories. The greater the affective intensity, the easier both the original imprinting and the recall" Rogers and Renard (1999) explain that as we develop the skills needed in a one-on-one relationship, we enter the realm of learning as well.

To sum up what have been discussed in the importance of the integration of rapport, the researcher will draw a general conclusion that learning required motivation, and motivation stems from positive lecturer-student relationships. Students are motivated when they believe that lecturers treat them like people and care about them personally and educationally. Students should be treated with respect, given fun and interesting learning opportunities, allowed to make valuable choices, and should be able to foster relationships with their lecturers that help students see lecturers as people and not dictators or enemies.

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Although rapport is not the key for student's success their learning achievement but at least by having a good rapport could support the aim of that. "Rapport building between lecturer and learner is not in the top category for factors loading onto a statistical explanation of effective teaching (from student evaluation data) but in a wider range of research literature it is an important and acknowledged attribute for enhancing learning and it makes intuitive good sense" (Fleming, 2003). Fleming further emphases that relationships in the classroom have an impact on achievement because 'the brain does not naturally separate emotions from cognition, either anatomically or perceptually Fleming (2003).

In order to encourage students in speaking, lecturers can use role-play. According to Siwi (2014), role play is an alternative strategy enhancing students in their speaking skill. Kucuker (2004) argue that role play takes a lot of time such as in preparation, practice, and assessment. However, role play can be useful to enhance students' speakingskills.

Another strategy come from Rokni & Qarajeh (2014). Storytelling is also a technique that can help students develop their speaking skill. However, Gafu & Badea (2011) remind lecturers that storytelling should not always be used for the speaking activity in the class because this can make the students feel unexcited.

Meanwhile, Argawati (2014) suggests a different strategy. She argues that small group discussion also has an important role to improve students' speaking skill and increase their vocabulary. Another strategy is suggested by

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Romero et al. They say lecturers can also use songs as a strategy for speaking class. They mention that, "In fact, they have used songs as a resource to develop communicative abilities properly in a foreign language, providing students with the opportunity to talk with confidence and giving lecturers the chance to teach in a fun way"(Romero et al, 2012, p.12).

Lecturers can also use technology as a medium to encourage students in speaking. According to Wu et al (2011), the use Computer-Mediated Communicator (CMC) is beneficial to improve speaking skill when we communicate with native speaker. Not only technology, but also collaborative learning also has an important role in speaking. Al- tamimi (2014) also supports collaborative learning an efficient way to develop speaking skill and build a positive students' attitude. Therefore, lecturers' strategies become an essential tool to be successful in speaking skill.

F. Hypothesis

This study aims describes general frameworks about the influence of the students-lecturer rapport and speaking anxiety on speaking skill. Therefore, the followingresearch hypotheses are as follow:

1. Ho: There is no significant influence between lecturer-student rapport and speaking skill at the fifth semester of Education Department of UIN SYAHADA Padangsidimpuan.

   Ha1: There is significant influence between lecturer-student rapport and speaking skill at the fifth semester student of Education Department of UIN SYAHADA Padangsidimpuan.

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2. Ho: There is no significant influence between speaking anxiety and speaking skill at the fifth semester student of Education Department of UIN SYAHADA Padangsidimpuan?

   Ha2: There is significant influence between speaking anxiety and speaking skill at the fifth semester student of Education Department of UIN SYAHADA Padangsidimpuan?

3. Ho: There is no significant influence between lecturer-student rapport and speaking anxiety on speaking skill at the fifth semester student of Education Department of UIN SYAHADA Padangsidimpuan?

   Ha3: There is significant influence between lecturer-student rapport and speaking anxiety on speaking skill at the fifth semester student of Education Department of UIN SYAHADA Padangsidimpuan?

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CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research will be done at the fifth semester of Tadris Bahasa Inggris (TBI) students of Tarbiyah and Lecturer Training Faculty IAIN Padangsidimpuan. It is located at Jl. H. T. Rizal Nurdin Km.4,5 Sihitang, Southeast Padangsidimpuan, Padangsidimpuan town, North Sumatera. This subject of research is the fifth semester TBI (Tadris Bahasa Inggris or English Education Department) students of Tarbiyah and Lecturer Training Faculty (FTIK) IAIN Padangsidimpuan 2021/2022 Academic years.

B. Research Design

This research is quantitative research. Quantitative research is the research that related to numerical data. This research uses the influence research design. According to Donald Ary (2016 : 349) influence research is non – experimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There is no manipulation of the variables in either type of research. According to Fraenkel and Wallen, influence research is also sometimes referred to as form of descriptive research because it describes an existing relationship between two variables.

Influential designs provide an opportunity for you to predict the scores

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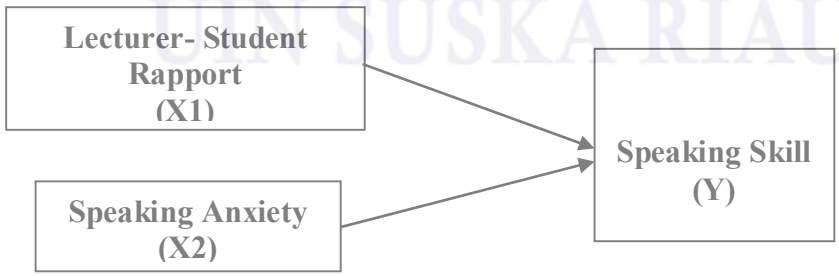
and explain the relationship among variables. In influential research designs, investigators use the influence statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. Influence or influential research is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there is no variable manipulation. The existence of a relationship and the level of this variable is important because by knowing the level of the existing relationship, the researcher will be able to develop it according to the research objectives. This type of research, usually involves a statistical measurable/level of relationship called influence.The writer uses quantitative approach in this study. It is because the writer investigates the influence of influence of teacher-student rapport and speaking anxiety onspeaking skill. Because of the writer does not provide full control. Considering the purposes of the research and the nature of the problems, the type of research is quantitative research that uses cluster sampling.

Table 3.1 Research Design



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C. Population and Sample of the Research

The population is the whole subject of the study. If one wishes to examine all elements present in the study area, the research is a population study or population study or census study. Understanding of the sample is a part of the subject in the population studied, which is certainly capable of representative can represent the population. The populations in this research are the active of the fifth semester at the English Department of the State Islamic University (UIN) Syahada Padangsidimpuan.

Sugiyono (2011) defines the population as a generalization region consisting of objects or subjects that become quantities and certain characteristics set by the researchers to learn and then drawn conclusions. In this study, the population used is a limited population or finite population, where there are clear data sources whose limits are quantitative because they have limited characteristics (Nawawi, 2007).

So, the reason which supported the researcher to choose the population based on the consideration that they were joining the Speaking subject. There were 9 classes of speaking subject. The amounts of the students are 270 students joining the Speaking subject.

According Sugiyono, sample is part or number and characteristic possessed by the population. When large populations, and researchers are not possible to learn everything in the population, for example because of the funding, energy and time,the researchers will take samples from that population. What is learned from the sample, the conclusion will be applied to

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the population. For that sample taken from population must be really representative (Sugiyono, 2011).

According to Arikunto (2002), if we examine some of the population, then the research is called sample research. In facilitating this sampling by using a handle that if the subject is less than 100, better taken all so that the research is a population study. If the number of subject is larger can be taken between 10 to 15%, or 20 to25% or more.

Based on the statement, the samples that took from this research were all of the fifth semester students of English education department who take Speaking class. Which was the amount of the students being 67 students? It takes 50% from the population. Quantitative research generally requires a large sample size. The larger the sample is taken, the more accurate the data is also obtained.

D. Research Instruments and Validation

1. Test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured (Donald, 2010).

The data are needed to prove and support this study. By this collected data, the writer can measure the influence of lecturer-student rapport and speaking anxiety toward students' speaking skill at the Fifth Semester Student

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of Education Departement of UIN Syahada Padangsidimpuan. There are two instruments that will use in the study to get thedata, namely; speaking test and questionnaire.

a. Speaking Test

The writer collects the main data from test. From the two tests, the writer can find out the influence of lecturer-student rapport toward students' speaking skill at the Fifth Semester Student of Education Departement of UIN Syahada Padangsidimpuan.

A pretest will give before treatment. Giving the pretest the writer will compare that score to the posttest scores which gave after the treatment. A posttest as the last test also will give to get the quantitative data about their speaking skill after the writer teaches speaking using lecturer-student rapport.

Speaking skill is measured by four aspects. They are fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation. To test fluency and coherence, students can speak fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar, and also speaks coherently with fully appropriate cohesive features also develops topics fully and appropriately. Then to test lexical resources, students can use vocabulary with full flexibility and precision in all topics, and they can use idiomatic language naturally and accurately. After that, to test grammatical range and accuracy, students can use a full range of structures naturally and

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appropriately, they also can produce consistentlyaccurate structures apart from 'slips' characteristic of native speaker speech. And to test pronunciation, students can use a full range of pronunciation features with precision and subtlety, they also can sustain flexible use of features throughout, and their vocabulary knowledge is effortless to understand.

Table 3.2 the Blueprint of Speaking Ability Test

Aspects	Total of Topic Item	Total Questions of Topic Item
Fluency & Coherence	1	4
	2	4
	3	4
	4	4
Lexical Resource	5	4
	6	4
	7	4
	8	4
Grammatical Range & Accuracy	9	4
	10	4
	11	4
	12	4
	13	4
	14	4
Pronunciation	15	4
	16	4
	17	4
	18	4
	19	4
	20	4
Total		80

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b. Questionnaire

Questionnaire is one of the research instruments which consist of a series of questions or statements to obtain the information from participants. In a questionnaire,the participants respond to the questions or statements by writing or marking an answer sheet (Fraenkel et al., 2011).

The purpose of the researcher used questionnaire was to know the level of lecturer-student rapport and anxiety of the students in speaking. These would also help the researcher to measure the students‟ rapport and speaking anxiety level. This study uses the adaption and translation of Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986).

FLCAS consist of 33 questions with answer response options range 1-5 of each item. The 5-point Likert‟s scale is range from “Strongly agree” (SA), neither “Agree” (A,“ Neither Agree nor Disagree ”(NA,“ Disagree (D), and “Strongly Disagree” (SA).

To determine the interval for each category (2 classes), the following calculation is performed:

$$c = \frac{the\ larller\ score - the\ lollest\ score}{2}$$

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2. Test Validity and Reliability

Validity is defined as the degree to which evidence and theory support the interpretations of test scores entailed proposed uses tests. Validity is also defined as the extent to which an instrument measured what it claimed to measure.

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Simply, it can be said that a test will be valid, if it measures accurately what intended to measure. The validity of speaking scores is grounded in the purpose that the scores are intended to serve. In this study, the test aims to measure the students' speakingskill.

1) Content Validity

Content validity is essentially and of necessity based on the judgment and judgment must be made separately for each situation. It refers to whether or not the content of the manifest variables is right to measure the latent concept that is trying to measure. In this study, the instrument tests are suitable with the condition at speaking class.

2) Construct Validity

Construct validity is concerned with the extent to which a test measures a specific trait or construct. It is related to the theoretical knowledge of the concept that wants to measure. The meaning of the test score is derived from the nature of the tasks examines are asked to perform.

In this study the writer measured the student's speaking skill. Therefore the test instrument is made in the form of face to face to speaking test. The score takes in fivecriteria, which are the score of pronunciation, grammar, vocabulary, fluency and comprehension. Then to get the mean, the score from all criteria should be sum.

3) Criterion Related Validity

It refers to the extant which test scores are systematically related to

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one or more outcome criteria. It emphasizes on the criterion because the writer will use the test scores to infer performance on the criterion. The type of criterion-related validity is used in this study is concurrent validity.

Accordance with the nature and characteristic of speaking activity as language skill of active-productive, speaking skill test is most appropriate as a subjective test. It is for the ensuring the validity of the test and the effort to achieve a high level of reliability by assigning rater.

The reliability refers to the degree of consistency measurement that a test yieldsin measuring what is intended to measure. To score the students' oral work as fairly and consistently as possible, the writer uses inter-rater reliability (test of reliability). Inter- rater reliability refers to the degree of consistency and agreement between scores assigned by rater or observes who judge or grade the same performance or behavior.

For example, the process of scoring essay tests for subjective decisions on the part of those who have to grade the tests. To score the just like essay tests, spoken test also require subjective decisions. That is why the writer chose this type of reliability.

The students' performance is assessed using determined scoring rubric that includes criteria such as pronunciation, grammar, vocabulary, fluency and comprehension.

In the present study, the writer used analytic scoring method. The scoring method can be seemed in the table below:

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Table 3.3 Scoring Method for Speaking

No	Criteria	Rating Scores	Comments
1.	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problem necessities concentrated
			listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and word orders errors that to do not, however obscure Meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so severe as to make speech virtually unintelligible

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3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses wrong words conversation somewhat limited because of inadequate Vocabulary
		2	Misuse of words and very limited vocabulary
			makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speech as fluent and efforts less as that of native Speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Peed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without Difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may benecessary
		3	Understand most of what is said at slower than normal speed without repetition

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		2	He has great difficulty following what is said cancomprehend only. Social conversation. Spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversational English

The way of calculating final Score:

$$\text{Score} : \frac{\text{Total score (pronunciation,grammar,vocabulary,fluency,comprehension) x 4}}{\text{Total maximum score (20)}}$$

Table 3.4.The categories of speaking score

No	Score	Categories
1	0 – 8	Low
2	9 – 12	Less
3	13 – 15	Good
4	16 – 17	Very Good
5	18 - 20	Excellent

E. Data Collection Techniques

Instrumentation is a tool of data collection in a research. Arikunto (2010), research instruments are tools or facilities used by researchers in collecting data so that their study is easier and the results are better, in the sense that they are more accurate, complete, and systematic so that they are easier to process.There are two instruments to take the data in the field.The First, questionnaire and the second is test. Further, it can be explained below:

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1. Questionnaire

Questionnaires are a number of written questions given to respondents to gather information and data related to the research problem being studied. Sukmadinata (2010) states that, questionnaire is a technique or method of collecting data indirectly (researchers do not directly ask and answer with respondents). Further, Hornby (1995, p. 688), "questionnaire is a list of questions to be answered by a group of people in order to get information or facts." This questionnaire in this research is used to investigate and to collect information about rapport and the speaking anxiety.

The questionnaire is given to students. The Likert scale of lecturer-student rapport and speaking anxiety is used to give the weight of each questionnaire. Nemoto & Beglar (2014) state that a likert scale is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue. Likert skale is used with five options (Always) rated 5, (Often) rated 4, (Sometimes) rated 3, (Rarely) rated 2, and (Never) rated 1.

Based on explanation above, It can be concluded that a Likert scale format is usually used to measure the strength of an attitude or an opinion. In this study, a five-point scale. In that instrument, the writer gifted the alternative options: (Always) rated 5, (Often) rated 4, (Sometimes) rated 3, (Rarely) rated 2, and (Never) rated 1The following table shows the categories of giving reinforcement and independent learning:

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Table III.2
The Likert Scale Rating

Optional Score Favorable	Optional Score Favorable
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

2. Test

In order to know the students speaking skill, the measurement can be given in a test form. The researcher administered the test to assess students' speaking skill. The test that the researcher will be given is in speaking test consist of 1 item. According to Brown (2004), a test is a method of measuring a person's ability or knowledge.

F. Data analysis

In order to find whether there is a significant influence or not of lecturer-students rapport and speaking anxiety on speaking ability, the data is analyzed by using SPSS 22. The researcher uses the score of questionnaire of variables X1 and X2 and document score of variable Y. In analyzing the data, simple linear regression and multiple regression is used.

Abdullah and Sutanto (2015) stated that Simple linear regression is a method to know how a variable (X, independent variable) tell the value of other variables (Y, dependent variable). Multiple regressions are an extension of simple linear regression. It is used when we want to predict the value of variable based on the value of two or more other variables. Furthermore, Gay and Airasian (2000) state that multiple regression is equation uses variables

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that are known to individually predict (correlate with) the criterion to make a more accurate prediction about a criterion variable. Use of multiple regressions is increasing, primarily because of its versatility and precision. It can be used with data representing any scale of measurement, and can be used to analyze the results of experimental and causal-comparative, as well as correlational studies.

Here, simple linear regression is used to investigate the influence of teacher-students rapport on speaking skill and the influence of speaking anxiety on speaking skill. The multiple regressions are used to investigate the influence between lecturer-students rapport and speaking anxiety on speaking skill.

To find out whether or not there is influence between lecturer-students rapport and speaking anxiety on speaking skill. It can be seen from significant (sig.) value. If the sig. value is lower than 0.05, it means lecturer-students rapport and speaking anxiety correlate on speaking skill. If the sig. value is higher than 0.05, it means lecturer-students rapport and speaking anxiety do not correlate on speaking skill. Also, the data analysis is supported by frequency distribution, descriptive statistics etc.

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Table 2.2 Questionnaire FLCAS from Horwitz

No	Questionnaire	SA	A	N	D	SD
1	I never feel quite sure of myself when I am speaking in my foreign language class.					
2	I don't worry about making mistakes in language class.					
3	I tremble when I know don't understand what the teacher is saying in the foreign language.					
4	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5	It wouldn't bother me at all to take more foreign language classes.					
6	During language class, I find myself thinking about things that have nothing to do with thecourse.					
7	I keep thinking that the other students are better at languages than I am.					
8	I am usually at ease during tests in my language class.					
9	I start to panic when I have to speak without preparation in language class.					
10	I worry about the consequences of failing my foreign language class.					
11	I don't understand why some people get so upset over foreign language classes.					
12	In language class, I can get so nervous I forget things I know.					
13	It embarrasses me to volunteer answers in my language class.					
14	I would not be nervous speaking the foreign language with native speakers.					
15	I get upset when I don't understand what theteacher iscorrecting.					

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No	Questionnaire	SA	A	N	D	SD
16	Even if I am well prepared for language class, I feel anxious about it.					
17	I often feel like not going to my language class.					
18	I feel confident when I speak in foreign languageclass.					
19	I am afraid that my language teacher is ready to correct every mistakeI make.					
20	I can feel my heart pounding when I'm going to be called on inlanguage class.					
21	The more I study for a language test, the more confiused I get.					
22	I don't feel pressure to prepare very well for language class.					
23	I always feel that the other students speak the foreign language betterthan I do.					
24	I feel very self-conscious about speaking the foreign language in front of other students					
25	Language class moves so quickly I worry about getting left behind.					
26	I feel more tense and nervous in my language class than in my otherclasses.					
27	I get nervous and confused when I am speaking in my language class.					
28	When I'm on my way to language class, I feel very sure and relaxed.					
29	I get nervous when I don't understand everyword the language teacher says.					
30	I feel overwhelmed by the number of rules you have to learn to speaka foreign language.					
31	I am afraid that the other students will laugh at me when I speak theforeign language.					
32	I would probably feel comfortable around native speakers of the foreign language.					
33	I get nervous when the language teacher asks questions which I haven't prepared in dvance.					

Note :

SA= strongly agree; A= agree;

N= neither agree nor disagree; D=disagree;

SD= strongly disagree.

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CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

A. Conclusion

Based on the analysis displayed at chapter IV, finally the researcher made conclusion of the research about "The Influence of Lecturer-Student Rapport and Speaking Anxiety on Speaking Skill at the Fifth Student Semester of UIN SYAHADA Padangsidimpuan". The data of this study had answered the research questions.

Firstly, from the research finding, the influence between lecturer-student rapport and speaking anxiety on speaking skill by using Simple linear regression formula in SPSS 22, it proves that sig. value was in significance level. Thus, the alternative hypothesis one is accepted and null hypothesis one is rejected. It was seen from the significance value 0.00 that was smaller than 0.05. It means that there is significant correlation between lecturer-student rapports on speaking skill at English Education Department of UIN SYAHADA Padangsidimpuan.

Secondly, based on the result of the research finding, the influence between speaking anxiety and speaking skill by using Simple linear regression formula in SPSS 22, it proves that sig. value was in significance level. It can be seen from the significance value 0.02 which was smaller than 0.05. Thus, the alternative hypothesis two is accepted and null hypothesis two is rejected. It means that there is a significant correlation between speaking anxiety and speaking skill at English Education Department of UIN SYAHADA Padangsidimpuan.

Lastly, for the third hypothesis, the correlation between lecturer-student rapport and speaking anxiety on speaking skill by multiple regression formula in SPSS 22, it

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proves that sig. value was in significance level. It also can be seen that the significance value was 0.00 which was smaller than 0.05. Thus, the alternative hypothesis three is accepted and null hypothesis three is rejected. It means that there is a significant correlation between rapport and speaking anxiety and speaking skill at English Education Department of UIN SYAHADA Padangsidimpuan.

In summary, the study findings had answered all research questions (RQ 1, RQ 2, and RQ 3). Lecturer-student rapport gave significant correlation to speaking skill at English Education Department of UIN SYAHADA Padangsidimpuan. Next, speaking anxiety gave significant correlation to students' speaking skill at English Education Department of UIN SYAHADA Padangsidimpuan. Then, lecturer-student rapport and speaking anxiety also gave significant correlation to students' speaking skill at English Education Department of UIN SYAHADA Padangsidimpuan.

B. Implication of the Research

Based on the research finding, it can be known that there is a significant influence between rapport and speaking anxiety of students' speaking skill. It implied lecturer-student rapport and speaking anxiety are important variables in giving a contribution to their speaking skill.

Therefore, the researcher presents some points of the implication of what has been discussed which is to improve the students' speaking skill. Regarding too many theories as what have been mentioned about lecturer-student rapport must be applied because this is the lecturer's way of determining learning objectives during the teaching and learning process. The lecturer needs to use verbal and non verbal rapport in teaching especially in teaching speaking. The lecturers are required to do an evaluation related to

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teaching and students' achievement by considering appropriate learning method supporting with a good lecturer-student rapport. Lecturers should motivate students for maintaining their improving on speaking skill. Lecturer-student rapport is part of the modification of the lecturer's behavior to student behavior, which aims to provide information and feedback for students for their actions or responses given as an encouragement or correction in order to the students more interesting and enjoy in learning and teaching process.

Students in self-study view problems as challenges that must be faced, interest in learning continues to grow and learning is more enjoyable. Then students will be better able to seek information from various sources in self-study, use various strategies to achieve goals, and can express their ideas in different or more creative formats so as to encourage students to obtain maximum learning results. The good lecturer-student rapport can support the teaching learning process runs well. So the aims of lesson achieved and the students got the good result on speaking skill.

C. Recommendation

Based on the data analysis conducted in the chapter IV and the conclusion of this research found that there is a significant correlation between rapport and speaking anxiety on speaking skill at English Education Department of UIN SYAHADA Padangsidimpuan. There are some recommendations are provided in order to improve the students' writing ability. The recommendations are as follows: Firstly, lecturers are recommended that they build a good lecturer-rapport in speaking by giving rapport both verbally and non verbally. It is hoped that with the provision of reinforcement, students can be motivated and enthusiastic to learn, thus having an impact on improving learning

outcomes. It is hoped that lecturers can carry out fun learning by providing more maximal rapport so that students become more motivated and enthusiastic to study more actively.

Secondly, the students are recommended that students must realize the importance of learning activities that are already an obligation as a student, even without the provision of rapport from lecturers. This can be done by active students in the classroom when the lecturer is explaining the material or always paying attention to the teacher when the learning process takes place. Students must realize the importance of an achievement in the world of education, so as to motivate themselves to always improve achievements. This can be done for example by utilizing empty lesson hours by studying in class or going to the library or directly doing assignments without delaying the time when the teacher gives assignments that must be collected.

Thirdly, it is expected for researcher herself to increase knowledge about strengthening skills so that they can apply the provision of maximum rapport in learning.

The last, the researcher realizes that the results of the research are far from being perfect; therefore, the researcher expects this research will be useful as a reference to the next researcher who is interested in undertaking a similar study maybe with different topics. This is very important because more studies are conducted with a various topic, it is very likely that the quality of teaching is improving. This research recommendeds for conducting further research in the form of correlational research in order to find out which variable is better to correlate lecturer-student rapport and related to speaking

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anxiety. It is suggested that the next research would take longer time and wide range of sample in order to give better result of the research.

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APPENDIX 1

TEST OF SPEAKING SKILL

Name :

Class :

Directions :

- This test is for scientific research only and it does not affect your grade in English.
- The purpose of this test is to know your basic speaking skill.
- Your participation is appreciated very much

Instruction:

- Create a conversation in six minutes by choosing only ONE topic in the following:
  1) Your job
  2) Your dream job

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APPENDIX 2

QUESTIONNAIRE OF RAPPORT
Adapted from Djamarah (2008)

The purpose of this questionnaire is to investigate lecturers' rapport in learning. It is for research purposes only. All data will be aggregated and will not be used to evaluate you, your grade, or your lecturer. There are 25 questions. All items are closed-ended questions that ask about each student's personal data where they have to put ticks in boxes. The questions are in the form of Likert-Scale with five options:

(1) never
(2) seldom
(3) sometimes
(4) often
(5) always

Name:…….
Class: …….
Gender: …….

INDICATORS	STATEMENTS	Always (Selalu) (5)	Often (Sering)	Sometimes (Kadang-kadang) (3)	Seldom (Jarang) (2)	Never (Tidak Pernah)

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Verbal Rapport	1. When students can do the task correctly, the lecturer says one of the words of "Yes, great, exactly, true, smart, ect). 2. The lecturer praises the student in answering the question correctly (e.g. the lecturer said your answer correctly). 3. Lecturer gives a warning to students gently when making a mistake. 4. Lecturer often gives motivational words to					

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	good luck, you are the best, you can do that, ect).					
Gestural Rapport	5. Lecturer gives appreciation to students with body movements (e.g. applause). 6. Lecturer moves his hand to clarify in presenting the material. 7. Lecturer gives thumbs up for students if they are able to answer questions correctly. 8. Lecturer gives head-shaking gesture of student's					

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Activity Rapport	9. Lecturer asks the students who finished first to solve the problem in front of the class to explain again. 10. Lecturer asks another friend to help his friend when another friend finishes the work first. 11. Lecturer uses types of games in learning.					
Approcing Rapport	12. The lecturer visits students when doing assignments so that the students become excited.					

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			walks over and stands beside the students and occasionally looks at the results of the student's discussion work and praises the work of the results. 14. Lecturer sometimes sit near discussion groups.			
	Touching Rapport	15. Lecturer patts the student on the shoulder when he finished giving an answer. 16. Lecturer has the student point their				

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				answer questions and gives aplus. 17. Lecturer shakes hands with students when students finish answering questions.		
Sign or Object Rapport				18. Lecturer often gives written appreciation in work books such as excellent, good job, good thanks. 19. The lecturer comments on the student assignment sheet, so that students know the weakness and strongness of their		

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20. Lecturer gives gifts when students get good grades (e.g. stationery, candy, etc).						

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APPENDIX 3

QUESTIONNAIRE OF SPEAKING ANXIETY
Adapted from Listyani(2008)

The purpose of this questionnaire is to investigate the students' anxiety in speaking. It is for research purposes only. All data will be aggregated and will not be used to evaluate you, your grade, or your teacher. There are 25 questions. All items are closed-ended questions that ask about each student's personal data where they have to put ticks in boxes. The questions are in the form of Likert-Scale with five options:

(1) never
(2) seldom
(3) sometimes
(4) often
(5) always

Name:….
Class: …….
Gender: ……..

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Indicators	Statements	Always (Selalu) (5)	Often (Sering) (4)	Sometimes (Kadang-kadang) (3)	Seldom (Jarang) (2)	Never (Tidak Pernah) (1)
Trait Anxiety	1. I feel nervous speaking in ftont of the entire class.					
	2. I'm worried that other students in class speak better than me.					
	3. i'm worried about making mistakes when I speak with the lecturer.					
	4. I'm worried that my partner speaks better than me.					
	5. I'm worried about making mistakes while speaking.					
	6. I'm afraid that					

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Situation – Specific Anxiety	speakig entirely. 13. I start to panic when I speak with a classmate in pair. 14. I feel tense when I have to speak with a partner in a pair.						
	15. I feel my friends' speaking better than I do. 16. I start to panic when I speak with a classmate in pair.						
	17. I feel nervous when I can't express my idea. 18. I'm worried						

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APPENDIX 4

Hasil Output Uji Validitas Lecturer-Student Rapport

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	TOTAL
P1	Pearson Correlation	1	.135	.387	.297	.319(*)	.037	.163	.067	.135	.067	.387	.067	.163	.067	.297	.067	.319(*)	.037	.163	.067	.478(**)
	Sig. (2-tailed)		.275	.001	.015	.009	.765	.189	.589	.275	.589	.001	.589	.189	.589	.015	.589	.009	.765	.189	.589	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P2	Pearson Correlation	.135	1	.144	.144	.144	.144	.144	.144	.135	.144	.144	.144	.144	.144	.144	.144	.144	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.275		.245	.245	.245	.245	.245	.245	.275	.245	.245	.245	.245	.245	.245	.245	.245	.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P3	Pearson Correlation	.387	.144	1	.144	.144	.144	.144	.144	.387	.144	1	.144	.144	.144	.144	.144	.144	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.001	.245		.245	.245	.245	.245	.245	.001	.245		.245	.245	.245	.245	.245	.245	.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P4	Pearson Correlation	.297	.144	.144	1	.144	.144	.144	.144	.297	.144	.144	1	.144	.144	.144	.144	.144	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.015	.245	.245		.245	.245	.245	.245	.015	.245	.245		.245	.245	.245	.245	.245	.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P5	Pearson Correlation	.319(*)	.144	.144	.144	1	.144	.144	.144	.319(*)	.144	.144	.144	1	.144	.144	.144	1	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.009	.245	.245	.245		.245	.245	.245	.009	.245	.245	.245		.245	.245	.245		.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P6	Pearson Correlation	.037	.144	.144	.144	.144	1	.144	.144	.037	.144	.144	.144	.144	1	.144	.144	.144	1	.144	.144	.720(**)
	Sig. (2-tailed)	.765	.245	.245	.245	.245		.245	.245	.765	.245	.245	.245	.245		.245	.245	.245		.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P7	Pearson Correlation	.163	.144	.144	.144	.144	.144	1	.144	.163	.144	.144	.144	.144	.144	1	.144	.144	.144	1	.144	.720(**)
	Sig. (2-tailed)	.189	.245	.245	.245	.245	.245		.245	.189	.245	.245	.245	.245	.245		.245	.245	.245		.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P8	Pearson Correlation	.067	.144	.144	.144	.144	.144	.144	1	.067	.144	.144	.144	.144	.144	.144	.144	.144	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.589	.245	.245	.245	.245	.245	.245		.589	.245	.245	.245	.245	.245	.245	.245	.245	.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P9	Pearson Correlation	.135	.144	.144	.144	.144	.144	.144	.144	1	.144	.144	.144	.144	.144	.144	.144	.144	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.275	.245	.245	.245	.245	.245	.245	.245		.245	.245	.245	.245	.245	.245	.245	.245	.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P10	Pearson Correlation	.067	.144	.144	.144	.144	.144	.144	.144	.144	1	.144	.144	.144	.144	.144	.144	.144	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.589	.245	.245	.245	.245	.245	.245	.245	.245		.245	.245	.245	.245	.245	.245	.245	.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P11	Pearson Correlation	.387	.144	1	.144	.144	.144	.144	.144	.387	.144	1	.144	.144	.144	.144	.144	.144	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.001	.245		.245	.245	.245	.245	.245	.001	.245		.245	.245	.245	.245	.245	.245	.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P12	Pearson Correlation	.067	.144	.144	1	.144	.144	.144	.144	.297	.144	.144	1	.144	.144	.144	.144	.144	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.589	.245	.245		.245	.245	.245	.245	.015	.245	.245		.245	.245	.245	.245	.245	.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P13	Pearson Correlation	.163	.144	.144	.144	.144	.144	.144	.144	.163	.144	.144	.144	1	.144	.144	.144	.144	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.189	.245	.245	.245	.245	.245	.245	.245	.189	.245	.245	.245		.245	.245	.245	.245	.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P14	Pearson Correlation	.067	.144	.144	.144	.144	.144	.144	.144	.135	.144	.144	.144	.144	1	.144	.144	.144	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.589	.245	.245	.245	.245	.245	.245	.245	.275	.245	.245	.245	.245		.245	.245	.245	.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P15	Pearson Correlation	.297	.144	.144	.144	.144	.144	.144	.144	.297	.144	.144	.144	.144	.144	1	.144	.144	.144	1	.144	.720(**)
	Sig. (2-tailed)	.015	.245	.245	.245	.245	.245	.245	.245	.015	.245	.245	.245	.245	.245		.245	.245	.245		.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P16	Pearson Correlation	.067	.144	.144	.144	.144	.144	.144	.144	.135	.144	.144	.144	.144	.144	.144	1	.144	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.589	.245	.245	.245	.245	.245	.245	.245	.275	.245	.245	.245	.245	.245	.245		.245	.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P17	Pearson Correlation	.319(*)	.144	.144	.144	.144	.144	.144	.144	.319(*)	.144	.144	.144	.144	.144	.144	.144	1	.144	.144	.144	.720(**)
	Sig. (2-tailed)	.009	.245	.245	.245	.245	.245	.245	.245	.009	.245	.245	.245	.245	.245	.245	.245		.245	.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P18	Pearson Correlation	.037	.144	.144	.144	.144	.144	.144	.144	.037	.144	.144	.144	.144	.144	.144	.144	.144	1	.144	.144	.720(**)
	Sig. (2-tailed)	.765	.245	.245	.245	.245	.245	.245	.245	.765	.245	.245	.245	.245	.245	.245	.245	.245		.245	.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P19	Pearson Correlation	.163	.144	.144	.144	.144	.144	.144	.144	.163	.144	.144	.144	.144	.144	.144	.144	.144	.144	1	.144	.720(**)
	Sig. (2-tailed)	.189	.245	.245	.245	.245	.245	.245	.245	.189	.245	.245	.245	.245	.245	.245	.245	.245	.245		.245	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P20	Pearson Correlation	.067	.144	.144	.144	.144	.144	.144	.144	.135	.144	.144	.144	.144	.144	.144	.144	.144	.144	.144	1	.720(**)
	Sig. (2-tailed)	.589	.245	.245	.245	.245	.245	.245	.245	.275	.245	.245	.245	.245	.245	.245	.245	.245	.245	.245		.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
TOTAL	Pearson Correlation	.478(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	.720(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67

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	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P5	Pearson Correlation	.222	.447(**)	.416(**)	.372(**)	.191	.191	.154	.460(**)	.180	.349(**)	.231	.316(**)	.076	.111	.092	-.234	.142	.172	.506(**)		
	Sig. (2-tailed)	.153	.000	.000	.002	.120	.064	.212	.000	.144	.004	.060	.009	.541	.374	.460	.057	.252	.164	.000		
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67		
P6	Pearson Correlation	-.042	.382(**)	-.413(**)	.414(**)	.042	.194	.104	.111	.194	.238	.123	.238	.479(**)	.410(**)	-.286(**)	.103	.097	.074	.506(**)		
	Sig. (2-tailed)	.790	.001	.000	.000	.756	.116	.399	.372	.116	.052	.321	.052	.000	.001	.019	.406	.435	.552	.000		
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67		
P7	Pearson Correlation	.382(**)	.132	-.042	.210	.042	.194	.104	.111	.194	.238	.123	.238	.479(**)	.410(**)	-.286(**)	.103	.097	.074	.506(**)		
	Sig. (2-tailed)	.011	.401	.737	.087	.756	.116	.399	.372	.116	.052	.321	.052	.000	.001	.019	.406	.435	.552	.000		
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67		
P8	Pearson Correlation	.381(**)	.232	.252	.211	.192	.232	.118	.822(**)	.272	.022	.052	.392(**)	.221	.122	-.252	.182	.032	.248	.600(**)		
	Sig. (2-tailed)	.012	.139	.093	.461	.204	.122	.000	.000	.027	.858	.674	.011	.911	.437	.103	.241	.803	.066	.000		
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67		

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P9	Pearson Correlation	.366(*)	.05	.01	.2	.24	.19	.33	.3	1	.6	.29	.14	.20	.46	.30	.35	.12	.07	.10	.39
	Sig. (2-tailed)	.016	.75	.94	.1	.11	.21	.02	.0		.0	.05	.34	.17	.00	.05	.067	.01	.62	.48	.00
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P10	Pearson Correlation	.220	.24	.01	.3	.37	.18	.11	.2	1	.14	.14	.00	-	.26	.24	.165	.25	-	-	.40
	Sig. (2-tailed)		.075	.93	.06	.01	.23	.45	.1		.37	.98	.77	.08	.11	.291	.10	.76	.78	.67	.00
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P11	Pearson Correlation	.257	.06	-	.1	.18	.19	.28	.2	1	.1	.12	.13	.53	.30	.333	.19	.25	.18	.04	.51
	Sig. (2-tailed)	.096	.67	.62	.3	.24	.20	.06	.0	.3	.1	.43	.40	.00	.04	.029	.21	.10	.24	.79	.00
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P12	Pearson Correlation	.062	.22	.22	.2	.34	.33	.05	.0	.1	.0	.12	1	.27	.31	.381	.15	-	-	-	.41
	Sig. (2-tailed)	.692	.15	.14	.1	.02	.02	.71	.8	.3	.9	.43		.08	.04	.02	.012	.30	.72	.79	.00
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P13	Pearson Correlation	.148	.09	-	.3	.23	.38	.22	.0	.2	-	.13	.27	1	.43	.13	.293	.20	.18	.04	.50
			3	.01	81	9	3(*	1	51	09	.0	0	0		8(*	2		7	4	0	1(*

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	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P1	Pearson Correlation		-.047	.111	.478(**)	.080	.270	.766	-.477	.001	.121	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111
P1	Sig. (2-tailed)		.707	.372	.000	.520	.027	.000	.000	.994	.327	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372
P1	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P2	Pearson Correlation		.111	.038	.378(**)	.037	.132	.452	.710	.012	.121	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111
P2	Sig. (2-tailed)		.372	.759	.002	.765	.288	.000	.000	.923	.327	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372
P2	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P3	Pearson Correlation		.111	.038	.378(**)	.037	.132	.452	.710	.012	.121	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111
P3	Sig. (2-tailed)		.372	.759	.002	.765	.288	.000	.000	.923	.327	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372
P3	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P4	Pearson Correlation		.111	.038	.378(**)	.037	.132	.452	.710	.012	.121	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111
P4	Sig. (2-tailed)		.372	.759	.002	.765	.288	.000	.000	.923	.327	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372
P4	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P5	Pearson Correlation		.111	.038	.378(**)	.037	.132	.452	.710	.012	.121	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111
P5	Sig. (2-tailed)		.372	.759	.002	.765	.288	.000	.000	.923	.327	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372
P5	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P6	Pearson Correlation		.111	.038	.378(**)	.037	.132	.452	.710	.012	.121	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111
P6	Sig. (2-tailed)		.372	.759	.002	.765	.288	.000	.000	.923	.327	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372
P6	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P7	Pearson Correlation		.111	.038	.378(**)	.037	.132	.452	.710	.012	.121	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111
P7	Sig. (2-tailed)		.372	.759	.002	.765	.288	.000	.000	.923	.327	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372
P7	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P8	Pearson Correlation		.111	.038	.378(**)	.037	.132	.452	.710	.012	.121	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111
P8	Sig. (2-tailed)		.372	.759	.002	.765	.288	.000	.000	.923	.327	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372
P8	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P9	Pearson Correlation		.111	.038	.378(**)	.037	.132	.452	.710	.012	.121	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111
P9	Sig. (2-tailed)		.372	.759	.002	.765	.288	.000	.000	.923	.327	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372
P9	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P10	Pearson Correlation		.111	.038	.378(**)	.037	.132	.452	.710	.012	.121	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111
P10	Sig. (2-tailed)		.372	.759	.002	.765	.288	.000	.000	.923	.327	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372
P10	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
TOTAL	Pearson Correlation		.111	.038	.378(**)	.037	.132	.452	.710	.012	.121	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111	.111
TOTAL	Sig. (2-tailed)		.372	.759	.002	.765	.288	.000	.000	.923	.327	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372	.372
TOTAL	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67

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APPENDIX 5

Hasil Output uji validitas Speaking Anxiety

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	TOTAL
P1	Pearson Correlation	1	.181	.659(**)	.359(*)	.139(*)	.377(*)	.378(*)	.197(*)	.182	.334(**)	.271	.296	.050	-.080	.305(*)	.156	.192	.071	.016	-.102	.499(**)
	Sig. (2-tailed)		.247	.000	.018	.073	.013	.012	.054	.242	.028	.078	.016	.688	.518	.013	.208	.120	.568	.896	.412	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P2	Pearson Correlation	.181	1	.279	.259(*)	.359(*)	.404(*)	.259(*)	.283(*)	.382(*)	.229	.219	.156	.159	-.042	.202	-.009	.183	-.058	-.068	.145	.437(**)
	Sig. (2-tailed)	.247		.070	.084	.018	.007	.044	.020	.002	.062	.158	.317	.199	.789	.101	.942	.138	.640	.581	.243	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P3	Pearson Correlation	.659(**)	.279	1	.359(*)	.139	.377(*)	.378(*)	.402(**)	-.301(*)	.270	.114	.106	-.025	-.049	.245	.164	.154	-.018	-.158	-.102	.434(**)
	Sig. (2-tailed)	.000	.070		.018	.073	.013	.012	.001	.016	.027	.361	.396	.839	.693	.045	.184	.213	.884	.201	.412	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P4	Pearson Correlation	.359(*)	.259(*)	.359(*)	1	.359(*)	.404(*)	.259(*)	.283(*)	.382(*)	.229	.219	.156	.159	-.042	.202	-.009	.183	-.058	-.068	.145	.437(**)
	Sig. (2-tailed)	.018	.034	.018		.018	.007	.044	.020	.002	.062	.158	.317	.199	.789	.101	.942	.138	.640	.581	.243	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P5	Pearson Correlation	.139	.359(*)	.139	.359(*)	1	.404(*)	.259(*)	.283(*)	.382(*)	.229	.219	.156	.159	-.042	.202	-.009	.183	-.058	-.068	.145	.437(**)
	Sig. (2-tailed)	.263	.018	.263	.018		.007	.044	.020	.002	.062	.158	.317	.199	.789	.101	.942	.138	.640	.581	.243	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P6	Pearson Correlation	.377(*)	.404(*)	.377(*)	.404(*)	.404(*)	1	.467(**)	.319(**)	-.242(*)	.258(*)	.114	.106	-.025	-.049	.245	.164	.154	-.018	-.158	-.102	.434(**)
	Sig. (2-tailed)	.013	.007	.013	.007	.007		.000	.009	.049	.035	.361	.396	.839	.693	.045	.184	.213	.884	.201	.412	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P7	Pearson Correlation	.378(*)	.259(*)	.378(*)	.259(*)	.259(*)	.467(**)	1	.367(**)	-.156	.166	.027	.054	-.102	-.609	.040	-.115	.119	-.201	-.091	.051	.001
	Sig. (2-tailed)	.012	.044	.012	.044	.044	.000		.002	.206	.178	.827	.662	.412	.000	.748	.353	.337	.102	.463	.679	.995
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P8	Pearson Correlation	.197	.283(*)	.402(**)	.283(*)	.283(*)	.319(**)	.367(**)	1	-.107	.166	.027	.054	-.102	-.609	.040	-.115	.119	-.201	-.091	.051	.001
	Sig. (2-tailed)	.054	.020	.001	.020	.020	.009	.002		.389	.178	.827	.662	.412	.000	.748	.353	.337	.102	.463	.679	.995
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P9	Pearson Correlation	.182	.382(*)	-.301(*)	.382(*)	.382(*)	-.242(*)	-.156	-.107	1	.258(*)	.114	.106	-.025	-.049	.245	.164	.154	-.018	-.158	-.102	.434(**)
	Sig. (2-tailed)	.139	.002	.013	.002	.002	.049	.206	.389		.035	.361	.396	.839	.693	.045	.184	.213	.884	.201	.412	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P10	Pearson Correlation	.334(**)	.229	.270	.229	.229	.258(*)	.166	.166	.258(*)	1	.114	.106	-.025	-.049	.245	.164	.154	-.018	-.158	-.102	.434(**)
	Sig. (2-tailed)	.006	.062	.027	.062	.062	.035	.178	.178	.035		.361	.396	.839	.693	.045	.184	.213	.884	.201	.412	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P11	Pearson Correlation	.271	.219	.114	.219	.219	.114	.027	.054	.114	.114	1	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)
	Sig. (2-tailed)	.078	.158	.361	.158	.158	.361	.827	.662	.361	.361		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P12	Pearson Correlation	.296	.156	.106	.156	.156	.106	-.102	-.054	.106	.106	.466(**)	1	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)
	Sig. (2-tailed)	.016	.317	.396	.317	.317	.396	.412	.662	.396	.396	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P13	Pearson Correlation	.050	.159	-.025	.159	.159	-.025	-.102	-.054	-.025	-.025	.466(**)	.466(**)	1	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)
	Sig. (2-tailed)	.688	.199	.839	.199	.199	.839	.412	.662	.839	.839	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P14	Pearson Correlation	-.080	-.042	-.049	-.042	-.042	-.049	-.609	-.609	-.049	-.049	.466(**)	.466(**)	.466(**)	1	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)
	Sig. (2-tailed)	.518	.789	.693	.789	.789	.693	.000	.000	.693	.693	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P15	Pearson Correlation	.305(*)	.202	.245	.202	.202	.245	.040	.040	.245	.245	.466(**)	.466(**)	.466(**)	.466(**)	1	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)
	Sig. (2-tailed)	.013	.101	.045	.101	.101	.045	.748	.748	.045	.045	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P16	Pearson Correlation	.156	-.009	.164	-.009	-.009	.164	-.115	-.115	.164	.164	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	1	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)
	Sig. (2-tailed)	.206	.942	.184	.942	.942	.184	.353	.353	.184	.184	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P17	Pearson Correlation	.192	.183	.154	.183	.183	.154	.119	.119	.154	.154	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	1	.466(**)	.466(**)	.466(**)	.466(**)
	Sig. (2-tailed)	.120	.138	.213	.138	.138	.213	.337	.337	.213	.213	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P18	Pearson Correlation	.071	-.058	-.018	-.058	-.058	-.018	-.201	-.201	-.018	-.018	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	1	.466(**)	.466(**)	.466(**)
	Sig. (2-tailed)	.568	.640	.884	.640	.640	.884	.102	.102	.884	.884	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P19	Pearson Correlation	.016	-.068	-.158	-.068	-.068	-.158	-.091	-.091	-.158	-.158	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	1	.466(**)	.466(**)
	Sig. (2-tailed)	.896	.581	.201	.581	.581	.201	.463	.463	.201	.201	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P20	Pearson Correlation	-.102	.145	-.102	.145	.145	-.102	.051	.051	-.102	-.102	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	1	.466(**)
	Sig. (2-tailed)	.412	.243	.412	.243	.243	.412	.679	.679	.412	.412	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
TOTAL	Pearson Correlation	.499(**)	.437(**)	.434(**)	.437(**)	.437(**)	.434(**)	.001	.001	.434(**)	.434(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	.466(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.995	.995	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
   a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
   a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20
P1	Pearson Correlation	1	.359(*)	.260(*)	.038	.401(*)	.540(**)	.313(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)		.012	.033	.759	.001	.000	.010	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P2	Pearson Correlation	.359(*)	1	.207	.010	.401(*)	.540(**)	.313(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.012		.093	.935	.001	.000	.010	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P3	Pearson Correlation	.260(*)	.207	1	.381(**)	.401(*)	.540(**)	.313(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.033	.093		.001	.001	.000	.010	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P4	Pearson Correlation	.038	.010	.381(**)	1	.040	.040	.040	.040	.040	.040	.040	.040	.040	.040	.040	.040	.040	.040	.040	.040
	Sig. (2-tailed)	.759	.935	.001		.747	.747	.747	.747	.747	.747	.747	.747	.747	.747	.747	.747	.747	.747	.747	.747
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P5	Pearson Correlation	.401(*)	.401(*)	.401(*)	.040	1	.611(**)	.440(**)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.001	.001	.001	.747		.000	.000	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P6	Pearson Correlation	.540(**)	.540(**)	.540(**)	.040	.611(**)	1	.440(**)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.000	.000	.000	.747	.000		.000	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P7	Pearson Correlation	.313(*)	.313(*)	.313(*)	.040	.440(**)	.440(**)	1	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.010	.010	.010	.747	.000	.000		.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P8	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	1	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004		.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P9	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	1	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004		.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P10	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	1	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004	.004		.004	.004	.004	.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P11	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	1	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004	.004	.004		.004	.004	.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P12	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	1	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004	.004	.004	.004		.004	.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P13	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	1	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004	.004	.004	.004	.004		.004	.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P14	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	1	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004	.004	.004	.004	.004	.004		.004	.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P15	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	1	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004		.004	.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P16	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	1	.350(*)	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004		.004	.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P17	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	1	.350(*)	.350(*)	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004		.004	.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P18	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	1	.350(*)	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004		.004	.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P19	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	1	.350(*)
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004		.004
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P20	Pearson Correlation	.350(*)	.350(*)	.350(*)	.040	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	.350(*)	1
	Sig. (2-tailed)	.004	.004	.004	.747	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	.004	
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67

	Sig. (2-tailed)	.2 12	.09 4	.01 2	.0 19	.0 48	.3 03	.0 67	.00 0	.00 2	.02 7	.035	.089	.28 3	.558	.03 6	.11 8	.03 0	.99 2	.36 5	.47 6	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P8	Pearson Correlation	.1 97	.28 3	.40 2(**)	.3 56(*)	.2 69(*)	.4 82(**)	.60 2(**)	1	.41 1(**)	.21 1	.238	.014	.09 3	.199	.28 9	.19 1	.21 4	-.01 0	.08 6	.12 0	.563(**)
	Sig. (2-tailed)	.2 04	.06 6	.00 8	.0 19	.0 81	.0 01	.00 0		.00 6	.17 4	.125	.930	.55 1	.202	.06 0	.22 1	.16 8	.95 0	.58 2	.44 4	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P9	Pearson Correlation	.1 82	.38 2(*)	-.01 6	.0 98	.1 98	.3 98(**)	.45 4(**)	.41 1(**)	1	.33 6(**)	.498(**)	.352(*)	.28 7	.094	.18 1	.09 0	.00 3	-.00 6	-.13 5	.16 5	.484(**)
	Sig. (2-tailed)	.2 42	.01 1	.92 1	.5 33	.2 04	.0 08	.00 2	.00 6		.02 8	.001	.020	.06 2	.549	.24 6	.56 5	.98 4	.96 7	.38 8	.29 0	.001
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P10	Pearson Correlation	.3 34(*)	.22 9	.27 1	.3 86(*)	.2 18	.4 25(**)	.33 8(*)	.21 1	.33 6(**)	1	.350(*)	.444(**)	.26 4	.095	.41 3(**)	.28 1	.17 3	.13 8	.20 6	.04 6	.604(**)
	Sig. (2-tailed)	.0 28	.13 9	.07 8	.0 11	.1 60	.0 04	.02 7	.17 4	.02 8		.021	.003	.08 7	.546	.00 6	.06 8	.26 7	.37 8	.18 4	.76 9	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P11	Pearson Correlation	.2 71	.21 9	.11 4	.3 12	.2 99	.2 34	.32 2(*)	.23 8	.49 8(**)	.35 0(**)	1	.165	.21 9	-.026	-.41 0(**)	.19 6	.21 5	.21 2	.17 4	.22 0	.555(**)

UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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	Sig. (2-tailed)	.078	.158	.460	.000	.031	.012	.003	.001	.000	.028	.026	.000	.289	.159	.154	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P12	Pearson Correlation	.296	.156	.106	-.462(**)	.507	.093	.082	.202	.354(**)	.044	.165	.289(*)	.143	.165	.144	.462(**)	.507(**)	.093	.082	.202	.354(**)	.044	.165	.289(*)
	Sig. (2-tailed)	.016	.206	.396	.000	.000	.450	.511	.101	.003	.724	.181	.018	.246	.181	.243	.000	.000	.450	.511	.101	.003	.724	.181	.018
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P13	Pearson Correlation	.396(**)	.156	.106	-.462(**)	.507(**)	.093	.082	.202	.354(**)	.044	.165	.289(*)	.143	.165	.144	.462(**)	.507(**)	.093	.082	.202	.354(**)	.044	.165	.289(*)
	Sig. (2-tailed)	.001	.206	.396	.000	.000	.450	.511	.101	.003	.724	.181	.018	.246	.181	.243	.000	.000	.450	.511	.101	.003	.724	.181	.018
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P14	Pearson Correlation	.396(**)	.156	.106	-.462(**)	.507(**)	.093	.082	.202	.354(**)	.044	.165	.289(*)	.143	.165	.144	.462(**)	.507(**)	.093	.082	.202	.354(**)	.044	.165	.289(*)
	Sig. (2-tailed)	.001	.206	.396	.000	.000	.450	.511	.101	.003	.724	.181	.018	.246	.181	.243	.000	.000	.450	.511	.101	.003	.724	.181	.018
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P15	Pearson Correlation	.396(**)	.156	.106	-.462(**)	.507(**)	.093	.082	.202	.354(**)	.044	.165	.289(*)	.143	.165	.144	.462(**)	.507(**)	.093	.082	.202	.354(**)	.044	.165	.289(*)
	Sig. (2-tailed)	.001	.206	.396	.000	.000	.450	.511	.101	.003	.724	.181	.018	.246	.181	.243	.000	.000	.450	.511	.101	.003	.724	.181	.018
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67

	Sig. (2-tailed)	.046	.000	.195	.028	.092	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P16	Pearson Correlation	.239	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.052	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P17	Pearson Correlation	.249	.464(**)	.215	.300	.026	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)	.464(**)
	Sig. (2-tailed)	.042	.000	.079	.014	.834	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P18	Pearson Correlation	.046	.423(**)	.212	.300	.023	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)	.423(**)
	Sig. (2-tailed)	.709	.000	.083	.014	.853	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P19	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P20	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P21	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P22	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P23	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P24	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P25	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P26	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P27	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P28	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P29	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P30	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P31	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P32	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P33	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P34	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P35	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P36	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P37	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P38	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P39	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P40	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P41	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P42	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P43	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P44	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P45	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P46	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P47	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P48	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P49	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P50	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P51	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P52	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P53	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P54	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P55	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P56	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P57	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P58	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P59	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P60	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P61	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P62	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P63	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964	.964
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P64	Pearson Correlation	.046	.459(**)	.196	.281	.020	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)	.459(**)
	Sig. (2-tailed)	.709	.000	.115	.022	.871	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P65	Pearson Correlation	.027	.005	.173	.037	.015	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005	.005
	Sig. (2-tailed)	.827	.964	.161	.765	.904	.964

	Sig. (2-tailed)	.919	.966	.852	.940	.936	.658	.838	.184	.266	.453	.103	.218	.602	.076	.615	.158	.342	.000	.023
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
P20	Pearson Correlation	-.019	.149	-.154	.102	.111	.125	.164	.045	.220	.231	.415(**)	.312(**)	.343(**)	.207	.201	.418(**)	.411(**)	1	.424(**)
	Sig. (2-tailed)	.502	.119	.215	.431	.372	.312	.185	.716	.074	.060	.000	.005	.002	.093	.102	.000	.001		.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
TOTAL	Pearson Correlation	.459	.437	.325	.454	.476	.456	.480	.604	.555	.462	.541	.416	.634	.450	.459	.542	.423	.424	1
	Sig. (2-tailed)	.000	.000	.008	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67

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Hasil Output uji validitas Speaking Skill

		P1	P2	P3	P4	P5	TOTAL
P1	Pearson Correlation	1	.472(**)	.495(**)	.168	.175	.657(**)
	Sig. (2-tailed)		.001	.001	.283	.262	.000
	N	67	67	67	67	67	67
P2	Pearson Correlation	.472(**)	1	.696(**)	.247	.052	.786(**)
	Sig. (2-tailed)	.001		.000	.110	.739	.000
	N	67	67	67	67	67	67
P3	Pearson Correlation	.495(**)	.696(**)	1	.360(*)	.194	.839(**)
	Sig. (2-tailed)	.001	.000		.018	.212	.000
	N	67	67	67	67	67	67
P4	Pearson Correlation	.168	.247	.360(*)	1	.402(**)	.667(**)
	Sig. (2-tailed)	.283	.110	.018		.008	.000
	N	67	67	67	67	67	67
P5	Pearson Correlation	.175	.052	.194	.402(**)	1	.383(*)
	Sig. (2-tailed)	.262	.739	.212	.008		.011
	N	67	67	67	67	67	67
TOTAL	Pearson Correlation	.657(**)	.786(**)	.839(**)	.667(**)	.383(*)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.011	
	N	67	67	67	67	67	67

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   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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State Islamic University of Sultan Syarif Kasim Riau

APPENDIX 7

Hasil Uji Realibilitas Lecturer-Student Rapport

Cronbach's Alpha	N of Items
.806	20

Hasil Uji Realibilitas Speaking Anxiety

Cronbach's Alpha	N of Items
.837	20

Hasil Uji Realibilitas Speaking Skill

Cronbach's Alpha	N of Items
.722	5

Hasil Uji Regresi Linear Berganda

a. Analisis Linear Berganda

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	16.458	2.192		7.508	.000
	X1	.663	.074	.724	8.900	.000
	X2	.233	.070	.270	3.324	.002

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b. Koefisen Determinasi

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.974(a)	.949	.947	2.390

c. Uji t

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	16.458	2.192		7.508	.000
	X1	.663	.074	.724	8.900	.000
	X2	.233	.070	.270	3.324	.002

d. Uji F

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4276.052	2	2138.026	374.413	.000(a)
	Residual	228.413	40	5.710		
	Total	4504.465	42			

a Predictors: (Constant),Speaking Anxiety, Rapport
b Dependent Variable: Speaking Skill

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APPENDIX 8

Script Speaking Test

Topic : Decribe your job.

Student 1: Hi how are you?

Student 2: I am fine. Thanks.

Student 1: I'm fine too, thanks.

Student 1: what do you do?

Student 2: I'm an English teacher, and you?

Student 1: I'm an officer.

Student 2: Where do you work?

Student 1: I work at school. What about you?

Student 2: I work in an office.

Student 1: Do you like your job?

Student 2: Yes, of course, and you? Do you like your job?

Student 1: Not really, because it is not my dream job.

Student 2: Oh no. What's wrong with your dream job? Why didn't you get your dream job?

Student 1: I want to be an actor but my parent asked me to be an officer. So I follow their idea.

Student 2: Wow what a nice son you are.

Student 1: Hmm I'm not sure.

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Topic: Describe your dream job.

Student 1: Hi how are you?

Student 2: I am fine. Thanks.

Student 2: I'm fine too, thanks.

Student 1: what do you do?

Student 2: I'm a student. What about you?

Student 2: I'm student too. Any way can I ask you?

Student 1: Sure.

Student 2: Do you have adream job?

Student 1: Umm, yes I do.

Student 2: What is your dream job?

Student 1: A doctor. What about you?

Student 2: Umm my dream job is an army.

Student 1: Wow, it's great. So what do you think about your dream job?

Student 2: I think, be an army is something awesome and cool especially as a man.

Student 1: Why do you say that?

Student 2: Because they save country and the people, help when people need, and it looks so charismatic.

Student 1: I think so.

Student 2: What about you? Why your dream job is a doctor?

Student 1: I think a doctor is very helful to people. Doctor can treat the pople who need the treatment, so they can gather with their family.

Student 2: Yes of course. So do you think that be a doctor is easy?

Student 1: Absolutely not. But it still my dream job.

Student 2: Bravo. Keep forward.

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Structure and Written Expression	:	51
Reading Comprehension	:	61
Total	:	522

Robi Kurniawan, M. A.
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Izin No: 37/06.06/DPMPTSP/IX/2021

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تاريخ الاختبار : 12-07-2022

الصلاحية : 12-07-2024

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Phone & Facs, (0761) 858832, Website: https//pasca.uin-suska.ac.id Email : pasca@uin-suska.ac.id

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1. Dr. Kalayo Hasibuan. M. TESOL (Pembimbing Utama)
2. Dr. Promadi. M.Pd (Pembimbing Pendamping)
di
Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	:	Rosmiyasari Ritonga
NIM	:	21990125646
Program Pendidikan	:	Magister/Strata Dua (S2)
Program Studi	:	Pendidikan Agama Islam
Semester	:	V (Lima)
Judul Tesis	:	The Influence Of Teacher Student Rapport And Speaking Anxiety On Speaking Skil At The Fith Semester Student`Of Education Departemen Of UIN Syahada Padang Sidimpuan

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:
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2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,

Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

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NIM	: 21990125646
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: V (Lima) / 2022
Judul Tesis/Disertasi	: The Influence of Lecturer-Student Rapport and Speaking Anxiety on Speaking Skill at the Fifth Semester Student of English Education Department of UIN SYAHADA Padangsidimpuan

untuk melakukan penelitian sekaligus pengumpulkan data dan informasi yang diperlukannya dari UIN SYAHADA Padangsidimpuan

Waktu Penelitian: 3 Bulan (28 November 2022 s.d 28 Februari 2023)

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a.n Direktur,
Wakil Direktur

Dr. Hj. Zaitun, M.Ag
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SURAT KETERANGAN

Nomor: 1097 /Un. 28/A.1/B/3a/PP.00.9/12/2022

Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan ini memberikan izin kepada:

Nama	: Rosmiyasari Ritonga
NIM	: 21990125646
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa InggrisPendidikan Bahasa Inggris
Jenjang	: Magister (S2)

untuk mengumpulkan data dan informasi dalam menyelesaikan Tesis/disertasi dengan judul ***"The Influence Of Lecturer-Student Raport and Speaking Anxiety On Speaking Ability Of The Fifth Semester Student Of English Education Department Of UIN Syahada Padangsidimpuan"***.

Demikian Surat Izin penelitian ini berikan kepada yang bersangkutan agar dipergunakan sebagaimana mestinya.

Padangsidimpuan, 26 Desember 2022
an. Rektor
Wakil Rektor Bidang Akademik dan Pengembangan Lembaga

Dr. Erawadi, M.Ag.
NIP. 197203261998031002

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2. NIM / KTP	:	21990125646
3. Program Studi	:	PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	:	-
5. Jenjang	:	S2
6. Judul Penelitian	:	**THE INFLUENCE OF LECTURER-STUDENT RAPPORT AND SPEAKING ANXIETY ON SPEAKING SKILL OF THE FIFTH SEMESTER STUDENT OF ENGLISH EDUCATION DEPARTEMENT OF UIN SYAHADA PADANGSIDIMPUAN**
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Pada Tanggal : 14 Desember 2022

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NIM : 21.19012.5646
PROGRAM STUDI : PENDIDIKAN AGAMA ISLAM
KONSENTRASI : .....
PEMBIMBING I / PROMOTOR : Dr. KALAYO HASIBUAN, M.TESOL
PEMBIMBING II / CO PROMOTOR : Dr. PROMADI, M.Pd
JUDUL TESIS/DISERTASI : THE INFLUENCE OF LECTURER-STUDENT RAPPORT AND SPEAKING ANXIETY ON SPEAKING SKILL AT THE FIFTH SEMESTER STUDENT OF TBI OF UIN SYAHADA PADANGSIDIMPUAN

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Nama	:	Rosmiyasari Ritonga
NIM	:	21990125646
Judul	:	The Influence Of Lecturer-Student Rapport And Speaking Anxiety On Speaking Skill At The Fifth Semester Student Of English Education Depaartement Of UIN Syahada Padangsidimpuan

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Direktur Pascasarjana

Prof. Dr. Ilyas Husti, MA
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Pekanbaru, 29 Desember 2022
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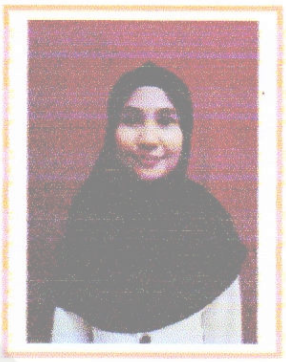

Name : Rosmiyasari Ritonga

Place/Date of birth : Huraba/28 Mart06 1991

Religion : Islam

Nationality : Indonesian

Marital Status : Marriage

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EDUCATIONAL BACKGROUND

- 1997-2003 : SD Negeri Huraba Mandailing Natal
- 2003-2006 : MTs Negeri Mandailing Natal
- 2006-2009 : SMA 1 Negeri Mandailing Natal
- 2009-2014 : Pendidikan Bahasa Inggris Sekolah Tinggi Keguruan Ilmu Pendidikan (STKIP - TS) Padangsidimpuan

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