

**THE STUDENTS' SELF-CONCEPT IN ENGLISH LEARNING AND
THEIR ABILITY IN SPEAKING: THE CORRELATIONAL
STUDY AT SMK TARUNA SATRIA PEKANBARU**

Hak cipta milli

Hak Cipta Dilindungi Undang-Undang



BY:

FAKHRU ROZI
SIN. 11810413512

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
2024 M/ 1445 H**

State Islamic University of Sultan Syarif Kasim Riau

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.

**THE STUDENTS' SELF-CONCEPT IN ENGLISH LEARNING AND
THEIR ABILITY IN SPEAKING: THE CORRELATIONAL
STUDY AT SMK TARUNA SATRIA PEKANBARU**



UIN SUSKA RIAU

BY:

FAKHRU ROZI
SIN. 11810413512

Thesis

Submitted in partial fulfillment of the Requirements
For Bachelor Degree of English Education
(S.Pd)

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

PEKANBARU

2024 M/ 1445 H

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.

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.

STATEMENT OF AUTHENTICITY

I here by,

Name : FAKHRU ROZI
Student Number : 11810413512
Phone Number : 0822-8781-8381
E-mail : 11810413512@students.uin-suska.ac.id
Department : English Education
Faculty : Education and Teacher Training
University : State Islamic University of Sultan Syarif Kasim Riau

Certify that this thesis entitled "THE STUDENTS' SELF-CONCEPT IN ENGLISH LEARNING AND THEIR ABILITY IN SPEAKING: THE CORRELATIONAL STUDY AT SMK TARUNA SATRIA PEKANBARU" is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this thesis. Others' opinion finding include in this thesis are quoted in accordance with ethical standards.

Pekanbaru, Desember 10th, 2023



FAKHRU ROZI
SIN. 11810413512

SUPERVISOR APPROVAL

The thesis entitled *The Students' Self-Concept in English Learning and Their Ability in Speaking: The Correlation Study At SMK Taruna Satria Pekanbaru* is written by Fakhru Rozi SIN.11810413512. It has been accepted and approved to be examined in the final examination by the examination committee of undergraduate degree in the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau to fulfil the requirements for the Award of Undergraduate Degree (S.Pd) in Department of English Education.


Pekanbaru, 15 Desember 2023

Approved by

The Head of
English Education Departement

Supervisor


Dr. Fadrina Anastasia, S.S., M. Hum
NIP. 198106112008012017


Dedy Wahyudi, S.Pd, M.Pd
NIP. 198012102023211011

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 mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin 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 mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

EXAMINER APPROVAL

The thesis entitled *The Students' Self Concept in English Learning and Their Ability in Speaking: The Correlational Study at SMK Taruna Satria Pekanbaru* by Fakhru Rozi, SIN. 11810413512. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumadil Akhir 21st, 1445 H/January 3rd, 2024 M. It is submitted as one of requirements for Bachelor Degree (S.Pd) at Department of English Education.

Pekanbaru, Jumadil Akhir 21st, 1445 H
Januari 3rd, 2024 M

Examination Committee

Examiner I



Rizki Gushendra, M.Ed
NIP. 198208282008011008

Examiner II



Riri Fauzanal, M.Sc
NIP. 198407172023212043

Examiner III



Rizki Amelia, M.Pd
NIP. 19830820202321203

Examiner IV



Robi Kurniawan, M.A
NIP. 198509162023211008

Dean
Faculty of Education and Teacher Training



Dr. H. Kadar, M. Ag
NIP. 19650521 199402 1 001

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and Most Merciful, all praise is due to Allah, the Most High. Through His guidance and blessings, the researcher has successfully completed the final research thesis entitled: "The Implementation of English Club as an Extracurricular Activity at SMA Negeri 8 Pekanbaru". It is scientific writing to fulfill one of the academic requirements to finish the bachelor's degree (S.Pd.) at the Department of English Education, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Subsequently, peace and blessings are perpetually sent to the final Messenger of Allah, Prophet Muhammad (peace be upon him), who has served as a source of inspiration and guidance for countless individuals worldwide.

Appreciation and heartfelt gratitude are extended to both of my dear parents, Mr. Indra Jaya and Mrs. Melda Herlina, who have showered me with unwavering love, care, and both moral and material support. May the grace, good health, and blessings of Allah SWT continue to be abundant.

The researcher would like to express his gratitude to all the cherished individuals who have provided encouragement, motivation, and assistance throughout the process of completing this thesis. They include:

1. Prof. Dr. Khairunas, M.Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau, Prof. Dr. Hj. Helmiati, M.Ag., as Vice Rector I, Dr. H. Mas'ud Zein, M.Pd., as Vice Rector II, Prof. Edi Erwan, S.Pt., M.Sc., Ph.D., as Vice Rector III, and all staffs. Thank you for your kindness and encouragement.
2. Dr. H. Kadar, M.Ag., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau, Dr. H. Zarkasih, M.Ag., as the Vice Dean I, Prof. Dr. Zubaidah Amir MZ, M.Pd., as the Vice Dean II, Dr. Amirah Diniaty, M.Pd.Kons., as the Vice Dean III, and all the staffs. Thanks a lot for the kindness and the encouragement.

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 mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin 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.

3. Dr. Faurina Anastasia, S.S., M.Hum., the Head of Department of English Education, who has given the correction, suggestion, support, advice, and guidance in completing the thesis.
4. Dr. Nur Aisyah Zulkifli, M.Pd., the Secretary of Department of English Education, who has given the support and guidance for the researcher.
5. Dedy Wahyudi, M. Pd, the researcher's supervisor who has given guidance, critics, advice, encouragement, and motivation to the writer from the beginning of writing the thesis until the completion of it.
6. Dr. Faurina Anastasia, S.S., M.Hum., the researcher's academic advisor who has given instruction, guidance, advice, motivation, and kindness to complete this thesis.
7. All lecturers of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information of this thesis and thanks for their contributions and support during the courses.
8. The Home Team, my treasured, Mama and Papa.
9. To all those who have helped that the author cannot mention one by one

Pekanbaru, Desemberber 10th, 2023

The Researcher



FAKHRU ROZI

SIN. 11810413512

ABSTRAK

Fakhru Rozi (2024): Konsep Diri Siswa Dalam Belajar Bahasa Inggris dan kemampuan mereka dalam berbicara: Sebuah Studi Korelasi di SMK Taruna Satria Pekanbaru.

Berbicara merupakan suatu proses komunikasi yang terjadi antara dua orang atau lebih, baik secara verbal maupun non-verbal dalam berbagai konteks. Dari pernyataan tersebut jelas bahwa segala bentuk komunikasi lisan antara dua orang atau lebih dapat disebut dengan berbicara. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana konsep diri dalam pembelajaran bahasa Inggris, bagaimana kemampuan berbicara dan untuk mengetahui korelasi antara konsep diri siswa dan kemampuan berbicara dalam pembelajaran bahasa Inggris di kelas dua belas SMK Taruna Satria Pekanbaru. Penelitian ini merupakan penelitian kuantitatif. Penelitian ini dilaksanakan pada tanggal 08 Agustus sampai dengan 14 Agustus 2023 di kelas XII SMK Taruna Satria Pekanbaru. Total populasi pada penelitian ini adalah 110 orang dari kelas di SMK Taruna Satria Pekanbaru dan sampel dipilih dengan menggunakan teknik simple random sampling. Instrumen pengumpulan datanya adalah angket dan tes, kemudian data dianalisis menggunakan analisis prosedur korelasional dan menggunakan SPSS 25.0 untuk menghitung data. Hasil analisis data menunjukkan bahwa konsep diri siswa di SMK Taruna Satria Pekanbaru berada pada kategori Tinggi dengan nilai rata-rata sebesar 70,14. Sedangkan kemampuan berbicara siswa di SMK Taruna Satria Pekanbaru berada pada kategori Sedang dengan nilai rata-rata sebesar 63,28 dan tidak terdapat hubungan yang signifikan antara konsep diri siswa dengan kemampuan berbicara di SMK Taruna Satria Pekanbaru.

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.

ABSTRACT

Fakhru Rozi (2024): The Students' Self-Concept in English Learning and Their Ability in Speaking: The Correlational Study at SMK Taruna Satria Pekanbaru

Speaking is a communication process that occurs between two or more people, both verbally and non-verbally in various contexts. From that statement, it is clear that all shapes of oral communication between two people or more can be called as speaking. The aims of this study is to find out how the self-concept in English learning, how the speaking ability and to find out the correlation between students' self-concept and speaking ability in English learning at the twelfth grade of SMK Taruna Satria Pekanbaru. This research is quantitative research. This research was carried out from 08 August until 14 August 2023 at the twelfth grade of SMK Taruna Satria Pekanbaru. The total population was 110 students of the twelfth grade of SMK Taruna Satria Pekanbaru and was selected by using simple random sampling. The data collection instrument is questionnaire and test, then the data was analyzed using correlational procedure analysis and use SPSS 25.0 to calculate the data. The result of data analysis show that the students' self-concept at SMK Taruna Satria Pekanbaru is in High category where the mean score is 70,14. While, the students' speaking ability at SMK Taruna Satria Pekanbaru is in Moderate category where the mean score is 63,28. In conclusion, there is no significance correlation between students' self-concept and speaking ability at SMK Taruna Satria Pekanbaru.

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.

خلاصة

التحدث هو عملية تواصل تحدث بين شخصين أو أكثر، لفظيًا وغير لفظيًا في سياقات مختلفة. يتضح من هذا البيان أن جميع أشكال الاتصال الشفهي بين شخصين أو أكثر يمكن أن تسمى التحدث. الغرض من هذا البحث هو معرفة مدى مفهوم الذات في تعلم اللغة الإنجليزية، ومدى القدرة على التحدث ومعرفة العلاقة الارتباطية بين مفهوم الذات لدى الطلاب والقدرة على التحدث في تعلم اللغة الإنجليزية في الصف الثاني عشر في مدرسة تارونا ساتريا المهنية بيكانبارو. هذا البحث هو البحث الكمي. تم إجراء هذا البحث في الفترة من 08 أغسطس إلى 14 أغسطس 2023 في الفصل الثاني عشر في **SMK Taruna Satria Pekanbaru**. بلغ إجمالي عدد الطلاب 110 طالبًا وتم اختيارهم باستخدام العينة العشوائية العنقودية. وكانت أدوات جمع البيانات هي الاستبيانات والاختبارات، ثم تم تحليل البيانات باستخدام إجراءات لحساب البيانات. تظهر نتائج تحليل **SPSS 25.0** التحليل الارتباطي وباستخدام برنامج البيانات أن مفهوم الذات لدى الطلاب في مدرسة تارونا ساتريا بيكانبارو المهنية يقع في الفئة العالية بمتوسط درجة 70.14. وفي الوقت نفسه، فإن قدرة الطلاب على التحدث في مدرسة تارونا ساتريا بيكانبارو المهنية تقع في الفئة المتوسطة بمتوسط درجات 63.28 ولا توجد علاقة ذات دلالة إحصائية بين مفهوم الذات لدى الطلاب والقدرة على التحدث في مدرسة تارونا ساتريا بيكانبارو المهنية.

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.

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	iv
ABSTRAK	v
كلام	vii
LIST OF CONTENTS	viii
List of Table	x
CHAPTER I INTRODUCTION	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem.....	4
D. Formulation of the Problem.....	5
E. Objective of the Research.....	5
F. Significance of the Research	5
G. The Definition of the Key Term	6
CHAPTER II LITERATURE REVIEW	8
A. Theoretical Framework.....	8
1. Speaking	8
2. Concept of Self-Concept.....	15
3. The Relationship between Self-Concept and Speaking Ability	20
B. Relevant Research	21
C. Operational Concept.....	23
CHAPTER III METHOD OF THE RESEARCH	34
A. Research Design	34
B. Location and Time of the Research	35
C. Subject and Object of the Research	35
D. Population and Sample of the Research	35

Hak Cipta Dilindungi Undang-Undang

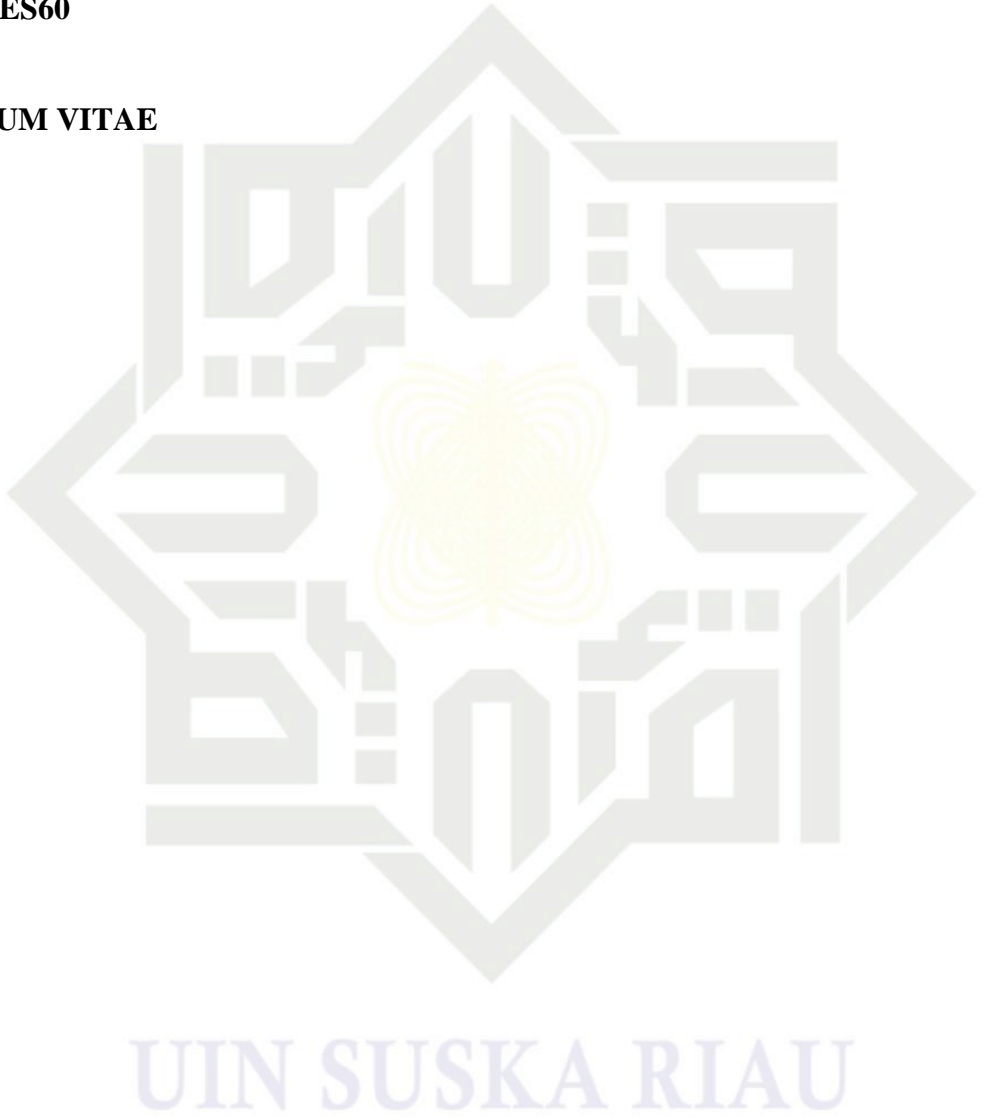
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan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

E	The Technique of Collecting Data.....	38
F	The Technique of Analyzing Data.....	40
A.	Finding.....	42
B.	Discussion.....	64
A.	Conclusion	58
B.	Suggestion	58

REFERENCES60

APPENDIX

CURRICULUM VITAE



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 mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

List of Table

Table II.1 Speaking Assesment.....	14
Table III.1 List of Population	28
Table III.2 The Research Sample	29
Table III.3 Likert Scale	31
Table III.4 The Blueprint of the Questionnaire Items.....	31
Table III.5 Descriptive Criteria Percentage	33
Table IV. 1 The Students' Self-Concept at SMK Taruna Satria	35
Table IV.2 I am satisfied with what I am achieving in my life.....	36
Table IV. 3 I depend on the other people more than the majority of those I know	36
Table IV. 4 If I,m feeling down, i find it hard to snap out of it	37
Table IV.5 So far, i have achieved every important goal i have set myself.....	37
Table IV.6 I am a trustworthy person	38
Table IV.7 In order to do anything, i first need other people's approval.....	38
Table IV.8 I consider myself to be a very upthight strong person.....	38
Table IV.9 I have yet to achieve anything I consider to be important in my life.....	38
Table IV.10 I am more sensitive than the majority of people.....	40
Table IV.11 I find it hard to embark on anything without other people support	40
Table IV.12 I have yet to achieve anything I consider to be important in my life.....	40
Table IV. 13 I have always overcome any difficulties I have encountered in my life.....	42
Table IV. 14 I am a decent, honest person	42
Table IV. 15 When taking a decision, I depend too much on other people's opinions.....	43
Table IV. 16 If I could start my life over again, I would not change very much.....	44
Table IV. 17 I try not to do anything that might hurt others	44
Table IV. 18 I find it difficult to take decisions on my own.....	45

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.

Table IV. 19 I am an emotionally strong person.....	45
Table IV. 20 I feel proud of how I am managing my life ... Error! Bookmark not defined.	
Table IV. 21 I suffer too much when something goes wrong.....	46
Table IV. 22 My promises are sacred.	47
Table IV. 23 The Distributions of the Students' Self-concept Score.....	48
Table IV. 24 The Percentage of Frequency Distribution of Students' Self Concept Score	49
Table IV. 25 Students Speaking Ability Score	50
Table IV. 26 The Students Frequency Answer	51
Table IV. 27 The Percentage of Frequency Distribution of Students' Speaking Ability Score	Error! Bookmark not defined.2
Table IV. 28 The Students' Self Concept and Speaking Ability Score	53
Table IV. 29 Group Decsriptive Statistic.....	54
Table IV. 30 Tests of Normality	55
Table IV. 31 Correlations	55

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.

LIST OF APPENDICES

- Appendix 1 : Instrument of the Research
- Appendix 2 : Thesis Guidance Activity
- Appendix 3 : Research Letters
- Appendix 4 : Documentation



- 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.

CHAPTER I INTRODUCTION

A. Background of the Problem

One of the important skills in English is speaking ability. According to Chaney (2002) Speaking is a communication process that occurs between two or more people, both verbally and non-verbally in various contexts. From that statement, it is clear that all shapes of oral communication between two people or more can be called as speaking. In learning a language, of course to be able to speaking is very important. Therefore, it is important for the learners who learn English to master the speaking ability.

Richard and Renandya in Mutaqin (2011) mentioned that speaking is used for many different purposes that involve different skills. It means that speaking is one of the most important skills to improve English skills. This statement is supported by O'Malley and Pierce (1996) finding that among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners is to enable them to communicate effectively through oral language.

Nowadays, although learners have learned English for years, many of them are still incapable to use good English speaking ability in communication. These may be caused by the limitation of opportunities to practice, lack of vocabulary, or psychological factors which more concern to the fear of making mistakes when they were speaking English. One of the psychological factors was self-concept.

Meanwhile, Weiten, Dunn, & Hammer (2012) defined a self-concept as a collection of beliefs about one's own nature, unique qualities, and typical behavior. Your self-concept is your mental picture of yourself. It is a collection of self-perceptions. For example, a self-concept might include such beliefs as 'I am easygoing' or 'I am pretty' or 'I am hardworking. Therefore, there is lack of grammar, vocabulary, bad pronunciation and comprehension that has mentioned above caused by various factors. Based on Agustiani (2009), self-concept (the collection believes of themselves) is an important aspect of someone, it is the frame of reference in interaction with other people and the environment. It means that self-concept is needed in interactional process which means that the learner's self-concept expects to influence their speaking ability in communication.

Taruna Satria Vocational High School Pekanbaru is one of the schools in Pekanbaru. As a formal education, this school also presents English language to students as a subject especially in speaking ability in the learning process of English. It is one of the schools that use Curriculum 2013 (K13) as the guidance in conducting the learning process of English. Base on Curriculum 2013 (K13), the purpose of learning English in Senior High School level is that the students are able to communicate in social interaction by conveying the meaning in oral skill and then giving response or comment to the speech. In teaching speaking, teachers should be able to guide the students in a learning situation in order to enable them to master because speaking is the key to communication.

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.

Based on the preliminary study in Taruna Satria Vocational High School Pekanbaru after the researcher did some interview with the English teacher and some students. The researcher found that students who have a strong self-concept to be stand out in the class have struggle when communicate using English while the students who have strong self-concept in mastering English don't have struggle to speak. In the other hand, some of the students with low self-concept difficult to speak in English but there also some of them who do not difficult to speak in English.

Based on the explanation before, it is clear that the students need a good speaking ability to use in communication and self-concept is the one of the important factor to achieve it. But in reality the reseracher found that there are various situations that indicated that the not all of the students that have a good speaking ability are also good in self-concept. On the contrary there are also some of the students that have a good self-concept that have strugled in communication in English.

There are previous research about self-concept in English learning. The first study conducted by Abduh (2017) entitled self-concept in English learning. The result of this study is the students will feel confident by their self-concept. The students will not need to try hard to learn language, because it will just come naturally and easily. Siregar (2019) the research about the relationship between self-concept and intrapersonal communication and the result showed that a positive relationship between Self-Concept and intrapersonal Communication. It suggests that higher the

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.

degree of someone's self-concept can make the intrapersonal communication also higher.

Based on the explanation above, the researcher is interested in conducting a research entitled: **“The Students’ Self-Concept In English Learning And Their Ability In Speaking: The Correlational Study at SMK Taruna Satria Pekanbaru”**.

B. Identification of the Problem

There are several problems related to correlation between students' self-concept and their speaking ability. The researcher found that students who have a strong self-concept to be stand out in the class have struggle when communicate using English while the students who have strong self-concept in mastering English don't have struggle to speak. In the other hand, some of the students with low self-concept difficult to speak in English but there also some of them who do not difficult to speak in English.

C. Limitation of the Problem

After identifying the problems stated above, the scope of the research limited to analyze the correlation between self-concept in English learning and speaking ability of the twelfth grade students at SMK Taruna Satria Pekanbaru. For self-concept the researcher would focus on analyzing the personal self-concept of the students. In speaking ability the researcher will analyze pronunciation, vocabulary, fluency and accuracy.

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.

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.

D. Formulation of the Problem

Based on the explanation of background of the study, there are some problem which can be identified in this field of study:

1. How is the students' level of self-concept in English learning at the twelfth grade students at SMK Taruna Satria Pekanbaru?
2. How is the students' speaking ability in English learning at the twelfth grade students at SMK Taruna Satria Pekanbaru?
3. Is there any significant correlation between students' self-concept and their speaking ability in English learning at the twelfth grade of SMK Taruna Satria Pekanbaru?

E. Objective of the Research

Relate to the research problem above the researcher formulates research objective as follow:

1. To describe how the self-concept in English learning at the twelfth grade students at SMK Taruna Satria Pekanbaru.
2. To describe how the speaking ability in English learning at the twelfth grade students at SMK Taruna Satria Pekanbaru.
3. To examine the correlation between students' self-concept and their speaking ability in English learning at the twelfth grade of SMK Taruna Satria Pekanbaru.

F. Significance of the Research

The results of the research were expected to improve the student's speaking ability by understanding self-concept and support the existing

theory of the correlation between self-concept and speaking performance. For the researcher, teaching correlation between self-concept and speaking performance provided new educational research improved the quality of education in the future.

G. The Definition of the Key Term

1. Correlation

According to Creswell (2008, p.356), a correlation is statistical test to determine the tendency or pattern for two (or more) variables or sets of data to vary consistently. So, in this research, correlation is the relationship between self-concept and students' speaking ability at Tenth Grade of Taruna Satria Vocational High School Pekanbaru. In this reserach, the researcher analyses the correlation of two variables namely self-concept and speaking ability.

2. Speaking

According to Chaney (2002) Speaking is a communication process that occurs between two or more people, both verbally and non-verbally in various contexts. . From that statement, it is clear that all shapes of oral communication between two people or more can be called as speaking. In learning a language, of course to be able to speaking is very important. In this research, the researcher analysed the speaking ability of the of the twelfth grade of SMK Taruna Satria Pekanbaru

3. Self-concept

According to Fitts in Agustiani (2009) mentioned that self-concept is the important aspect of someone. It means that self-concept

is not heredity factor but it develops from experiences continuously and differentiated. in the context of this research, the self-concept is the principals that the students believe in looking of themselves.



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim 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.



CHAPTER II LITERATURE REVIEW

A. Theoretical Framework

1. Speaking

a. Definition of Speaking

Speaking is an important part of learning language. Sukmayati (2005) stated that speaking was oral interaction when participants needed to negotiate meaning of ideas, feeling and information in this case, the speaker must see the relationship between ideas. Fauziati in Hafsa Riyaz and Aban Parvaz Mullick (2016) speaking was the single most important aspect of learning a second or foreign language and success was measure in term of ability to carry out a conversation in the language. It had been observed that Learners do not get any chance either in the classroom or outside to speak English.

Thornbury (2005) Stated that speaking was an activity in real life that was carried out by speaker to carry out his/her ideas to interact with listeners. The activities were unplanned and their continuity was based on situation. According to Nakhalah (2016) that speaking was the delivery of language through the mouth. To speak, we created sounds using many part of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips. Speaking was the second of four skill, which were; Listening, Speaking, Reading, and Writing skill that we learn. When two or more people speak or talk to each other, the conversation is called dialogue.

Nunan in Language Teaching Methodology (1995) states in his book that to most aspect of learning a second or foreign language, and success is

measured in terms of the ability to carry out a conversation in the language. For most second or foreign language learners, speaking skill is somewhat difficult. This probably because they think that the target language is different from their native language. And sometimes they feel it affects the mastery of another language. According to Burns and Joyce (1997) in the journal of Aghdam, Zahra Shirinzadeh (2012) stated in her journal that speaking is an interactive process of constructing meaning, which involves the receiving, processing, and production of information. It is a social activity because it is enacted for the purpose of communicating certain thoughts to the listener to make himself understood. The speaker must hold the listener's attention with ease and fluency. So that it is clearly, tests of speaking attempt to determine whether the examinees have the ability to communicate accurately and effectively in real-life situations.

According to Oxford Advanced Learner's Dictionary (2000) the definition of ability is skill or power, however speaking ability is skill or power to express ideas, opinions or message orally. It means that Speaking ability is the ability to communicate orally. It is not only to apply the grammatically correct sentence, but also to know when and where to use these sentences and to whom. The ability to communicate is related to the rules of language use and the rule of grammar.

b. Components of Speaking Ability

According to Adams and Frith in Hughes (2003), grammar, vocabulary, pronunciation, fluency, and comprehension are the important items to pay attention for having good ability in speaking, especially in

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.

English. According to Hughes (2003) the components of speaking as follows:

1) Grammar

Grammar is the rule by which we put together meaningful part of word of a language to communicate message that are comprehensible. It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary.

2) Pronunciation

Pronunciation is the way in which language or particular word or sound is pronounced.

3) Vocabulary

Vocabulary is one of very important aspect that supports speaking performance. It deals with the right and appropriate words

4) Fluency

Fluency also include speed of the flow of the speech. Fluency is the performance of the ions. Use language spontaneously and confidently without under pauses hesitations.

c. Types of Speaking

According to Brown (2004) there are five basic types of speaking, here are the basic types of speaking:

1) Imitative

It is interested in only what is traditionally labeled pronunciation; no or to participate in an interactive conversation. The only rule of listening

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.

here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or psychological relationship (such as prosodic elements – intonation, stress, rhythm, juncture). The examples of intensive assessment task include directed response task, reading aloud, and sentence and dialogue completion.

3) Responsive

Responsive assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comment. Interactive In includes more complex of interaction, which sometimes includes multiple exchange and participants. Interaction can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchange, which have the purpose of maintaining social relationship.

4) Extensive

Extensive oral production task includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from the listener is either highly limited. Social Processing There are social processing in speaking, they are: Language processing Effective speaker

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.

need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meaning that is intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in the language lesson is to help students develop habits of rapid language processing in English.

5) Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

6) On the spot information processing

Quite apart from our response to others feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities. The writer explained from that social processing, speaking involves the processing of the language when people interact with others by speaking and processing the information or message which is consisted of the language itself. The learners find many difficulties in their effort in mastering speaking.

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.

d. Assessment of Speaking

There are six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, and comprehension as Brown (2004) has stated.

1. Pronunciation

Pronunciation is the way in which language or particular word or sound is pronounced.

2. Grammar

Grammar is the rule by which we put together meaningful part of word of a language to communicate message that are comprehensible. It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary.

3. Vocabulary

Vocabulary is one of very important aspect that supports speaking performance. It deals with the right and appropriate words

4. Fluency

Fluency also include speed of the flow of the speech. Fluency is the performance of the ions. Use language spontaneously and confidently without under pauses hesitations.

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.

5. Comprehension

Comprehension is the study how well students understand a language.

Brown (2004) also mentioned the assesment of the speaking for each indicators as follow:

Table II. 1
Speaking Assesment

No	Indicators		Score
1	Pronunciation	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
		Accent is intelligible though often quite faulty.	2
		Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3
		Errors in pronunciation are quite rare.	4
		Equivalent to and fully accepted by educated native speakers.	5
2	Grammar	Errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
		Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	2
		Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	3
		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	4
		Equivalent to that of an educated native speaker	5
3	Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	1
		Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2
		Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	3
		Can understand and participate in any conversation within	4
		Speech on all levels is fully accepted by educated native speakers in all its features including the breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.	5
4	Fluency	No specific fluency description. Refer to other four language areas for implied level of fluency.	1
		Can handle with confidence but not with facility most social situations, including introductions, and casual conversations about current events, as well as work, family, and autobiographical information.	2

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 mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin 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.

		Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	3
		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.	4
		Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	5
5	Comprehension	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.	1
		Can get the gist of most conversations of non-technical subjects.	2
		Comprehension is quite complete at a normal rate of speech.	3
		Can understand any conversation within the range of his experience.	4
		Equivalent to that of an educated native speaker.	5

Therefore, the writer will use the six component of speaking (Brown, 2004) to be scored because it is more appropriate scoring scale for the students in SMK Taruna Satria Pekanbaru.

2. Concept of Self-Concept

a. Definition of Self-Concept

According to Neill in Rathod (2019), self-concept was an overarching idea we have about who we are physically, emotionally, socially, spiritually, and in terms of any other aspects that make up who we were. Then, Engler in Saragih and Lathifah Haryati (2016) mentioned that the self-concept was a portion of the phenomenal field that had been gradually become differentiated. It was composed of those conscious perception and value of me or I, some of which are a result of the organism's own valuing of its experiences and some of which have been rejected or taken over from important others. Weiten, Dunn, & Hammer in Saragih and Latifah Haryati (2016) states that, a self-concept is a collection of beliefs

about one's own nature, unique, qualities, and typical behavior. Your self-concept was your mental picture of yourself. It was a collection of self-perceptions. For example, a self-concept might include such beliefs as 'I am easy going' or 'I am pretty' or 'I am hardworking'.

According to Fitts in Agustiani (2009) Self-concept was the important aspect of someone. It was the frame of reference in interaction with the environment. It means that self-concept was not a hereditary factor but it develops from experiences continuously and differentiated. The basics of self-concept were formed in the children's ages and it will influence their future life. Desmita in Noviyanti, et al (2019) stated that Self-concept was an understanding of self or an idea of self that reflects an image, an assessment of self. Brooks in Rakhmat (2003) defined that self-concept was those physical, social, and psychological perceptions of ourselves that we had derived from experiences and our interaction with others.

Based on the definition above, it can be conclude that self-concept was a description about our own self that was built up from the experiences, interaction and environment in his or her life.

b. The Kinds of Self-Concept

1) The Positive Self-Concept

Positive self-concept was acceptance that leads individuals toward humble, generous, and unselfish. People with self-concept can positively understand and accept a number of diverse facts about themselves both as a weakness and an advantage. This is supported by burn in Arsito (2008) who says “if someone has a positive self-concept,

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 mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

it means that he will assess, appreciate, feel, and live with him in a positive way”. Individuals who have positive self-concept will always have a good perspective, optimistic, confident, good attitude and have great motivation to go far ahead. Someone who had a positive self-concept would always take positive things from every experience he got to make a lesson and evaluate any deficiencies that were done.

Rahkmat (2008) stated that the characteristic of people who had positive self-concept were: 1, having confidence in his ability to overcome the problem, 2, feeling the same with other, 3, accepting the praise naturally, 4, appreciating that everyone had different feeling, desires and behaviors, 5, being able to improve himself because he was able to change aspects of personality that did not like try and change it

2) The Negative Self-Concept

Negative self-concept was one's view of him which was irregular, did not have stability, and self-integrity. Apart from that, it could also self-concept that was too stable and too orderly. Someone who had negative self- concept always feel powerless, weakness. With negative self-concept we cannot survive because we easy to give up blame in his or other people and he did not have motivation to rise up.

Rakhmat (2008) stated that the characteristic of person who had negative self-concept were: 1, he was sensitive or resistant to be criticized and easily upset when criticized or being dropped his dignity, 2, he is very responsive when he gets praise. Sometimes, he pretends to avoid the praise, 3, he is hypercriticism towards. He always complained,

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.

criticizes or underestimates anyone. Sometimes, he did not want to give praise to others, 4, he felt that other people did not like him. He seen others as enemies, 5, he was pessimistic and reluctant to compete with other in the achievement.

c. The Aspect of Self-Concept

According to Brook in Syakir (2009) the aspect of self-concept was divided into three, they were:

1) Academic self-concept

It was related to individual's perception about his capability, achievement, and self-confidence in academic life. And the student perception itself was influenced by others perception toward him/her especially teacher and classmates. If the teacher believes to the students' capability, the students also trust with their capability. Then, they might feel others accept themselves. Unconsciously, there was a high motivation and desire inside the students' self to get a good achievement.

2) Personal self-concept

It is related to individual's perception about his/her property like physical appearances, the way of thinking, and feeling value toward him/herself which relate to one's characteristic or tray personality like attitude, value, and belief such as self-confidence, and honesty.

3) Social self-concept

It was related to one's social role, his/her perception toward it role, and the ability to make relationship with other people. This aspect

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.

focuses on one's role as a social person in the family and society and how the family and environment treat someone and influence one's self-concept.

The Academic, Personal, and Social self-Concept is the indicators that were used in this research, Academic self-concept was the concept who use by students in academic, like the ability in study, achievement, and interaction with environment in academic life. Personal self-concept was the concept was used how she or he see and describe themselves. Social self-concept was the concept was used by someone to interaction in his or her group of people like in family, organization and environment.

In this research the researcher tries to focus on the personal self-concept. Based on Goñi (2000) there are four dimensions of personal self-concept, as follow;

1) Self-fulfillment

Self-fulfillment is how a person sees themselves in relation to achieving the aims and objectives of their life.

2) Autonomy

Autonomy is the perception of the extent to which each person makes decisions about their life in accordance with their own criteria.

3) Honesty

Honesty is the extent to which a person considers themselves to be honest and decent.

4) Emotional adjustment

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 mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Emotional adjustment is how a person sees themselves in relation to emotional adjustment or regulation.

3. The Relationship between Self-Concept and Speaking Ability

Speaking is not only about knowing the words of mastery of many vocabularies, but it also needs the idea or argument about what to speak or what to argue to express that the speaker agrees or not to the source. It is clear enough as the reason that the self-concept influences and motivates students to speak and be brave to share ideas. By self-concept, the students will communicate with their friends by confident and be brave to share their ideas without afraid of speaking ability. Griffin (2003, p.423) state that effective communication in speaking is influenced by superficial cause's self-concept, motivation to interact with strange, reaction to strangers, social categorization of strangers, situational process, and connection with strangers.

Then those superficial causes simplified become the basic cause's uncertainty management and anxiety management which is process moderately to be mindfulness and the outcome is effective communication. It means that self-concept related to speaking skill which is one of the elements in superficial causes if the self-concept is low it causes uncertainty feeling, so it leads to ineffective communication or fails in speaking as a result of a language. By having low self-concept, learners are hampered to speak English well, because they prefer to be inactive, ashamed to express their idea and afraid to make mistakes. To know the self-concept of students is needed for teachers or instructors to improve students' English speaking ability.

Franken (1994) states that in his research about there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated

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.

behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior. We develop and maintain our self-concept through the process of taking action and then reflecting on what we have done and what others tell us about what we have done. We reflect on what we have done and can do in comparison to our expectations and the expectations of others and to the characteristics and accomplishments of others. That is, self-concept is not innate, but is developed by the individual through interaction with the environment and reflecting on that interaction.

Effective communication in speaking is influenced by superficial cause's self-concept, motivation to interact with strange, reaction to strangers, social categorization of strangers, situational process, and connection with strangers. According to Fitts in Agustiani, (2009, p.138), self-concept is one of the important aspects of someone. It is the frame of reference in interaction with other people and the environment. It means that self-concept is needed in interactional process and self-concept also contributes to individual trust. It means that if the negative self-concept of the individual will have an impact on less trust in his own ability, it can result in individuals pull out in the association. Other impacts one individual does not want or experience fear in communicating, and this is shown in phenomena such as reducing speech, pull out from intercourse, irrelevant speech, avoiding communication situations. Therefore, self-concept has a correlation with students speaking ability.

B. Relevant Research

There are some previous researches that related to this research. The research takes some previous research to be compared with this research, they

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.

are: A study by Du (2012) entitled “A Study of the Relationship between English Self-Concept and Language Learning Strategies by the Reliability Analysis. It is found that all these coefficients are significantly high, and the two questionnaires were reliable respectively. The finding are the subjects’ English self-concept is medium and the subjects’ English pronunciation self-concept is better than their general English self-concept and English speaking self-concept.

The research from Anggani and Hartono (2015) entitle “Improving Students’ Personal Self-Concept through Role Play Technique in Teaching Speaking Skill”. The findings of the research showed that role play technique can improve students’ personal self-concept in teaching speaking significantly from first cycle to the next cycle. The other finding could be seen from classroom situations which during the speaking class the students has courage to express their idea freely, good attention in speaking class, well in discussion term, well in team work, they felt confident with their ability in solving problem, and more creative.

Siregar (2019) the research entitled “The Relationship between Self-Concept and Intrapersonal Communication”. The result showed that a positive relationship between Self-Concept and intrapersonal Communication. It suggests that higher the degree of someone’s self-concept can make the intrapersonal communication also higher. Mucherah et al. (2010) the title of their study is Perception of Self-concept and Actual Academic Performance in Math and English among High School in Kenya. The study has found that perception of self-concept can significantly influence someone’s behavior.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim 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.

Besides that, girls' perception of self-concept is lower than boys although their actual performance in math is better than the other gender.

However, it has been found that both girls and boys performed similarly in English. Li Qiang and Wang Huili (2007) reported research conducted the correlation between self-concept and English study in China. The comparisons include self-concept and English listening, self-concept and English speaking, self-concept and English reading, and self-concept and English writing. Emphasis is especially put on the comparison between self-concept and English speaking. It is found that a positive self-concept plays an essential role in college student English study.

From the previous research above, there are some similarities and differences between this research and the relevant studies. The similarities are about the variable and the methodology. Meanwhile, the differences are about the operational concept, school location and the subject of the research.

Operational Concept

This research is a correlational research. There are many kinds of research designed in conducting research. They are: quantitative and qualitative. The researcher uses the quantitative approach with correlation method in this research. If two variables are highly related, scores on one variable can be used to predict scores on the other variable. This research uses the quantitative correlational method because of the analysis stresses on the numerical data process with statistical data. This research used correlational research method

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.

because of this method shows the relationship and the influence. This research is focused on two variables, they are:

Students' self-concept

Variable X (independent variable) in this research is the students' self-concept. Based on (Goñi, 2000) there are four indicators of self-concept, as follow;

- a. Self-fulfillment. It is about how the sees themselves in relation to achieving the aims and objectives of their life.
- b. Autonomy. It is about extent to which the students make decisions about their life in accordance with their own criteria.
- c. Honesty. It is about the extent to which the students consider themselves to be honest and decent.
- d. Emotional adjustment. It is about how the students see themselves in relation to emotional adjustment or regulation.

Students' Speaking

Variable Y (dependent variable) in this research is speaking ability. There are several components of speaking by Brown (2004) as follows:

- a. The student's ability to speak fluently.
- b. The student's ability to pronounce English word well
- c. The student's ability to choose vocabulary accurately in expressing oral language
- d. The student's ability to use correct grammar in speaking
- e. The student's ability to comprehend what the speaker says in English.

D. Assumption and the Hypothesis

Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim 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.

1. Assumption

In this research, the better the students know their self-concept, the better their speaking ability. The currently explanation show that there are significant correlation between self-concept and speaking ability of students at Taruna Satria Vocational High School Pekanbaru.

2. Hypothesis

Based on the assumption above, the researcher formulated the hypothesis as follows:

Ho: There is no significant correlation between students' self-concept and speaking ability at SMK Taruna Satria Pekanbaru.

Ha: There is a significant correlation between students' self-concept and speaking ability at SMK Taruna Satria Pekanbaru.

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.

CHAPTER III METHOD OF THE RESEARCH

A. Research Design

This research was a quantitative research. According to Creswell (2003), quantitative research employ strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data. Similarly, Williams (2011) stated that quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge. This research started with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data.

In this research, the researcher used the correlational study. According to Ary (2008) correlation is a method to collect the data used to determine the various correlation and inversely correlation from two variables. In addition Creswell (2008) stated that a correlation is a method that used to determine the tendency of two variables or more. The researcher chose this method because it is the most appropriate method for this research. This was based on the consideration that the objective of this research is to know the correlation between students' learning strategy and their self-confidence in speaking, and show if they have any positive or negative relationship and examining hypothesis.

There were two kinds of variables used in this research which consisted of independent variable and dependent variable. It means that the

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.

use of Learning Strategies as the independent variable symbolized by X and its influence on the students' Self-confidence in speaking as the dependent variable symbolized by Y. Furthermore, the design of this research was



Adopted from Anderson (2005)

B. Location and Time of the Research

This research was conducted on August 2023. It was conducted at SMK Taruna Satria Pekanbaru. It was located on Delima Street, No. 5, Pekanbaru.

C. Subject and Object of the Research

The subjects of this research were the twelfth grade students in Teknik dan Bisnis Sepeda Motor (TBSM) and Teknik Kendaraan Ringan Otomotif (TKR) major of SMK Taruna Satria Pekanbaru in the academic year of 2022/2023. The object of this research was the correlation between students' self-concept and their speaking ability.

D. Population and Sample of the Research

1. Population of the Research

According to Creswell (2012) population is a group of individuals that have the same characteristics which make them different from other groups. The target population of this research was the twelfth grade students in Teknik dan Bisnis Sepeda Motor (TBSM)

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 mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

and Teknik Kendaraan Ringan Otomotif (TKR) major of SMK Taruna Satria Pekanbaru in academic years of 2022/2023. Teknik dan Bisnis Sepeda Motor major consisted of 2 classes and Teknik Kendaraan Ringan Otomotif major consisted of 2 classes. There were 110 students. The specification of the population could be seen on the table below:

Table III.1
List of Population

No.	Class	Population
1	XII. TBSM 1	23
2	XII. TBSM 2	22
3	XII. TKR 1	35
4	XII. TKR 2	30
Total		110

2. Sample

According Ary et al. (2010) sample is a portion a population. It means that the sample is a set of data consisting of only a part of the research. The populations of this research were 110 students. Then, According to Arikunto (2006), sample is partial or representative of the population under the research. He also said if the number of subjects is more than 100 people, the sample can be taken between 10%-15% or 20%- 25% or more. In order to have a well-representing sample, the researcher used simple random sampling. The researcher took 25% of the population.

The total numbers of the sample were 28 students. This research used simple random sampling to select participants. Simple

random sampling is a way of selecting a sample from a population in such a way that all individuals in the population have an equal chance of being selected as a sample (Gay et al. 2012). A sample was selected by randomization using a variety of lottery method techniques.

According to (Notoatmodjo, 2010), the lottery technique is that each subject is scored where the population is numbered starting from 1 to the number of subjects in each class. For subjects written on a small piece of paper, one number is rolled on each piece of paper. Take rolls of a size that corresponds to the number of samples in each class that has been numbered without prejudice, and the number printed on the roll paper is the sample or survey target. The researcher got samples from 7 students from XII TBSM 1, 7 students from XII TBSM 2, 7 students from XII TKR 1, and 7 students from TKR 2.

Table III.2
The Research Sample

No.	Class	Population	Sample
1	XII. TBSM 1	23	7
2	XII. TBSM 2	22	7
3	XII. TKR 1	35	7
4	XII. TKR 2	30	7
Total		110	28

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 mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

E. The Technique of Collecting Data

In order to get the data for this research, the researcher used questionnaire and test.

1. Questionnaire

According to Arikunto (2010, p.192) questionnaire is a set of written questions which is use to get the information from the respondent about his/her personality or something they had known. In this research, the researcher will use the Personal Self-concept Questionnaire (PSC) by Goni(2000) to measure the students' personal slef-concept.

The researcher was also use the Likert scale for scoring the questionnaire. According to McMillan and Schumacher (2010), the Likert scale is one in which the stem includes a value or direction and the respondent indicates agreement or disagreement which statement. It is in the form of scale Likert it has 5 optional answers; Strongly Agree (SA) scored 5, Agree (A), scored 4, Neutral (N) scored 3, Disagree (D) scored 2, and Strongly Disagree (SD) scored 1. We can see the table below:

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.

Table III.3
Likert Scale

Optional	Score	
	Effective	Not Effective
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Table III.4
The Blueprint of the Questionnaire Items

Indicators	Number of Items	Total
self-fulfillment	1, 4, 8, 12, 15, 19	6
Autonomy	2, 6, 10, 14, 17	5
Honesty	5, 9, 13, 16, 21	5
emotional adjustment.	3, 7, 11, 18, 22	5

2. Test

The researcher was used speaking test in collecting the data of students' speaking ability. The researcher was also record from the speaking test by the students. Below the instrument of speaking test.

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.

SPEAKING TEST GUIDELINE

This speaking test exist as the tool to collect the data of the students' speaking ability. The speaking test procedure can be seen as follow

Location	: SMK Taruna Satria Pekanbaru
Time	: August 2023
Subject	: 28 students of the twelfth grade students in Teknik dan Bisnis Sepeda Motor (TBSM) and Teknik Kendaraan Ringan Otomotif (TKR) major of SMK Taruna Satria Pekanbaru in the academic year of 2022/2023
Object	: the students' spekaing ability
Direction	: the researcher ask the student to speak in English one by one about some topics that had been prepared by the reseracher. the length of the speaking is also decided by the reseracher
Topics	: - My holiday - My bad experience - My unforgettable experience
Duration	: 3-5 minutes/student.

F. The Technique of Analyzing Data

The purpose of this research is to measure the correlation between the students' learning strategy and self-confidence in speaking at the seventh grade students at SMK Taruna Satria Pekanbaru. Therefore, the data was analyzed by using correlational procedure analysis. Ary (2002) stated that statistical techniques for determining relationships between pairs of scores were as correlational procedures. In this research, the researcher was used SPSS 25.0 to calculate and analyze the data.

To analyze whether there is any significant correlation between those two variable, the researcher will analyze by using Pearson product moment. Below the researcher mentions the pattern of Pearson correlation coefficient as follow:

$$r_{xy} = \frac{(n \sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2) - (\sum x)^2\} \{(n \sum y^2) - (\sum y)^2\}}}$$

- 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.

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 mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

r_{xy} = Coefficient correlation Pearson-product moment

N = The number of subject

Y = The students' vocabulary mastery as the product moment dependent variable

Σx = The sum of the X score

ΣY = The sum of the Y score

ΣXY = The sum of the X and Y

Statistically, the hypotheses are:

H_a is accepted if $r_o < r_{table}$ or there is a significant correlation between the students' learning strategy and self-confidence in their speaking.

H_o is accepted if $r_o > r_{table}$ or there is no significant correlation between the students' learning strategy and self-confidence in their speaking.

Table III. 5

Descriptive Criteria Percentage

Interval	Criteria Rating Level
80%-100%	Very High
66%-79%	High
56%-65%	Moderate
40%-55%	Low
<40%	Very Low

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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analysis and data presentation in chapter IV, the researcher make the conclusions as follows:

1. The students' self-concept in English learning at the twelfth grade students at SMK Taruna Satria Pekanbaru is in high category
2. The students' speaking ability in English learning at the twelfth grade students at SMK Taruna Satria Pekanbaru is in moderate level
3. There is no significance correlation between students' self-concept and speaking ability at SMK Taruna Satria Pekanbaru.

B. Suggestion

After concluding the research, the researcher gives some suggestions for teacher, students, and other researcher. They are presented as follows:

1. For the teacher, the reserachers hope that the findings of this reserach can be helpfull in designing lesson plan in speaking class on senior high school students.
2. For the students, the reseracher hopes that the students recognise the important of speaking ability and do more exercise to improve it.
3. For the other reseracher who wants to study about self-concept and speaking ability, the reseracher hopes that this research can be refference

to help the other reserchers. The researcher also suggest to more focus on the other psychological factors of speaking ability.



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim 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.

REFERENCES

- Abduh, M. (2017). Self- concept in English learning. *Journal on English language teaching & learning linguistics and literature*, Vol. 5, No 1. DOI: [10.24256/ideas.v5i1.160](https://doi.org/10.24256/ideas.v5i1.160)
- Anggani LB, Milchatun Dwi and Hartono, Rudi. (2015). *Improving students' personal self-concept through role play technique in teaching speaking skill*. Semarang: Universitas Negeri Semarang.
- Akhyak & Indramawan, A. (2013). Improving the students' English speaking competence through storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia). *International Journal of Language and Literature*, Vol. 1 No. 2.
- Basa, I. M., Asrida, D., & Fadli, N. (2018). Contributing factors to the students' speaking ability. *Langkawi: Journal of the Association for Arabic and English*, 3(2), 156-168
- Du, Mingmei. (2012). *A study of the relationship between english self-concept and language learning strategies*. Finland: Academy Publisher Manufactured Finland.
- Griffin, E.M. (2003). *Communication*. Taipei: Mc. Grawl Hill.
- Hemerka, Vaclav. (2009). *Low speaking performance in learners of English*. Masaryk: University Brno.
- Husnawati. (2017). *Students' Speaking Performance: Some Challenging Factors*. Universitas Islam Negeri Ar-raniry Darussalam. Banda Aceh.
- Li Qiang and Huili, W. (2007). The correlation between self-concept and English study. *CELEA Journal (Bi monthly)*. 30(6), 3-4.
- Maisaroh, (2016). *The Correlation between Self-Concept and Students' English Reading Ability to the Seventh Grade Students of SMP N 1 Sambit Ponorogo in Academic Year 2014/2015*. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo (STAIN), Ponorogo
- Mucherah, W., Dixon, F., Hartley, K., & Hardin, T. (2010). *Perceptions of selfconcept and actual academic performance in Math and English among high school students in Kenya*. *Educational Research* 1(8), 263-275.
- Nakhalah. (2016). Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*. 5 (12) :96-101.

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.

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 mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Malley, J. Michael, and Pierce, Lorraine Veldez, 1996. *Authentic Assessment for English Language Learners*. New York : Longman.
- Riyaz, Hafsa and Mullick, Aban parvaz. (2016). *Problems in learning English Speaking Skill: A study of Higher Secondary Students in Srinagar, India. Srinagar, India*. University of Kashmir
- Rusdi, Sity Yudiarti Fajriah. (2015). *Improving the Student's Speaking Ability By Using Thematic Materials A Class Action Research to the First Year Students of Mtsn. Model Makassar*). Thesis. Makassar: Tarbiyah and Teaching Science Faculty of UIN Alauddin,
- Saragih, Enni Erawati and Haryati, Latifah. (2009). *The correlation between self-concept and the students' speaking ability*. Bogor: Ibn Khaldun University.
- Sukmayati. (2005). *Improving Speaking Ability of the Eleventh Year Students of SMA Laboratorium Unsyiah Banda Aceh by using Time Token Arends Technique*. Banda Aceh: SMA Laboratorium Unsyiah Banda Aceh.
- Sugiyono. (2015). *Metode penelitian pendidikan, pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta
- Syakir, A. (2009). *The Correlation between self-concept and English speaking ability of the learners of primagama English Course Samarinda*. Retieved on May, 17.
- Tiro, Muhammad Arif. (2008). *Dasar-dasar statistika*. Makassar: Andira Publisher.
- Tim Penyusun FKIP Unismuh Makassar. (2018). *Pedoman Penulisan Skripsi*. Makassar: Panrita Press Unismuh Makassar.
- Thornbury. (2005). *How to Teach Speaking*. England: Longman United States of America: Library of congress Cataloging.
- Wulandari, Rika. (2014). *A Study of Students' Problems in Learning Speaking English at The Second Grade of Smp Negeri 1 Talaga*.
- Wang, Meihua. (2013). *The Study on the Relationship between English Self-concept and Significant Others*. Finland: Academy Publisher Manufactured Finland.
- Zuhriyah, Mukminatus. (2017). *Storytelling to Improve Students' Speaking Skills*. Jombang: Hasyim Asy'ari University



APPENDIX 1
Instrument of the Research

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.

SPEAKING TEST GUIDELINE

This speaking test exist as the tool to collect the data of the students' speaking ability. The speaking test procedure can be seen as follow

Location	: SMK Taruna Satria Pekanbaru
Time	: August 2023
Subject	: 28 students of the twelfth grade students in Teknik dan Bisnis Sepeda Motor (TBSM) and Teknik Kendaraan Ringan Otomotif (TKR) major of SMK Taruna Satria Pekanbaru in the academic year of 2022/2023
Object	: the students' spekaing ability
Direction	: the researcher ask the student to speak in English one by one about some topics that had been prepared by the reseracher. the length of the speaking is also decided by the reseracher
Topics	: - My holiday - My bad experience - My unforgettable experience
Duration	: 3-5 minutes/student.

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.

QUESTIONAIRE

NAMA : Meichy Andini
 KELAS :

Beri tanda (x) pada jawaban yang paling sesuai dengan diri anda!

NO	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Saya puas dengan pencapaian dalam hidup saya saat ini			✓		
2	Saya lebih bergantung pada orang lain dari pada orang-orang yang saya kenal		✓			
3	Saya kesulitan menghilangkan perasaan buruk saat saya sedang jatuh			✓		
4	Sejauh ini, saya sudah mencapai tujuan yang sudah saya rencanakan dalam hidup saya		✓			
5	Saya orang yang bisa dipercaya		✓			
6	Saya membutuhkan persetujuan orang lain dalam melakukan sesuatu		✓			
7	Saya melihat diri saya sebagai orang yang tegang dan sangat kaku			✓		
8	Saya belum mencapai hal-hal yang saya anggap penting di hidup saya			✓		
9	Saya adalah orang yang memegang kata-kata saya	✓				
10	Saya kesulitan untuk memulai sesuatu tanpa sokongan orang lain			✓		
11	Saya lebih sensitive daripada orang-orang kebanyakan			✓		
12	Saya selalu mengatasi kesulitan yang saya hadapi dalam hidup saya			✓		
14	Saya adalah orang yang sopan dan jujur			✓		
15	Saya bergantung terlalu banyak pada pendapat orang lain pada saat membuat keputusan				✓	
16	Jika saya bisa mengulangi hidup saya dari awal, saya tidak berubah terlalu banyak			✓		
17	Saya mencoba untuk tidak melakukan sesuatu yang kemungkinan bisa menyakiti orang lain			✓		
18	Saya kesulitan untuk membuat keputusan sendiri				✓	
19	Saya adalah orang yang secara emosional kuat			✓		
20	Saya merasa bangga pada cara saya mengatur hidup saya		✓			
21	Saya terlalu menderita ketika sesuatu tidak berjalan sesuai rencana	✓				
22	Janji saya adalah hal yang suci	✓				

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.

Hi:

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.

QUESTIONNAIRE

NAMA : *Winda Fitriah*
 KELAS : *XI TKJ*

Beri tanda (x) pada jawaban yang paling sesuai dengan diri anda!

NO	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Saya puas dengan pencapaian dalam hidup saya saat ini		X			
2	Saya lebih bergantung pada orang lain dari pada orang-orang yang saya kenal				X	
3	Saya kesulitan menghilangkan perasaan buruk saat saya sedang jatuh		X			
4	Sejauh ini, saya sudah mencapai tujuan yang sudah saya rencanakan dalam hidup saya			X		
5	Saya orang yang bisa dipercaya		X			
6	Saya membutuhkan persetujuan orang lain dalam melakukan sesuatu				X	
7	Saya melihat diri saya sebagai orang yang tegang dan sangat kaku		X			
8	Saya belum mencapai hal-hal yang saya anggap penting di hidup saya		X			
9	Saya adalah orang yang memegang kata-kata saya		X			
10	Saya kesulitan untuk memulai sesuatu tanpa sokongan orang lain				X	
11	Saya lebih sensitive daripada orang-orang kebanyakan		X			
12	Saya selalu mengatasi kesulitan yang saya hadapi dalam hidup saya		X			
14	Saya adalah orang yang sopan dan jujur		X			
15	Saya bergantung terlalu banyak pada pendapat orang lain pada saat membuat keputusan				X	
16	Jika saya bisa mengulangi hidup saya dari awal, saya tidak berubah terlalu banyak				X	
17	Saya mencoba untuk tidak melakukan sesuatu yang kemungkinan bisa menyakiti orang lain		X			
18	Saya kesulitan untuk membuat keputusan sendiri				X	
19	Saya adalah orang yang secara emosional kuat			X		
20	Saya merasa bangga pada cara saya mengatur hidup saya			X		
21	Saya terlalu menderita ketika sesuatu tidak berjalan sesuai rencana		X			
22	Janji saya adalah hal yang suci			X		

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.

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	Allan	3	3	4	4	4
2	Artika	3	3	4	3	3
3	Avent	3	3	3	3	3
4	Bagus	2	3	3	3	3
5	Bryan	3	3	3	3	3
6	Chendi	2	3	3	3	2
7	Cindi	2	3	3	3	3
8	Citra	4	4	4	4	4
9	Dwi	3	4	4	4	4
10	Elbra	2	3	3	3	3
11	Fifita	3	3	3	3	3
12	Fika	3	4	4	4	4
13	Hasland	3	4	4	3	4
14	Imam	5	5	5	4	5
15	Intan	4	5	5	4	4
16	Irene	3	4	4	4	4
17	Lucy	3	3	4	3	4
18	M. Reihan	3	4	4	3	3
19	Marlina	4	4	4	4	4
20	Marsha	4	5	5	4	5
21	Meichy	4	4	5	4	5
22	Mustika	2	3	3	3	3
23	Natalia	4	5	5	5	5
24	Putry	4	4	4	4	4
25	Raka	4	5	5	4	5
26	Resya	3	3	4	3	4
27	Riva	3	3	4	3	3
28	Robi	2	3	3	3	3
29	Roin	3	4	4	4	4
30	Rosmia	2	3	3	3	2
31	Sabila	4	4	4	4	4
32	Tina Oktaria	2	3	3	3	2
33	Tina Silva	3	4	4	4	4
34	Vanesha	4	5	5	4	5
35	Wahyu	3	4	4	3	4
36	Wilda	2	3	3	3	2
37	Yusuf	2	3	3	3	3

Rater,


Kurnia Budiyantri, M.Pd

Speaking Test Result

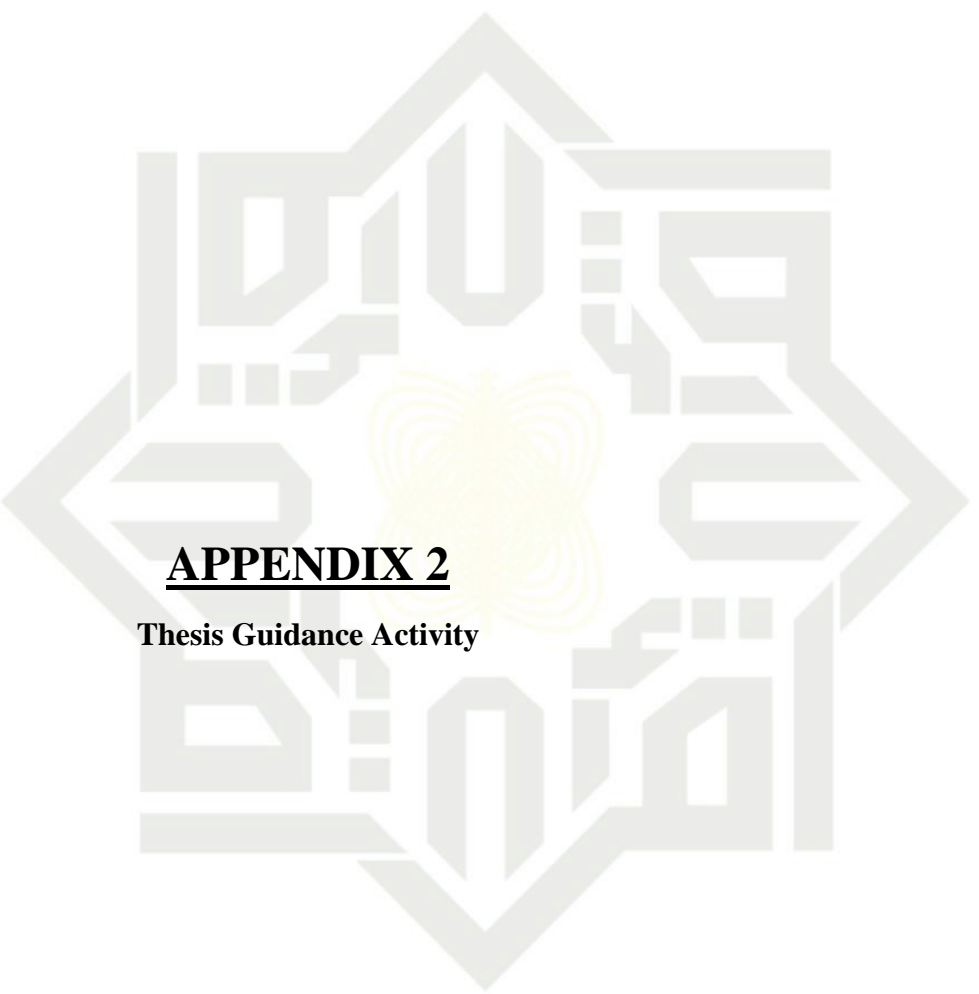
No	Name of Student	Criteria					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	Riva Auzahri Rahma	2	3	3	3	3	
2.	Robi Fadli	2	2	2	2	2	
3.	Marlina Butar-butur	2	3	3	3	3	
4.	Fika Tri Darwati	2	3	3	3	3	
5.	Rosmia Noviana	2	2	3	3	3	
6.	Sabila Fitria	2	2	3	3	3	
7.	Cindi Simanjuntak	2	2	3	3	3	
8.	Yusuf Teguh Pratama	2	2	3	3	3	
9.	Fifita	2	2	3	3	3	
10.	Lucy Lovenska	2	2	3	3	3	
11.	Natalia Nadelin Nainggolan	3	4	4	4	4	
12.	Irene Anastasya	2	3	3	3	3	
13.	Vanesha Nazihah	3	3	4	4	4	
14.	Bryan Rakasiwhi	2	2	3	3	3	
15.	Imam Alradhit	3	4	4	4	4	
16.	Wahyu Febriansyah	2	2	3	3	2	
17.	Putri Zulayka Rivera	2	2	3	3	3	
18.	Raka Mubarak	3	3	4	4	4	
19.	Intan Kumala Sari	3	3	4	4	4	
20.	Hasland Naufal Fadillab	2	2	3	3	2	
21.	Dwi Lidya	2	2	3	3	3	
22.	Tina Silva	2	2	3	3	3	
23.	Marsha Pebrina	3	3	3	4	3	
24.	Artika Melina	2	2	3	3	2	
25.	Chendi Ayu	2	2	3	3	2	
26.	Mustika Sari Sipayung	2	2	3	3	2	
27.	Allan Hermansyah	2	2	3	3	3	
28.	Avent Lampard	2	2	3	3	3	
29.	Tina Oktaria	2	2	3	3	3	
30.	Wilda Fitrah	2	2	3	3	2	
31.	Rosa Fatmala Putri	2	2	3	3	3	
32.	Bagus Andreansyah	2	2	3	3	2	
33.	Citra Wanda	2	3	3	4	3	
34.	Meichy Andini	2	2	3	3	2	
35.	M. Reihan Pramulia	2	2	2	2	2	
36.	Elbra Ilhamdi Akbar	2	2	2	3	2	
37.	Roin Andesta	2	2	2	3	3	

Rater



Dedy Wahyudi, S.Pd, M.Pd

- Hi:
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

APPENDIX 2

Thesis Guidance Activity

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim 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.



UIN SUSKA RIAU



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : J. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Faktru Rozi
 Nomor Induk Mahasiswa : 11810413512
 Hari/Tanggal Ujian : 30 Januari 2023
 Judul Proposal Ujian : The Correlation Between The Students' Self Concept in English Learning And Their Ability in Speaking at SMK Taruna Satrta Pekanbaru
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Drs. H. M. Syafii, S. M. Pd.	PENGUJI I		
2.	Zelly Putriani, M. Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M. Ag.
NIP. 19721017 199703 1 004

Pekanbaru,.....
Peserta Ujian Proposal

NIM. 11810413512

Hak cipta diindungi Undang-undang

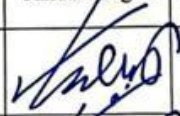



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan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



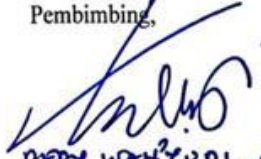
KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0781) 7077307 Fax. (0781) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Penulisan Laporan Penelitian (Skripsi)
 Judul :
 Nama Pembimbing : Dedy Wahyudi, S.Pd, M.Pd.
 a. Nomor Induk Pegawai (NIP) :
 2. Nama Mahasiswa : Fakhru Rizki
 3. Nomor Induk Mahasiswa : 11810413512
 4. Kegiatan : Bimbingan Skripsi Mahasiswa

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	09 - NOV - 2023	ACC Instrument		
2.	18 - NOV - 2023	- Chapter IV		
3.	25 - NOV - 2023	- Chapter V		
4.	04 - Des - 2023	ACC to xin final examis raktin		
5.				
6.				

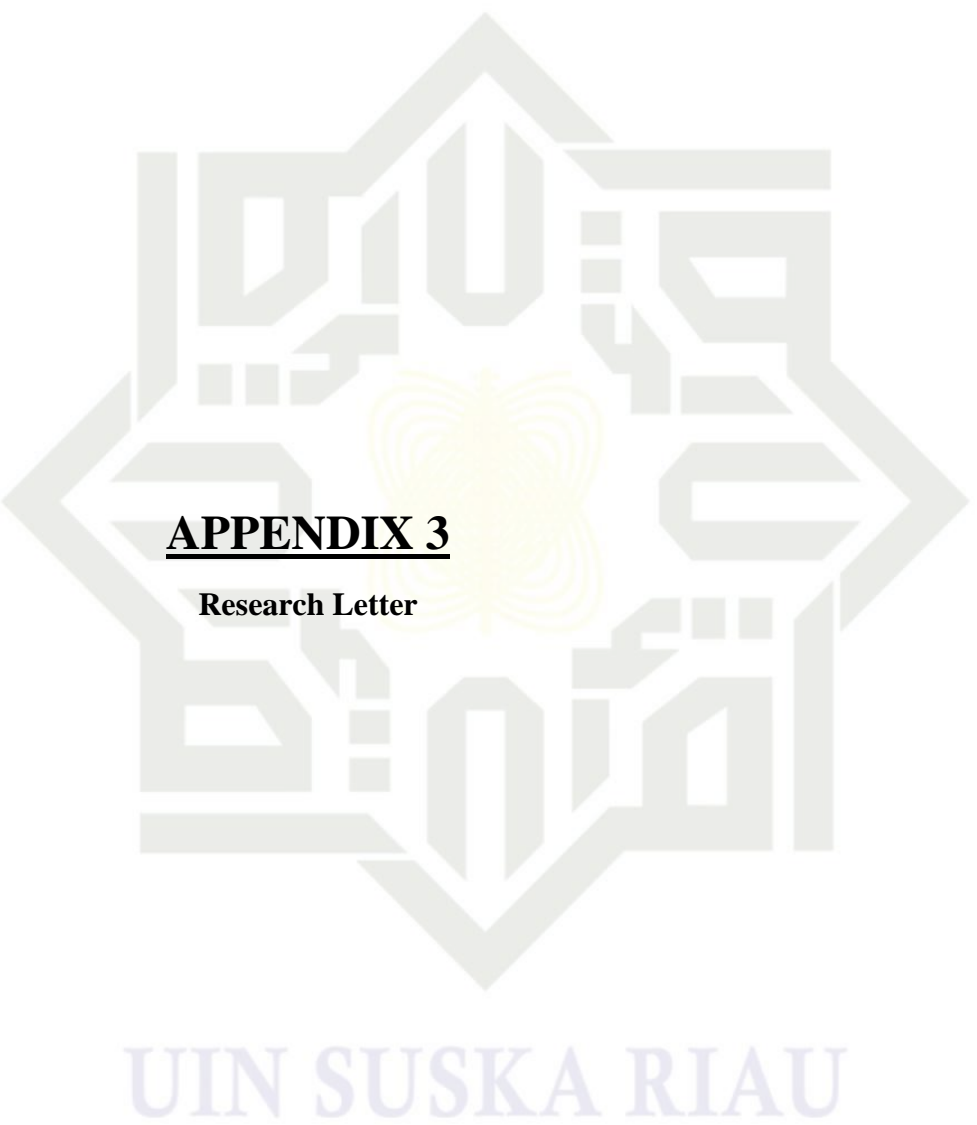
Pekanbaru, 04 Desember 2023
 Pembimbing,


 DE DY WAHYUDI, M.Pd.
 NIP. 198012102023211011

Hak cipta diuraungi unang-uraang

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.



APPENDIX 3

Research Letter

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim 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.





YAYASAN AMALIAH TOYIBAH BAROKAH
SMK TARUNA SATRIA

KELOMPOK TEKNOLOGI INFORMASI DAN KOMUNIKASI, TEKNOLOGI DAN REKAYASA
BISNIS DAN MANAJEMEN
Jl. Delima No.5 Panam Kec.Bina Widya Kota Pekanbaru Telp 0781-567352 Hp.0852 7894 8384
Website : www.smktarunasatria.sch.id, e-mail : lrnsatria@gmail.com



Pekanbaru, 20 Juni 2023

Nomor : 1037 / SMK-TS / VI / 2023
Sifat : Biasa
Lampiran : -
Hal : Balasan Surat Izin Melakukan Pra Riset

Kepada Yth.
Bapak/Ibu Dekan Fakultas Tarbiyah & Keguruan
Universitas Islam Negeri Suska Riau
Di - Pekanbaru

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau, dengan nomor Surat Un.04/F.II.3/PP.00.9/6141/2023 perihal izin Melakukan Pra Riset, maka dengan surat ini kami menyatakan bersedia untuk memberikan izin Melakukan Pra Riset di SMK Taruna Satria Pekanbaru kepada :

Nama : FAKHRU ROZI
N I M : 11810413512
Semester/Tahun : X (Sepuluh) / 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Untuk memenuhi salah satu syarat dalam menyelesaikan Tugas Akhir/Skripsi di Fakultas Tarbiyah & Keguruan, Universitas Islam Negeri Suska Riau.

Wassalamualaikum Wr. Wb

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan seperlunya, terima kasih.

Kepala Sekolah
SMK TARUNA SATRIA Pekanbaru

H. H. TARMIZI MADJID, MM

Hak Cipta Dilindungi Undang-Undang

UIN SUSKA RIAU

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.



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/58120
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET DAN
PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/12493/2023 Tanggal 20 Juli 2023, dengan ini memberikan rekomendasi kepada:

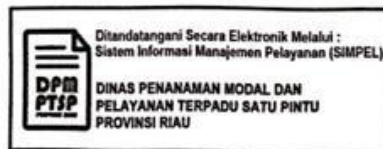
- | | |
|----------------------|---|
| 1. Nama | : FAKHRU ROZI |
| 2. NIM / KTP | : 118104135120 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE STUDENTS' SELF-CONCEPT IN ENGLISH LEARNING AND THEIR ABILITY IN SPEAKING : THE CORRELATIONAL STUDY AT SMK TARUNA SATRIA PEKANBARU |
| 7. Lokasi Penelitian | : SMK TARUNA SATRIA PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperturnya.

Dibuat di : Pekanbaru
Pada Tanggal : 24 Juli 2023



Tembusan :
Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

Hi:
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.



PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 26 JUL 2023
26 JUL 2023

Nomor : 800/Disdik/1.3/2023/ 16835
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMK TARUNA SATRIA
PEKAN BARU
di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/58120 Tanggal 24 Juli 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : FAKHRU ROZI
NIM/KTP : 11810413512
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE STUDENTS' SELF-CONCEPT IN ENGLISH LEARNING AND THEIR ABILITY IN SPEAKING : THE CORRELATIONAL STUDY AT SMK TARUNA SATRIA PAKAN BARU
Lokasi Penelitian : SMK TARUNA SATRIA PEKAN BARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An.KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

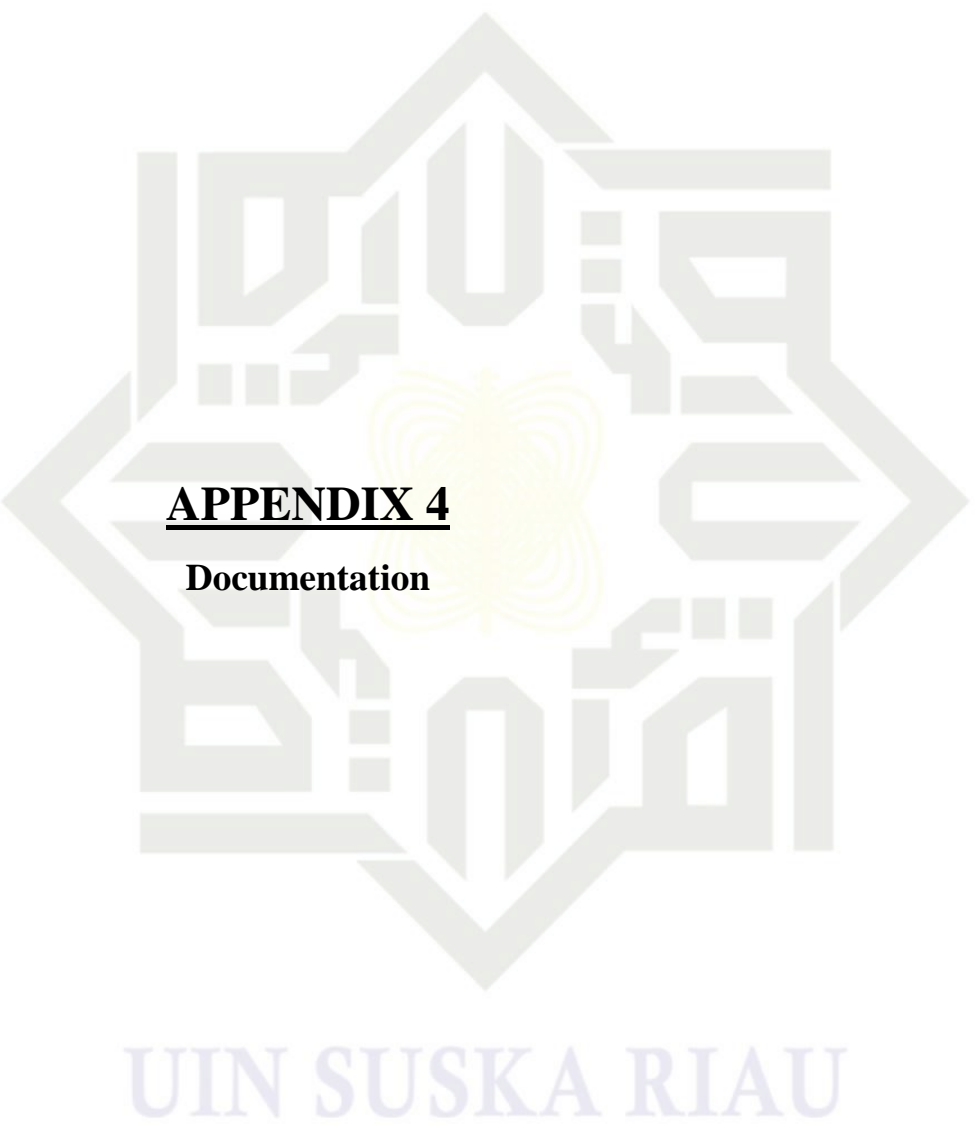


TATI LINDAWATI,SH,M.Si
Pembina Tingkat I (IV/b)
NIP. 19660717 198603 2 002

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan 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.



APPENDIX 4

Documentation

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim 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.



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.





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.

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.

Curriculum Vitae



Fakhru Rozi is the first son of Mr. Hasbi and Mrs. Asmi Delvi. Amf. SKM. He was born on August 17th, 1998 in Salo, Kab. Kampar, Prov. Riau. He Lives at Salo, Kab. Kampar, Prov. Riau. In 2008 he was graduated from SDN 001 Salo, Kab. Kampar, Prov. Riau and continued his study at SMPN 1 Bangkinang Kota, Prov. Riau. In 2012, he entered SMAN 1 Kuok for continuing his study and he finished in 2016. In 2018, he was accepted as one of students in Departement of English Education, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On Oktober 2021, he did KKN-Daring (Kuliah Kerja Nyata Dalam Jaringan) in kelurahan Tuah Madani. Then, he did Pre-Service Teacher Practice (PPL) at MTs Fadilah Pekanbaru. Finally, he passed skripsi examination for her Bachelor Degree in English Education by the skripsi entitled **“The Students’ Self-Concept in English Learning and their Abiliti in Speaking: The Correlational Study at SMK Taruna Satria Pekanbaru”**.