

**THE CORRELATION BETWEEN SELF-CONCEPT AND SPEAKING
ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM
STUDENTS OF UIN RADEN FATAH PALEMBANG**



UNDERGRADUATE THESIS

**Submitted as a fulfillment of requirement to get
a bachelor's degree of Sarjana Pendidikan (S.Pd.)**

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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"THE CORRELATION BETWEEN SELF-CONCEPT AND SPEAKING ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF UIN RADEN FATAH PALEMBANG"**, ditulis oleh saudari Ika Rahmayanti telah dapat diujikan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih.

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**THE CORRELATION BETWEEN SELF-CONCEPT AND SPEAKING
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STUDENTS OF UIN RADEN FATAH PALEMBANG**

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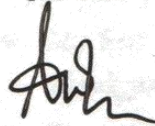
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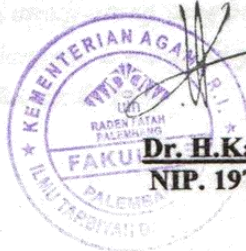


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DEDICATIONS:

This thesis is dedicated to:

- ♥ *My God “ . الله سبحانه و تعالى the AL MIGHTY and his last beloved prophet “Muhammad SAW” who always give me the strength, the forgiveness, the great blessing on my life, and the right path “ISLAM”*
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MOTTO:

“Hai orang-orang yang beriman, jadikanlah sabar dan shalat sebagai penolongmu, sesungguhnya Allah beserta orang-orang yang sabar.”

(Al-Baqarah: 153)

STATEMENT PAGE

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State that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I have received through this thesis.

Palembang, October 2017

The writer



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The writer

Ika Rahmayanti

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ABSTRACT

The aims of this research were to investigate the relationship between self-concept and speaking achievement and explore the influence of self-concept and speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang by conducting the correlational research. The population and the sample of this research are the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang in academic year 2016/2017. 76 of the undergraduate students participated in this research. The Academic Self-Concept Scale (ASCS) that consists of 40 items was distributed to collect the students' self-concept score and the students' speaking test was also used to get the students' speaking achievement score. Pearson Product Moment and regression analysis were employed to analyze the data. Therefore, the *r-obtained* was 0.351 and it was higher than *r-table* (0.225) and the level of probability (*p*) significance (*sig.2-tailed*) was 0.002. It means that H_0 was rejected and H_a was accepted. Additionally, the regression analysis showed that self-concept contributed 12.3% to speaking achievement. Finally, the result indicated that there was a significant correlation between students' self-concept and speaking achievement and self-concept influenced speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

Keyword: self-concept, speaking achievement.

CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the study; (2) problems of the study; (3) objectives of the study; and (4) significance of the study.

1.1. Background of the Study

Language is the best mirror of human mind. Language is most important in the life because language is the way of communication we used it to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. We all use it to express ourselves and communicate to others. Related to Goldstein (2008, p. 1), **language** is as a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences.

In the other hand, language uses as a communication tool in daily life. In an act of communication there is at least one speaker or sender, a message which is transmitted, and a person or persons for whom this message is intended (the receiver). Moreover, communication is the process of transmitting information and common understanding from one person to another (Lunenburg, 2010, p. 1).

English is an international language which is very popular and has been studied and used by a lot of people around the world, including Indonesia. In Indonesia, English is a foreign language. According to Hamra and Syatriana (2010, p. 27), it is the first foreign language in indonesia. English subject must be taught to the students from high schools up to university levels, so the students

are easy to understand and interact in various aspects by using English. There are four skills of English like listening, speaking, reading and writing. In learning English, one of the language skills should be mastered is speaking skill.

Speaking is one of language skills in learning English. By speaking, people can convey information, ideas, and maintain social relationship in communicating with others (Kalanzedda, Mahnegar, Hassannejad & Bakhtiarvand, 2013, p. 2). Richards (2008, p. 19) states that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Many language learners regard speaking ability as the measure of knowing a language, so that the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and assess the progress in terms of their accomplishments in spoken communication (Kalanzedda et al. 2013; and Septiana, 2013). Furthermore, if students have good mastery in speaking, it will make them easier to get job in the future. It is supported by Dino (2013) that English skill especially oral skill is a primary thing for those who want to work in multinational company, not only that local company has placed oral skill in English to be one of criteria in looking for employees. In real life, many learners think if the people who get success in speaking surely they get success in learning English because they think the first aim in learning English is successful in speaking.

In clearly speaking, clear pronunciation is essential in spoken communication (Burns and Claire, 2003, p. 5). Many language learners cannot speak clearly when they talk with foreigner because they don't know how to

express what they want to say and how to say that. According to Pollard (2008, p. 34) states that speaking is one of the most difficult aspects for students to master. For it, they get a miss communication. To minimize the mistakes and get a good communication with native speakers or no, the learners must know and comprehend in using the expressions and the elements in speaking. In getting a good communication, there are some important elements should be concerned such as grammar, vocabulary, pronunciation and the fluency.

Grammar and vocabulary will help the learner, how to convey the information correctly. Besides, pronunciation should be learnt by learner because it is very important in convey the meaning of the speaker. If the pronunciation is wrong, the learner will get misunderstanding. Fluency is an art of speaking a fluently (Saraswati, 2003, p. 62). So fluency can be defined as the ability to speak fast but appropriately and accurately. Thus, speaking skill should be taught more in some elements that relate with a communication. In the past, speaking did not have enough attention from both the teachers and the students (Fang-peng & Dong, 2010, p. 2). During speaking activity, the students only did some written exercise and the teacher mostly gave high attention in teaching grammar to their students with less speaking exercises.

Nowadays, speaking has been given priority during English teaching and learning process. However, some problems still occur. For most of the students, speaking tasks are rather difficult to do in the classroom. In Indonesian context, not all of the students during English speaking activities have the courage to speak (Widiati & Cahyono, 2006, p. 1). Based on some reports on speaking problem in

Indonesia, Padmadewi (1998, p. 2) states that many students feel anxious to speak during speaking class was the result of the tenseness from the speaking task that required them to do it spontaneously and individually in front of the class.

Meanwhile, Tutyandari (2005, p. 1) states that students tend to keep silence during speaking activities in the class. She mentioned that it was due to the students' lack of self confidence or lack of prior knowledge about the topics. In other case, Fang-peng and Gong (2010, p. 6), based on their study in Shandong Jiaotong University, claim that the problem is caused by two aspects. Firstly, many students complain that they have less time for speaking practice but when they are given chances to do speaking practice, no one would like to be the volunteer. They tend to speak with low voice. The second, some students tend to stop in the process of speaking and ask the teacher whether they can use their first language (L1).

Those factors include in psychological factors of learning language especially in speaking. It is the same as Juhana (2012, p. 101), there are some psychological factor that hinder students from practicing their speaking in English class. Psychological factor is a factor which comes from the inner of individual. One of psychological factors is self-concept. The speaking problems above are probably closely related with the students' self-concept and their speaking in English. According to Meshkat and Hosseini (2015, p. 1), self-concept refers to the individual's self-beliefs, hypotheses and assumptions. Self concept is one's knowledge and ideas about himself and attitudes towards themselves and their behavior. Self concept is divided into positive and negative self-concept. Hurlock

(in Simanjutak 2009) states individuals with a positive self concept will develop attitudes such as self-confidence, self-esteem and the ability to see themselves realistically. Then people can judge the relationship with others appropriately and will foster better social adjustment. Conversely, a negative self concept will portray the feelings of inadequacy and inferiority. Individuals will have doubts and lack of confidence. In the study of Hay (1998, p. 36), the reports show that the students with high self-concept are more popular, cooperative, persistent in class work, with lower anxiety levels, comparing with those who have low self-concept.

According to Awan, Noureen, & Naz (2011, p. 73), self concept is a person's self perception. It may be understood as individuals' feelings or confidence levels in accomplishing particular academic tasks. In line with Sanchez & Roda (2013, p. 96) also state that self-concept as the perception each person has of himself or herself, it is a component of personality development.

Based on their research, they claim that total self-concept and academic self-concept are good predictors in students' general achievement as well as in language arts and mathematics. Therefore, certain judgments the students have about themselves might influence their academic performance. Hence, students have perception between their self-concept and academic achievement is important in the learning outcomes (Mucherah, Dixon, Hartley & Hardin 2010, p. 8).

In addition, Shavelson, Hubner, and Stanton (1976, p. 412) explain that general self-concept may be divided into two components: academic self-concept and nonacademic self-concept. Academic self-concept can be defined as the way a

student views his or her academic ability when compared with other students (Cokley, 2000, p. 149). Furthermore, according to Damrongpanit, Reungtragul, and Pittayanon (2009, p. 2), nonacademic self-concept is about the perception of one-self in the nonacademic activities. The nonacademic self-concept comprised the aspects of social, physical, moral and ethical, personal and family. In this study, the researcher focuses more on the self concept in terms of the dimension of education. In education psychology, academic self-concept is an important construct that has stimulated widespread research. According to Marsh cited in Meshkat and Hosseini (2015, p. 1), a positive academic self-concept is beneficial, especially for motivating learners to improve their academic performance. While, Berg and Coetzee (2014, p. 477) emphasize that academic self-concept have significant relationship with students' academic achievement.

Based on the informal interview with 35 students of English Education Study Program of UIN Raden Fatah Palembang who have taken all speaking course, the researcher found that they still had problems in their speaking performance. Furthermore, the researcher asked the students in five questions and one of the questions is "what are their problems in speaking" and then they said although they has taken English course before, they still shy to speak English in the classroom (see appendix A). After that, they were afraid about their grammar and pronunciation was wrong so it is make them lack of confident. Another problem is they afraid when they speak the other students will be laughed them. The last, although they have capability to speak with good vocabulary, grammar and pronunciation they are still unconfident, nervous, and afraid to making

mistakes. It indicates that the cause of students hard to speak in English fluently and accurately because they were not ready for spontaneous communication. Therefore, they could not express themselves. It also assumed that self-concept as a predictor of speaking achievement.

This situation was supported by some studies have been done to investigate the relation between self-concept and speaking achievement. Rachmah (2011) found that there is significant correlation between students' self-concept and students' English speaking ability. Syakir (2009) found a significant correlation between the self-concept and English speaking ability of the learners. Qiang and Huili (2007) found a significant correlation between the self-concept and speaking. On the contrary Gumayuni (2014), found no relationship between students' self-concept, anxiety and speaking achievement.

The previous studies concerning self-concept and speaking achievement were also appealing to be investigated in another non-English speaking country like Indonesia. Based on the explanation above that psychological factor that consist of self concept is serious problem for students to be successful in speaking, therefore, it is important to focus on this issue.

1.2. The Problems of the Study

The problems of the study are formulated in the following questions:

1. Is there any significant correlation between self-concept and speaking achievement of English Education Study Program students of UIN Raden Fatah Palembang?
2. Does self-concept significantly influence speaking achievement of English Education Study Program students of UIN Raden Fatah Palembang?

1.3. The Objectives of the Study

From the problems above, the objectives of this study are:

1. To find out if there is a significant correlation between self-concept and speaking achievement of English Education Study Program students of UIN Raden Fatah Palembang.
2. To know if self-concept significantly influences speaking achievement of English Education Study Program students of UIN Raden Fatah Palembang.

1.4. Significance of the Study

It is hoped that this study will give good contribution for all participants. For college students, this research will hopefully help to increase their positive academic self-concept that can motivate them to improve their speaking achievement. For the lecturers, the researcher hopes that this study will give information about the importance of academic self-concept of the students' speaking achievement and hopefully the lecturers can support and gaining positive

self-concept to their college students. This study is useful for the researcher herself to add her knowledge about self-concept and speaking achievement and improve her knowledge in conducting educational research. Last, for the further researchers, hopefully this document could give some information related to speaking achievement and academic self-concept.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of correlational study; (2) the nature of the self-concept; (3) definition of self-concept; (4) the importance of self-concept; (5) the concept of speaking; (6) the importance of speaking; (7) students' speaking achievement; (8) factors that influence students' speaking achievement; (9) the role of self-concept in speaking; (10) previous related studies; (11) hypotheses; and (12) criteria of testing hypotheses.

2.1. The Concept of Correlational Study

Johnson and Christensen (2012, p. 44) state that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative

correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

Lodico, Spaulding, and Voegtle (2010, p. 284), provide correlation coefficient which can be seen in the following table:

Table 1
Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Source : Lodico, Spaulding, and Voegtle (2010)

2.2. The Nature of the Self-Concept

An initial distinction must be made between the terms "self" and "self-concept." Much confusion in social psychology over whether the self is a process or a structure stems from the failure to distinguish between "self" and "self-concept." Self as used here refers to a process, the process of reflexivity which emanates from the dialectic between the "I" and "Me". While discussions of the relationship between the "I" and the "Me" have periodically appeared, Lewis (1979) for a social-behaviorist interpretation of the "I" Carveth (1977) and Petryszak (1979) for a biological interpretation; and Weigert (1975) for a phenomenon logical treatment, the major outlines of the concept of self have remained largely unchanged since the formulations of James (1890) and Mead

(1934) i.e. the self is a reflexive phenomenon that develops in social interaction and is based on the social character of human language. The concept of self provides the philosophical underpinning for social-psychological inquiries into the self-concept but is itself not accessible to empirical investigation.

The "self-concept," on the other hand, is a product of this reflexive activity. It is the concept the individual has of himself as a physical, social, and spiritual or moral being. Rosenberg (1979, p. 7) defines the self-concept broadly as "the totality of an individual's thoughts and feelings having reference to himself as an object". Similarly Snygg and Combs (1949, p. 58) state that the phenomenal self includes all those parts of the phenomenal field which the individual experiences as part or characteristic of himself. A more specific definition is provided by Turner (1968, p. 98) typically my self-conception is a vague but vitally felt idea of what I am like in my best moments, of what I am striving toward and have some encouragement to believe I can achieve, or of what I can do when the situation supplies incentives for unqualified effort. In Turner's (1968-1976) formulation, the self-concept also involves (to some extent) the sense of spatial and temporal continuity, a distinction of essential self from mere appearance and behavior (which he terms "self-image"), and the identification of the person in qualitative and locational terms as well as in evaluative terms.

Perhaps the most conceptualization of the self-concept is offered by Epstein (1973). From an attribution perspective, Epstein suggests that the self-concept can best be viewed as a theory that a person holds about himself as an experiencing, functioning being in interaction with the world. In spite of his over emphasis on

knowledge and beliefs as the foundation for self-concepts rather than on values, attitudes, and motivations, Epstein's interesting formulation accounts for many of the recurring features of the self- concept in the social-psychological literature. He would have been even more accurate if he had conceptualized the self-concept as a self-ideology-when it comes to our self-concepts, we are much less interested in "theory testing" than in self-affirmation and self-protection (as we shall see in the section on self-concept as a source of motivation). Nevertheless, Epstein's ideas about the self-concept are compatible with sociological formulations, especially those stemming from structural versions of symbolic interactionism (Stryker 1980, Heiss 1968 & Gordon 1968). There are differences in emphasis to be sure but within both of these views, the self-concept is conceptualized as an organization (structure) of various identities and attributes, and their evaluations, developed out of the individual's reflexive, social, and symbolic activities. As such, the self-concept is an experiential, mostly cognitive phenomenon accessible to scientific inquiry. This review deals with the self concept and not with the concept of self.

2.3. Definition of Self-Concept

The self means the conscious reflection of our being or identity as a separate object from others, and that the self-concept is the cognitive or the thinking aspect of the self and generally refers to “the totality of a complex organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence” (Huitt, 2004, p. 1). The self is also

dynamic in the sense that we constantly strive to maintain, protect and enhance it (Purkey, 1970).

Self-concept is an important part in the development of personality. Rogers (1951) states the concept of personality most of all is self. Self contains ideas, perceptions and values that include awareness of self. Self concept is a representation of self that includes the self-identity personal characteristics, experience, role and social status (Desmita, 2012, p. 5).

Self-concept in psychology is "the composite of ideas, feelings, and attitudes people have about themselves" (Woolfolk, 2004, p. 71). It is the attempt to explain ourselves to ourselves in terms of impressions, feelings and attitudes. However, our self-perceptions are not stable and permanent but rather changing, depending on the different situations and conditions of our lives (Woolfolk, 2004, p.71). Jersild (Garza, 1977, p. 15-16) states that the self-concept is the development of the self as the composites of thoughts and feelings, which constitute a person's awareness of individual existence, his perception of who and what he is (Garza, 1977, p. 15-16). The self-concept is our perceptions of ourselves in specific terms it is our attitudes, feelings, and knowledge about our abilities, appearance, and social acceptability (Byrne, 1984, p. 429).

According to an article by Marsh (2003), self-concept and self-efficacy, are related to self-confidence and to the belief that an individual can control certain aspects of their performance or behavior. In this article that Judge and Bono (2001) stated that individuals with a favorable self-concept will perform better on tasks and will persist in the face of difficulties. It is also referred that Marsh

(1991) pointed out that the importance of self-concept lies in its contribution to accomplishment, persistence and educational decisions.

As stated above, self-concept is an important part in the development of personality. Self concept is one's knowledge and ideas about himself and attitudes towards themselves and their behavior. Individuals with positive self-concept will perform better on tasks. So, self-concept give contribution in educational decisions.

2.4. The Importance of Self-concept

Self-concept, the psychology factor that influences learning process, is one of the components in personality development. Educational policy declarations throughout the world cite the development of positive self-concept as one of the central goals of education (Tracy, 2005). Therefore many researchers and educators give attention to role of this factor in the process of education.

Self-concept may be defined as the beliefs about people themselves, their personal attributes, and their strengths and weaknesses (McDevitt & Ormrod, 2004). Meanwhile, Purkey (1998) cited in Fitriani (2007) defines it as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. In other words, self-concept is important as the factors in developing and coping students' strengths and weaknesses as well as the beliefs that a person hold about him or her.

Furthermore, Shavelson, Hubner and Stanton (1976) divide general self-concept into two components: academic self-concept and nonacademic self-

concept. Academic self-concept has been further divided into subject matter areas, and nonacademic self-concept which is divided into social and physical self-concepts. Academic self-concept refers to how one indicates to oneself his or her ability to achieve in academic tasks as compared with others engaged in the same task. Moreover, DcMoulin (1998) cited in Fitriani (2007) states that self-concept has two elements. The first, self-efficacy which is our sensitivity a task and motivation, confidence, and ability to control the stress related to that task. The other one is self-esteem. It is self-perception and the weight we place on how other people who are important to us perceive us. In short, it can be concluded that by knowing someone's self-concept means knowing what she or he think and feel about himself or herself.

Therefore, students with poor or negative self-concept have the tendencies to feel to be unwanted and rejected by people around them (Fitriani, 2007). As the result, negative self-concept will create the unsecure feeling and make them to be dependent toward others. Moreover, students who struggle with learning are assumed to have poor self-concept.

On the other hand, students with positive self-concept feel more independent, secure, confident, and capable to perceive that they are accepted by other people. These make them more creative, free, and able to tolerate tension, especially in their academic life. As the result, they will gain success in school as well as in the society.

For the conclusion, by knowing the students self-concept they can improve their performance more better. Students with positive self-concept will develop

attitudes such as self-confidence, self esteem and the ability to see themselves realistically. Individuals with negative self-concept will have doubts and lack of confidence.

2.5. The Concept of Speaking

Speaking is one of four language skills is typically important in studying a foreign language. Speaking is to share our ideas to other people in oral communication. Speaking is the most important skill among other skills, because it is a symbol for people who have good mastery in English. People do not believe that someone has good mastery in English if he/she cannot speak fluently. Pathan, Aldersi, and Alsout, (2014, p. 96) argue speaking is regarded as the most crucial and central one as it enables the learners to establish successful communication in that language, which is often the main aim of learning any foreign language. In line with Rahman and Deviyanti (2012, p. 1), speaking is one of the fundamental skills to master in learning a foreign language. Also, Naouel (2015, p. 2) argues that to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success measured in terms of the ability to carry out a conversation in the language. Not only does it bear a highly communicative value, but also it is generally regarded as the parameter of one's proficiency in a foreign language. Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Pathan, et al., (2014, P. 97) argue that the most important language skill that has been the subject matter of constant discussions, debates and researches

for pedagogues and language researchers for centuries is oral skill. It is supported by Richard (2008, p. 29) that speaking class should be concerned on how learners practice and apply what they learn about language especially of speaking part.

2.6. The Importance of Speaking

As the writer discussed before in the background, speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar and vocabulary. It is one of productive skills of language besides writing skill. In speaking activity, students can express what they have in their mind and it is considered as a form of social behavior (Widiati & Cahyono: 2006). In addition, Chaney (1998, p. 13) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

As the teachers for the future, the students of English education study program are demanded and should have good speaking ability in order to communicate with their students well and transfer the knowledge. Therefore, during their study, students of English education study program are experiencing speaking subject, which demand them to have speaking competence in their academic life.

Students who have good speaking skill will have better communicative competence. They are able to process knowledge, ideas and opinion they have in their mind and share these things in the form of speech. According to Jordan (1997) cited in Yan-hua (2007), students need to develop the oral skills such as asking questions, participating in seminar or discussion, making oral presentation-

answering ensuing questions, verbalizing data and giving oral instruction. Hence having good speaking skill helps them to learn better in their academic life.

2.7. Students' Speaking Achievement

Achievement refers to the learning outcome in which obtained from students' effort for certain period (Yuliana, 2014, p. 9). Speaking achievement is the students' ability in expressing their ideas, thoughts, and feelings in speaking that is measured by a speaking test. The result of the test is assigned in the form of grades. In this study, students' speaking achievement is the result of speaking achievement test of undergraduate EFL students of English Department UIN Raden Fatah Palembang in the academic year 2016-2017 given in the form of an oral speech speaking achievement test. It was conducted to those who have finished with all the speaking courses (Speaking I, Speaking II, Speaking III and Speaking IV). Brown (2004, p. 172) explains that in assessing students' speaking achievement, there are some aspects should be measured, those are fluency, pronunciation, grammar, vocabulary, and comprehension.

2.8. Factors that Influence Students' Speaking Achievement.

Speaking skill required two factors, those are namely linguistic and non-linguistic aspect; first, linguistic aspect is the primary requirement that the English learner should possess to make learners speak well. It contains of pronunciation, vocabulary, fluency, structure and comprehension. Second, non-linguistic aspect is an aspect to support learners to achieve a success in acquiring speaking skill. This aspect involves personality dimensions, such as self-esteem, self concept and extroversion (Brown 2000, p. 217).

Based on the explanation above, it can be summed up that self-concept is one of the factors that influence students' speaking achievement in students speaking ability as non – linguistic aspect. Students with high self concept had better ability in learning English especially in learning speaking.

2.9. The Role of Self-Concept in Speaking

The main goal in learning English is to speak fluently. According to Schutz (2007), in acquiring second language, learner is affected by some factors including motivation, self confidence, and anxiety. He claimed that with high motivation, self confidence, good self-esteem, and low level of anxiety, learner will be better for success in second language acquisition.

To build students' motivation in the process language learning, it is important for the teacher to plan some speaking activities. As it is stated before, self-concept is an important construct of psychology as well as in education. It is defined as a person's perception of self with respect to achievement in school (Reyes, 1984). Moreover, McDevitt and Omrod (2004) cited in Tracy (2005) state that self-concept is the beliefs people have about themselves, their personal attributes as well as their weaknesses and strength.

If students believe that they will fail in speaking task, they will not perform it well. How they think about themselves will affect their performance. Furthermore, the higher self-concept students have, the more it is possible to increase their performance (Sanchez & Roda, 2003). Therefore, positive self-concept is necessary in speaking activity.

2.10. Previous Related Studies

Pitaloka (2011) investigated the correlation among parental expectation, academic self-concept, and academic achievement of students of English education study program, faculty of teacher training and education, Sriwijaya University in Palembang. The population in this study were 160 and 70 of them were chosen as the sample. Results indicated that there was a positive and significant correlation among parental expectation, academic self-concept, and academic achievement.

Rachmah (2011) there is significant correlation between students' self-concept and students' English speaking ability in Bogor. The data is analyzed using two ways; the technique used to classify the students into three criteria and the technique used to analyze the data by using correlation coefficient Product Moment as the formula.

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. 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.

Syakir (2009) found a significant correlation between the self-concept and English speaking ability of the learners in Samarinda. The participants in this study were 30 learners. The data were obtained through the self-concept test that

has been adapted from 'A test of a multi faceted, hierarchical model of self concept' by Dr Russell F. Waugh and the speaking test.

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. By recorded spoken English test, scores are given first according to the evaluation of College English Test Spoken English Test. Then the voice is processed through PRAAT. Finally, spoken English Test scores and result of voice analysis are analyzed by SPSS. It is found that a positive self-concept plays an essential role in college student English study.

Sanchez and Roda (2003) conducted a research entitled "Relationships between Self-concept and Academic Achievement in Primary Students in Spain". The result of their study shows that there is a close relationship between academic self-concept and measures of academic performance. In addition, to the result, self-concept is closely associated to specific areas of learning (mathematics and reading). In other word, self-concept has close relationship with academic performance in the areas of language arts and mathematics.

Gumayuni (2014) found no relationship between students' self-concept, anxiety and speaking achievement English education study program, faculty of teacher training and education, Sriwijaya University in Palembang. There were 101 students participated, there are two ways in collecting the data. There were

two kinds of questionnaire and speaking test. Foreign language classroom anxiety scale (FLCAS) questionnaire and Self-description questionnaire were used and speaking test was used for speaking achievement.

Based on previous related study above, it can be concluded that there are similarities and differences between three previous studies and the researcher's study. The similarity between those, are the using of academic self-concept and speaking achievement. And the differences are the education level and instrument to be used.

2.11. Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_0 : There is no significant correlation between self-concept and speaking achievement of the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang.

H_a : There is a significant correlation between self-concept and speaking achievement of the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang.

2. H_0 : Self concept does not significantly influence speaking achievement of the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang.

H_a : Self concept significantly influences speaking achievement of the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang.

2.12. Criteria for Testing Hypotheses

There are some criteria in testing hypotheses as suggested by Cohen, Manion, & Marrison, 2007, p. 519), Creswell (2012, p. 188-189), and Fraenkle, Wallen, and Hyun (2012, p. 228-232) as follow:

1. If *p-value* is higher than 0.05 ($p > 0.05$), H_0 is accepted and H_a is rejected.
2. If *p-value* is less than 0.05 ($p < 0.05$), H_0 is rejected and H_a is accepted.

CHAPTER III

METHOD AND PROCEDURES

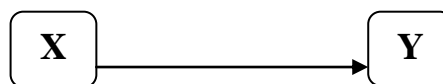
This chapter presents: (1) research design; (2) research variables; (3) operational definitions; (4) population and sample; (5) technique for collecting the data; (6) data instrument analysis; (7) data analysis.

3.1. Research Design

In conducting this research, correlational research design was used to find out the correlation between variables and explain and interpret the results that may appear. According to Fraenkel, Wallen and Hyun (2012, p. 331), correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common.

The procedures were: first, the researcher identified the self-concept by using Academic Self-Concept Scale (ASCS). Second, by using speaking test the student's speaking achievement was obtained. Then, the correlation and the influence between variables were analyzed through Statistical Package for Social and Science (SPSS) 20 based on the results of the questionnaires and speaking test.

The research design is as follows:



X = Students' self-concept

Y = Students' speaking achievement

3.2. Research Variables

A common and useful way to think about variables is to classify them as *independent* or *dependent* (Fraenkel et al., 2012, p. 80). They define that independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In this study, the independent variable is students' self-concept, and the dependent variable is their speaking achievement

3.3. Operational Definitions

Operational definition is a definition of a concept in terms which can be observed and measured (Richards & Schmidt, 2010, p. 411). To avoid misunderstanding, the researcher serves some operational definitions that used in the context of this study. *Correlation* is the study to find out the relationship between two variables; even more than two variables are common. The researcher used two variables, students' self-concept and speaking achievement.

Academic self-concept can be defined as the attitudes, beliefs, and perceptions held by students about their academic skill sets and performance. It was measured by Academic Self-Concept Scale (ASCS) by Reynolds (1988). Students' self-concept refers to the scores which were obtained from this questionnaire.

Speaking achievement refers to students' speaking score that were obtained from the students' speaking test on the given topic. The test is in the

form monolog (short speech), and then rated with indicators: fluency, pronunciation, grammar, vocabulary, and comprehension.

Then, *undergraduate students of English Education Study Program* refer to the undergraduate students whose major is English Education at Islamic State University (UIN) Raden Fatah Palembang.

3.4. Subject of the Study

3.4.1. Population

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristics and from which a sample can be taken. The population of this study is all of the active students of English Education Study Program of Islamic State University Raden Fatah Palembang in the academic year 2016-2017. The distribution of population of the study can be seen as follows:

Table 2
Distribution of Population

No	Semester	Number of Students
1	II	135
2	IV	153
3	VI	103
4	VIII	75
5	X	160
Total		626

(Source: *English Study Program of UIN Raden Fatah Palembang academic year 2016/2017*).

3.4.2. Sample

Fraenkel et al. (2012, p. 91) define a sample in a research study as the group on which information is obtained. The sample of this study was taken by using purposive sampling method. According to Johnson and Cristensen (2012, p. 235), purposive sampling is used in both qualitative and quantitative research. They also assert that in purposive sampling, the researcher specifies the characteristics of population of interest and tries to locate individuals' who has those characteristics. Moreover, Creswell (2012, p. 206) adds that in this method, the researchers intentionally select individuals and sites to learn and understand the central phenomenon. In purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics. It is a nonrandom sampling technique in which researcher solicits persons with specific characteristics to participate in a research study.

In this study, the student's self-concept and their speaking achievement were correlated. Therefore, in order to know the students' speaking achievement, a group of students who have already taken all the Speaking courses (Speaking I, Speaking II, Speaking III and Speaking IV) from the population are the sixth semester considered as the sample. For that reason, the numbers of the probable sample were 103 students. In contrast, the students of the second and the fourth semester did not taken as the sample because they have not taken and finished with Speaking I, Speaking II, Speaking III and Speaking IV courses yet.

According to Fraenkel et al. (2012, p. 102), a sample should be as large as the researcher can obtain with a reasonable expenditure of time and energy. Moreover most researchers mention the minimum acceptable sample size for a correlation study is considered by to be no less than 30 (Fraenkel, Wallen & Hyun, 2012, p. 338; and Lodico et al, 2010, p. 278). The distribution of sample can be seen in the following table:

Table 3
Distribution of Sample

Class	Semester	Number of Students
PBI A	VI	26
PBI B	VI	22
PBI C	VI	26
PBI D	VI	29
Total		103

(Source: English Study Program of UIN Raden Fatah Palembang academic year 2016/2017).

3.5. Data Collection

In collecting the data, there were two kinds of instruments used to collect the data; Academic Self-concept Scale (ASCS) and speaking test.

3.5.1. Academic Self-Concept Scale (ASCS)

Fraenkel et al. (2012, p. 125) state that in a questionnaire, the subjects respond to the questions by writing or more commonly, by marking an answer

sheet as their self-report data collection instrument that each participants fills out as part of a study. To obtain the information about students' self-concept, the self-concept questionnaire was distributed before the speaking test was conducted (see appendix B). The researcher used ready-made questionnaire namely Academic Self-Concept Scale (ASCS) developed by Reynold, Ramirez, Magrina and Allen (1980) and further validated by Reynolds (1988). The questionnaire consists of 40 Likert-type items and consist of 4 Likert-scale ranging from 1 “strongly disagree” to 4 “strongly agree”. Reynolds tentatively named the seven factors as grade and effort dimension (8 items), study habits/organizational self-perceptions (6 items), peer evaluation of academic ability (8 items), self-confidence in academics (3 items), satisfaction with school (4 items), self-doubt regarding ability (8 items), and self-evaluation with external standards dimension (3 items).

The questionnaire consists of 40 items with positive and negative statements. The questionnaires respond by students in about 20 minutes. The classification can be seen in table below.

Table 4
The Specification of Positive and Negative Statements

Statement	Items in the Questionnaire	Total
Positive	1, 2, 3, 6, 7, 9, 10,13, 15, 16, 17, 20, 23, 25, 27, 28, 29, 31, 32, 33, 36, 37	22 Items
Negative	4, 5, 8, 11, 12, 14, 18, 19, 21, 22, 24, 26, 30, 34, 35, 38, 39, 40	18 Items

3.5.2. Speaking Test

In this study, to obtain the students' speaking achievement, speaking monolog test (short speech) was used. In this test the students were tested individually. The researcher has prepared three topics. Before the test begun, the students were given instruction about the speaking test (see appendix C). The researcher was chosen the topics randomly. They were called one by one based on their attendance list. And before the students begin to speak, they were given time to think about the topic that was already chosen. Each participant was given one until three minutes to deliver presentation and convey the fact, opinion, and idea related to the topic. The following is the category of students' speaking achievement.

3.6. Data Instrument Analysis

3.6.1. Validity Test

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (Creswell, p. 159). According to Fraenkel, Wallen, and Hyun (2012, p. 148), the term "validity" refers to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. It means that validity test is used to measure whether the instruments are used valid or not.

3.6.1.1. Validity of Questionnaire

The researcher used ready-made questionnaire from Academic Self-concept Scale by Reynold (1988). The questionnaire has been validated by Reynold, these 59 items constituted the initial form of the Academic Self-concept Scale (ASCS) on the basis of item-total scale correlations, corrected via Cureton's (1966) technique, 19 items are eliminated. The result is 40-items scale. So it does not need tried out.

3.6.1.2. Validity of Speaking Test

In this research, the researcher made use of content validity to find out the validity of the speaking test by having expert judgment. There were three validators evaluating the test whether it was appropriate or not. There are five aspects of determining the appropriateness based on likert scale, those are (absolutely inappropriate, inappropriate, moderate, appropriate, and absolutely appropriate) with the score 1 until 5. The validators scored some of items (instructions, topic, time allocation, content, and rubric) for speaking test. The result (see appendix D) showed that topic, content, and rubric were absolutely appropriate, and instruction and time allocation were appropriate.

3.6.2. Reliability Test

In accordance with Fraenkel, Wallen, and Hyun (2012, p. 154), reliability refers to the consistency of the scores obtained how consistent they are for each

individual from one administration of an instrument to another and from one set of items to another. According to Creswell (2012, p. 159), reliability means that scores from an instrument are stable and consistent. Fraenkel, Wallen, and Hyun (2012, p. 157) stated that when used to check reliability of scores, the coefficient should be at least 0.70, preferably higher. Therefore, the questionnaire will be reliable if the coefficient is 0.70 or higher.

Reynold (1988) used Test-retest reliability technique which was brought out by using SPSS to find out the internal consistency reliability of the questionnaires. Cronbach alpha of .91 was obtained. It was a valid questionnaire. In addition, the correlation of the score with social desirability (Marlowe-Crowne) scale for 82 college students was .47 obtained.

It can be concluded that the internal consistency of Cronbach alpha of .91 (highly reliable). The correlation with the social desirability (Marlowe-Crowne) scale for 82 college students was .47. The ASCS was valid and reliable.

Further, the reliability of the speaking test was obtained. Since it was measured as the result of three expert judgments. The result showed that the speaking test with the topic, content, and rubric were absolutely appropriate, and instruction and time allocation were appropriate. All in all, the speaking test was reliable.

3.7. Data Analysis

First, the Academic self-concept questionnaire was developed by Reynold to ask about students' academic self-concept. In this four-Likert-scale ranging from

1 “Strongly Disagree” to 4 “Strongly Agree” was used as shown in the table below.

Table 5
The Scoring of the Questionnaire

Response	Score	
	Positive	Negative
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Kubiszyn and Borich (1993, p. 176)

In deciding the interval between points on the scale, the researcher used formula: range of the score divided by the number of level. Since the total items is 40, the possible highest score was 160 (the students get 4 points for each statement), and the possible lowest score was 40 (the students get 1 points for each statement). In this research, the researcher divided the category into 3 levels. The calculation is 160 minus 40 which are 120. Then the score 120 is divided by 3 which is 40. It means that the interval between scores is 40.

From the calculation, the researcher will used score interval as presented in table blow.

Table 6
The Categories of Academic Self-Concept Scale

Score Interval	Category	Specification
121 – 160	High	Feel more independent, enabled to be more autonomous and motivated.
81 – 120	Average	Might orient themselves towards the mastery of their school work.
40 – 80	Low	Individuals have doubts and lack of confidence: likely to lack learning motivation, which may result in poor academic performance

Source: Modified from Best & Kahn (1993)

Secondly, for the speaking test the researcher was record the students' speaking performance in classroom. The students' speaking test was analysed by the three raters, who also validated the speaking test, by using the rubric for Oral Presentation Assessment from Brown (2004, p. 172-173) (see appendix E) . There were five aspects of the speaking scoring system, and the scale of all aspect is from five to one. As a result, the highest score of all is 25 and the lowest score is 5. Since there are three raters, the total score from them was determine the students' speaking achievement. The following is the category of the students' speaking achievement.

Table 7
Interpretation of Speaking Score

No	Score Interval	Category	Indicators
1	21 – 25	Very Good	Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken.
2	16 – 20	Good	Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
3	10 – 15	Average	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
4	5 – 9	Poor	Able to satisfy routine social demands and limited work requirements.
5	0 – 4	Very Poor	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics.

(Source: Brown, 2004, p. 172-173)

3.7.1. Correlation Analysis

The researcher was used Pearson – Product Moment Correlation which will be examined by the Statistical Package for Social and Science (SPSS) 20th version computer program to find out the correlation between students' self-concept and speaking achievement. To interpret the correlation coefficient, the following criterion from Lodico et al. (2010, p. 284) was used :

**Table
Correlation Coefficient**

8

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Source : Lodico, Spaulding, and Voegtle (2010)

3.7.2. Regression Analysis

In order to know the contribution on the influence of self-concept to speaking achievement, regression analysis was applied in this study. Creswell (2012, p. 188-189) states that the significance influence was found whenever the correlation coefficient is lower than 0.05.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) research findings, (2) statistical analyses, and (3) interpretations.

4.1. Research Findings

There are two kinds of research findings in this study: (1) the result of students' self-concept, and (2) the result of students' speaking achievement.

4.1.1 Results of Students' Self-Concept

The total active students in the sixth semester of English Education Study Program there are 103 students. However, 76 students participated in this study, and 27 students did not attend to the class when conducting this study, because they had to attend their final examination. The 40 items of academic self-concept questionnaire by Reynolds (1988) were used to investigate the participants' academic self-concept. The academic self-concept questionnaire was rated by using Likert scale. In scoring the students' academic self-concept, 40 items were calculated based on the scale.

The result of academic self-concept questionnaire can be seen in the descriptive statistics below:

Table 9
Descriptive Statistics of Self-concept

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SELF-CONCEPT	76	81	136	104.86	8.460
Valid N (listwise)	76				

Based on the descriptive statistics of academic self-concept, it was found that the total number of participants were 76 students. The minimum score was 81, and the maximum score was 136. Meanwhile, the standard deviation was 8.460 and the mean of the students' academic self-concept was 104.86. This mean score (104.86) indicated that the level of academic self-concept of English education study program students of UIN Raden Fatah Palembang was average.

It was revealed that from the questionnaire, only two levels of academic self-concept were perceived by the students with different numbers. The details are described in Table 12 below.

Table 10
Distribution of Students' Academic Self-concept

Score Interval	Categories	Frequency	Percentage
121 – 160	High	24	31,58 %
81 – 120	Average	52	68,42 %
40 – 80	Low	-	-
Total		76	100 %

It was revealed that from the questionnaire, the three levels of academic self-concept were all perceived by the students with different numbers; (31,58%) 24 of the students had high level academic self-concept, (68,42%) 52 students had average academic self-concept, and there is no student who had low academic self-concept level (see appendix F).

4.1.2 Result of Students' Speaking Achievement

The result of descriptive statistics of speaking achievement can be seen below:

Table 11
Descriptive Statistics of Students' Speaking Achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SPEAKING ACHIEVEMENT	76	15	23	18.50	2.017
Valid N (listwise)	76				

Based on the descriptive statistical analysis of speaking for the participants is shown above, the mean of the speaking scores for the participants was 18.50 and the standard deviation was 2.017. The maximum score was 23 and the minimum score was 15. The mean score (18.50) indicated that the level of speaking achievement of participants was good.

The distribution of the speaking achievement results can be seen in the table below:

Table 12
Distribution of Students' Speaking Achievement

No	Score Interval	Number of Students	Category	Percentage
1	21 – 25	9	Very good	11,8%
2	16 – 20	61	Good	80,26%
3	11 – 15	6	Average	7,9%
4	6 – 10	-	Poor	-
5	0 – 5	-	Very poor	-

Based on the distribution above, the result showed that (11,8%) 9 students had very good speaking achievement. (80,26%) 61 students had good speaking achievement. (7,9%) 6 students had average speaking achievement. On the contrary, none of them had poor and very poor speaking achievement (see appendix G). Thus, it can be assumed that most of the sixth semester students of English Education Study Program of UIN Raden fatah Palembang had good speaking achievement.

4.2 Statistical Analyses

There were three statistical analyses that the researcher applied in this study:

1. The statistical analysis of normality and linearity
2. The statistical analysis of correlation analysis between students' self-concept and their speaking achievement in all participants.

3. The statistical analysis of regression analysis between students' self-concept and their speaking achievement in all participants.

4.2.1. Normality Test and Linearity Test

Normality test and linearity test were conducted prior to data analysis through SPSS 20th version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

To find out whether the distribution is normal or not, the result of the normality test can be seen on the table below:

Table 13
Normality Test

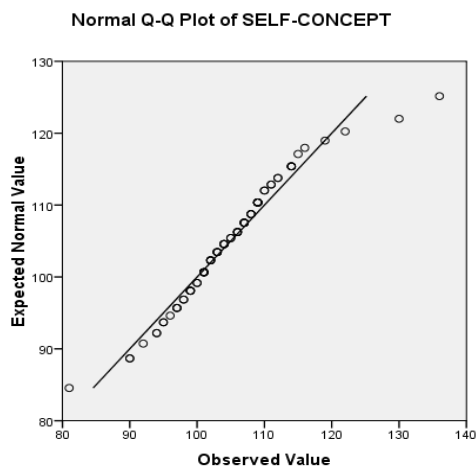
One-Sample Kolmogorov-Smirnov Test

		SELF- CONCEPT	SPEAKING ACHIEVEM ENT
N		76	76
Normal Parameters ^a			
	Mean	104.86	18.50
	Std. Deviation	8.460	2.017
Most	Extreme Absolute	.102	.140
Differences	Positive	.102	.140
	Negative	-.061	-.127
Kolmogorov-Smirnov Z		.885	1.220
Asymp. Sig. (2-tailed)		.413	.102

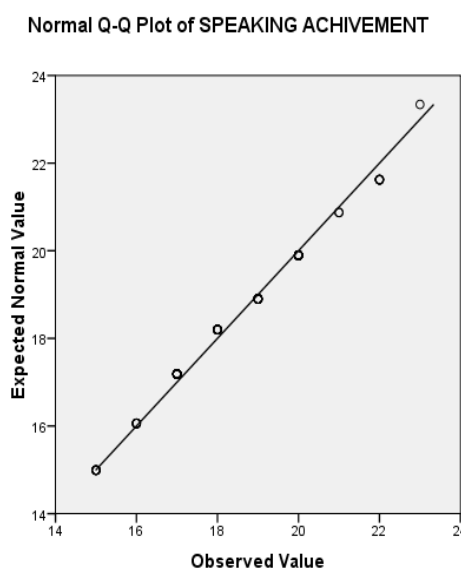
a. Test distribution is Normal.

The data is interpreted normal if $p > 0,05$. If $p < 0,05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table above indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .413 for academic self-concept and .102 for speaking achievement (see appendix H). The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 1. Distribution of Self-Concept Data



1



4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. To find out whether the distribution of the data is linear or not, the result of the linearity test can be seen on the table below:

Table 14
Linearity Test
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
SPEAKING ACHIEVEMENT * SELF- CONCEPT	Between Groups	(Combined) Linearity	153.752	28	5.491	1.706	.052
		Deviation from Linearity	37.644	1	37.644	11.698	.001
			116.108	27	4.300	1.336	.188
	Within Groups		151.248	47	3.218		
Total			305.000	75			

Based on the table above, the results showed that the deviation from linearity between academic self-concept and speaking achievement (sig) was .188 or higher than .05, which the result could be assumed that it was linear (see appendix I).

4.3 Correlation between Students' Self-concept and Their Speaking Achievement

This section answered the first research problem by analyzing the result of descriptive statistics for the academic self-concept questionnaire and speaking achievement.

The result of Pearson Product Moment in this research can be seen in the table below:

Table 15
Correlation between Students' Academic Self-concept and Their Speaking Achievement
Correlations

		SELF- CONCEPT	SPEAKING ACHIEVEMENT
SELF-CONCEPT	Pearson Correlation	1	.351**
	Sig. (2-tailed)		.002
	N	76	76
SPEAKING ACHIEVEMENT	Pearson Correlation	.351**	1
	Sig. (2-tailed)	.002	
	N	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Pearson Product Moment Correlation Coefficient above, the correlation coefficient or the *r*-obtained (.351) was higher than *r*-table (.225), then the level of probability (*p*) significance (sig.2-tailed) was .002. It means that *p* (.002) was lower than .05. The result indicated that there was a positive significance correlation between students academic self-concept and their speaking achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang (see appendix J). Based on the correlation coefficient proposed by Lodico et al. (2010, p. 284), the degree of correlation coefficient was strong relationship.

4.4 Influence of Students Self-Concept on Their Speaking Achievement

This section answered the second research problem by analyzing the result of descriptive statistic for academic self-concept questionnaire and speaking achievement.

In addition, since there was a significant correlation between the academic self-concept and speaking achievement, it can be inferred that students' academic self-concept has significant influence on their speaking achievement. However, regression analysis was still used to find out if students' academic self-concept influences their speaking achievement.

The result can be seen in the table below:

Table 16
The Regression Analysis of Students' Academic Self-concept and Their Speaking Achievement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.719	2.729		3.561	.001
	SELF-CONCEPT	.084	.026	.351	3.228	.002

a. Dependent Variable: SPEAKING ACHIEVEMENT

The results indicated that the students' academic self-concept influenced speaking achievement significantly with t_{value} (3.228) was higher than t_{table} (1.664) with sig. value (.002) was lower than probability (.05). Therefore, there was significant influence of students academic self-concept toward speaking

achievement of English Education Study Program Students of UIN Raden Fatah Palembang. It means that there was a significant influence of students' academic self-concept on their speaking achievement (see appendix K).

Table 17
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.351 ^a	.123	.112	1.901

a. Predictors: (Constant), SELF-CONCEPT

In addition, to know the percentage of self-concept influence on speaking achievement, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .123. It means that students' self-concept gave significant effect in the level of 12.3 % toward speaking achievement, and 87.7% was unexplained factors value.

4.5. Interpretation

The interpretations are made based on the result of data analyses in order to strengthen the value of this study. Based on the findings, there was a significant correlation between self-concept and speaking achievement. Also, there was a significant influence of students' self-concept on their speaking achievement.

First, based on the result of Pearson product moment correlations, it was found that there was a positive significant correlation between self-concept and speaking achievement of English Education study program students of UIN Raden Fatah Palembang (r -obtained .351). This means that self-concept had relation to

their performance in speaking achievement. The level of correlation between self-concept and speaking achievement was moderately strong relationship. The result can be happened since self-concept was one of the dominant factors that effected speaking achievement. The explanation to support this finding is that from the beginning of the first semester the participants had been involved in English speaking practices and assignments or explores to English speaking materials and interactions from printed textbooks, online media, English speaking environment, classroom environment and social networks.

There might be some reasons why there was significant correlation between students' academic self-concept and their speaking achievement. Some of reasons are there might be other factors contributing to the students' academic achievement. Self-concept is one of the factors that can influence students' academic achievement (Marsh and Smith, 1990, p. 623) and the most influential factors that have a great impact on learning (Ghania, 2013, p. 31).

According to Marsh cited in Meshkat and Hosseini (2015, p. 1), a positive academic self-concept is beneficial, especially for motivating learners to improve their academic performance. Coetzee (2011, p. 43) finds that academic self-concept is most beneficial to academic achievement. The higher level of academic self-concept of a student, the better is his or her academic achievement (Coetzee, 2011, p. 111). While, Berg and Coetzee (2014, p. 477) emphasize that academic self-concept have significant relationship with students' academic achievement.

The result of this present study was in line with Li Qiang and Wang Huili (2007) who conducted a research in relation to 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.

In addition, Pitaloka (2011) indicated that there was a positive and significant correlation between academic self-concept and academic achievement. It means that a positive academic self-concept of the students should lead to gain in their academic achievement. In sum, the higher level of academic self-concept of a student, the better is his or her academic achievement.

In short, the total contribution of students' self-concept and their speaking achievement showed significant relationship and influence. However the unexplained factors also had contribution on students' speaking achievement. The findings of the study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

Finally, this study was successful in investigating the correlation and the influence between self-concept and speaking achievement of the Undergraduate Students of English Education Study Program at UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents, (1) conclusions, and (2) suggestions based on the findings of the research

5.1. Conclusions

Based on the findings and interpretations of the study, some conclusions were drawn, there was a significant correlation between self-concept and speaking achievement of English Education Study Program students of UIN Raden Fatah Palembang ($r=.351$). The finding showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Based on the findings, it showed that there was significant influence (12.3%) of students' self-concept on their speaking achievement. It means that students' self-concept gave dominant effect on their speaking achievement. When students' self-concept was high, it also gave good effect on their speaking achievement.

5.2. Suggestions

Based on the conclusions addressed above, some suggestions were delivered:

1) For Students

For the students, they have to pay more attention to their self-concept in process of learning speaking. Somehow, considering the characteristics of students' self-concept, there are some of them that gain benefit for the students. If

the students can reinforce those characteristics, it can be helpful for them to make them be better in mastering English.

2) For the English Lecturers

Language instructors, especially for those who teach speaking courses are recommended to increase and reinforce the students' self-concept through creating supportive classroom environment that encourages them to speak and participate in oral activities without fear. They can support positive thinking and fight negative views and beliefs. During the process of teaching and learning speaking, the language instructors should maintain relax and humorous atmosphere; design interesting activities and give more time to practice. Furthermore, considering that speaking as one of productive skills, the teachers have to motivate the students to practice speaking a lot.

3) For the Other Researchers

To achieve better finding, other researchers are recommended to make sure that the respondents are in well condition such as feeling comfortable when taking the data. Then, when conducting the research, it will be better when they do not have any examination. After that, the next researchers should prepare the best location in taking the data which could support them in responding the instruments. Last, the next researcher will be better if they have a biggest sample for more relevant of the research. Furthermore, it is recommended that other researchers to do and to extend more variables in order to reveal any aspects that support, enhance, and develop the quality of the researchers of speaking skill.

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APPENDIX A

INFORMAL INTERVIEW

Name : Class :

NIM : Date of test :

For the purpose of my research I would like you to answer these following questions:

1. What do you think about English?
2. Do you ever join English course before?
3. How often do you speak English in the classroom?
4. Are there problems when you speak in English?
5. What are your problems when you speak in English?

APPENDIX B

Academic Self-Concept Scale (ASCS)

Name :

Age :

Semester/Class :

Gender : Male / Female

Instruction: These statements ask how you feel about yourself. For each statement, chose the one answer that best describes how YOU feel about yourself. Using the 1 to 4 scale below, please indicate how much each of the following statements reflects how you typically are: 1. Strongly Disagree, 2. Disagree, 3. Agree, and 4. Strongly Agree. Indicate your response by circling.

No	Statements	Frequency
1	Being a student is a very rewarding experience.	1 2 3 4
2	If I try hard enough, I will be able to get good grades	1 2 3 4
3	Most of the time my efforts in school are rewarded.	1 2 3 4
4	No matter how hard I try I do not do well in school	1 2 3 4
5	I often expect to do poorly on exams.	1 2 3 4
6	All in all, I feel I am a capable student.	1 2 3 4
7	I do well in my courses given the amount of time I dedicate to studying	1 2 3 4
8	My parents are not satisfied with my grades in college.	1 2 3 4
9	Others view me as intelligent.	1 2 3 4
10	Most courses are very easy for me.	1 2 3 4

11	I sometimes feel like dropping out of school.	1 2 3 4
12	Most of my classmates do better in school than I do.	1 2 3 4
13	Most of my instructors think that I am a good student.	1 2 3 4
14	At times I feel college is too difficult for me.	1 2 3 4
15	All in all, I am proud of my grades in college.	1 2 3 4
16	Most of the time while taking a test I feel confident.	1 2 3 4
17	I feel capable of helping others with their class work.	1 2 3 4
18	I feel teachers' standards are too high for me.	1 2 3 4
19	It is hard for me to keep up with my class work.	1 2 3 4
20	I am satisfied with the class assignments that I turn in.	1 2 3 4
21	At times I feel like a failure.	1 2 3 4
22	I feel I do not study enough before a test.	1 2 3 4
23	Most exams are easy for me.	1 2 3 4
24	I have doubts that I will do well in my major.	1 2 3 4
25	For me, studying hard pays off.	1 2 3 4
26	I have a hard time getting through school.	1 2 3 4
27	I am good at scheduling my study time.	1 2 3 4
28	I have a fairly clear sense of my academic goals.	1 2 3 4
29	I'd like to be a much better student than I am now.	1 2 3 4
30	I often get discouraged about school.	1 2 3 4
31	I enjoy doing my homework.	1 2 3 4
32	I consider myself a very good student.	1 2 3 4
33	I usually get the grades I deserve in my courses.	1 2 3 4

34	I do not study as much as I should.	1 2 3 4
35	I usually feel on top of my work by finals week.	1 2 3 4
36	Others consider me a good student.	1 2 3 4
37	I feel that I am better than the average college student.	1 2 3 4
38	In most of the courses, I feel that my classmates are better prepared than I am.	1 2 3 4
39	I feel that I do not have the necessary abilities for certain courses in my major.	1 2 3 4
40	I have poor study habits.	1 2 3 4

Source: Reynolds, W. M., Ramirez, M. P., Magrina, A., & Allen, J. E. (1980). Initial development and validation of the academic self-concept scale. *Educational and Psychological Measurement*, 40, 1013-1016.

APPENDIX C

SPEAKING TEST

1. First, introduce yourself by mentioning your name, your class and your semester before giving your idea about the topic.
2. The examiner will record your speech while you are presenting the topic.
3. The topic you will present “*The Benefits of Using Internet*”, “**The effect of Gadget in Education Nowadays**”, and “**The Importance of Mastering English in Globalisation Era**”. I will choose the topics randomly and presented it in 1-3 minutes.
4. The examiner will examine your pronunciation, grammar, fluency, vocabulary and comprehension.

APPENDIX D
Oral Proficiency Categories
 Proposed by Brown, (2004, p. 172-173)

Score	Aspect of Oral Proficiency			
	Fluency	Pronunciation	Grammar	Vocabulary
5	Has complete fluency in language such that speech is fully accepted by educated native speaker.	Equivalent to and fully accepted by educated speakers.	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers in all its forms including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
4	Able to use language fluency on all level normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare	Able to use language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience in with a high degree of vocabulary.
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb native speaker. Accent may be obviously foreign.	Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.	Has speaking vocabulary sufficient to express himself simply with some circumlocution.
2	Can handle with confidence but not facility most situations, including introductions and casual conversation about current events, as well as a work, family, and autobiographical information.	Accent is intelligible though often quite faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.	Can understand any conversation within the range of his experience.
1	(No fluency description. Refer to other four language areas for implied level of fluency)	Error in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Error in grammar are frequent, but speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but most elementary needs.

source: Brown, H. D. (2004). *Language Assessment: Principle and Classroom Practices*. (4th ed.) Pearson Education, Inc.

APPENDIX E

Validity and Reliability of Speaking Test

The scale of response is categorized as follows:

Scale	Categorization
1	Absolutely Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	absolutely Appropriate

The Result of expert judgment

No	Test Item	Level of Appropriateness of Speaking Test Items					Categorization
		1	2	3	4	5	
1	Instruction				3		Appropriate
2	Topic				1	2	Absolutely Appropriate
3	Time Allocation				2	1	Appropriate
4	Content				1	2	Absolutely Appropriate
5	Rubric				1	2	Absolutely Appropriate
Comment :							

**LEVEL OF APPROPRIATENESS OF
SPEAKING TEST**

Name of Expert :
 Institution :
 Occupation :
 Date :

Information: The speaking test will be conducted for English Education Study Program Students of UIN Raden Fatah Palembang in the sixth semester who have finished with all of the speaking courses.

The scale of response is categorized as follows:

Scale	Categorization
1	Absolutely Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	absolutely Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (√) in the appropriate box.

No	Test Item	Level of Appropriateness of Speaking Test Items					Categorization
		1	2	3	4	5	
1	Instruction						
2	Topic						
3	Time Allocation						
4	Content						
5	Rubric						

Comment :

Palembang, 2017

Validated by,

.....

APPENDIX F

The Result of Academic Self-concept

No.	Name	Academic Self-concept Scale	Categories of Academic Self-Concept Scale
1	Student 1	94	Average
2	Student 2	106	Average
3	Student 3	108	Average
4	Student 4	90	Average
5	Student 5	95	Average
6	Student 6	109	Average
7	Student 7	109	Average
8	Student 8	105	Average
9	Student 9	95	Average
10	Student 10	104	Average
11	Student 11	130	High
12	Student 12	92	Average
13	Student 13	97	Average
14	Student 14	107	Average
15	Student 15	101	Average
16	Student 16	100	Average
17	Student 17	102	Average
18	Student 18	126	High
19	Student 19	104	Average
20	Student 20	130	High
21	Student 21	108	Average
22	Student 22	122	High
23	Student 23	114	Average
24	Student 24	114	Average
25	Student 25	136	High
26	Student 26	136	High
27	Student 27	122	High
28	Student 28	109	Average
29	Student 29	136	High
30	Student 30	110	Average
31	Student 31	121	High
32	Student 32	126	High

33	Student 33	130	high
34	Student 34	100	average
35	Student 35	97	average
36	Student 36	120	average
37	Student 37	116	average
38	Student 38	106	average
39	Student 39	96	average
40	Student 40	106	average
41	Student 41	102	average
42	Student 42	136	high
43	Student 43	107	average
44	Student 44	90	average
45	Student 45	110	average
46	Student 46	126	high
47	Student 47	122	high
48	Student 48	102	average
49	Student 49	130	high
50	Student 50	101	average
51	Student 51	99	average
52	Student 52	109	average
53	Student 53	98	average
54	Student 54	122	high
55	Student 55	103	average
56	Student 56	114	average
57	Student 57	107	average
58	Student 58	101	average
59	Student 59	130	high
60	Student 60	126	high
61	Student 61	136	high
62	Student 62	103	average
63	Student 63	122	high
64	Student 64	136	high
65	Student 65	126	high
66	Student 66	122	high
67	Student 67	120	average
68	Student 68	120	average
69	Student 69	126	high
70	Student 70	105	average

71	Student 71	103	average
72	Student 72	112	average
73	Student 73	101	average
74	Student 74	112	average
75	Student 75	99	average
76	Student 76	101	average

APPENDIX G

The Result of Speaking Test

NO	Name	Speaking Achievement	Categories of Speaking Achievement
1	Student 1	17	Good
2	Student 2	20	Good
3	Student 3	20	Good
4	Student 4	17	Good
5	Student 5	18	Good
6	Student 6	20	Good
7	Student 7	20	Good
8	Student 8	17	Good
9	Student 9	15	Average
10	Student 10	17	Good
11	Student 11	20	Good
12	Student 12	15	Average
13	Student 13	16	Good
14	Student 14	18	Good
15	Student 15	20	Good
16	Student 16	15	Average
17	Student 17	22	Very Good
18	Student 18	20	Good
19	Student 19	20	Good
20	Student 20	22	Very Good
21	Student 21	19	Good
22	Student 22	19	Good
23	Student 23	20	Good
24	Student 24	20	Good
25	Student 25	23	Very Good
26	Student 26	22	Very Good
27	Student 27	18	Good
28	Student 28	18	Good
29	Student 29	22	Very Good
30	Student 30	17	Good
31	Student 31	18	Good

32	Student 32	19	Good
33	Student 33	22	Very Good
34	Student 34	18	Good
35	Student 35	17	Good
36	Student 36	19	Good
37	Student 37	17	Good
38	Student 38	17	Good
39	Student 39	17	Good
40	Student 40	20	Good
41	Student 41	18	Good
42	Student 42	22	Very Good
43	Student 43	19	Good
44	Student 44	17	Good
45	Student 45	18	Good
46	Student 46	18	Good
47	Student 47	18	Good
48	Student 48	17	Good
49	Student 49	22	Very Good
50	Student 50	18	Good
51	Student 51	17	Good
52	Student 52	16	Good
53	Student 53	17	Good
54	Student 54	20	Good
55	Student 55	16	Good
56	Student 56	17	Good
57	Student 57	17	Good
58	Student 58	16	Good
59	Student 59	19	Good
60	Student 60	20	Good
61	Student 61	21	Very Good
62	Student 62	19	Good
63	Student 63	19	Good
64	Student 64	21	Very Good
65	Student 65	19	Good
66	Student 66	17	Good
67	Student 67	20	Good
68	Student 68	20	Good
69	Student 69	19	Good

70	Student 70	20	Good
71	Student 71	20	Good
72	Student 72	15	Average
73	Student 73	15	Average
74	Student 74	17	Good
75	Student 75	15	Average
76	Student 76	16	Good

APPENDIX H

NPar Tests NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		SELF- CONCEPT	SPEAKING ACHIEVEM ENT
N		76	76
Normal Parameters ^a	Mean	104.86	18.50
	Std. Deviation	8.460	2.017
Most Extreme Absolute Differences	Positive	.102	.140
	Negative	-.061	-.127
	Kolmogorov-Smirnov Z	.885	1.220
Asymp. Sig. (2-tailed)		.413	.102

a. Test distribution is Normal.

APPENDIX I

Means of Linearity Test

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
SPEAKING ACHIEVEMENT * SELF-CONCEPT	76	100.0%	0	.0%	76	100.0%

Report

SPEAKING ACHIEVEMENT

SELF- CONCE PT	Mean	N	Std. Deviation
81	22.00	1	.
90	17.00	2	.000
92	15.00	1	.
94	17.50	2	.707
95	16.50	2	2.121
96	17.00	1	.
97	16.67	3	.577
98	17.50	2	.707
99	18.00	4	2.449
100	16.50	2	2.121
101	17.86	7	2.193
102	19.75	4	2.630
103	18.50	4	1.732
104	19.00	4	1.826
105	18.00	2	1.414
106	19.75	4	2.062
107	18.40	5	1.140

108	19.33	3	.577
109	19.14	7	1.676
110	17.50	2	.707
111	21.00	2	2.828
112	16.00	2	1.414
114	19.00	4	1.414
115	22.00	1	.
116	17.00	1	.
119	20.00	1	.
122	19.00	1	.
130	22.00	1	.
136	22.00	1	.
Total	18.50	76	2.017

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
SPEAKING ACHIEVEMENT * SELF-CONCEPT	Between Groups	(Combined)	153.752	28	5.491	1.706	.052
		Linearity	37.644	1	37.644	11.698	.001
		Deviation from Linearity	116.108	27	4.300	1.336	.188
	Within Groups		151.248	47	3.218		
	Total		305.000	75			

Measures of Association

	R	R Squared	Eta	Eta Squared
SPEAKING ACHIEVEMENT * SELF-CONCEPT	.351	.123	.710	.504

APPENDIX J

Correlations

Correlations

		SELF- CONCEPT	SPEAKING ACHIEVEMENT
SELF-CONCEPT	Pearson Correlation	1	.351**
	Sig. (2-tailed)		.002
	N	76	76
SPEAKING ACHIEVEMENT	Pearson Correlation	.351**	1
	Sig. (2-tailed)	.002	
	N	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX K

The Regression Analysis of Students' Academic Self-concept and Their Speaking Achievement

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	9.719	2.729		3.561	.001
	SELF-CONCEPT	.084	.026	.351	3.228	.002

a. Dependent Variable: SPEAKING ACHIEVEMENT

DOCUMENTATION

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA

IJAZAH

SEKOLAH MENENGAH ATAS
PROGRAM : ILMU PENGETAHUAN ALAM

TAHUN PELAJARAN 2011/2012

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas

Negeri 2 Palembang menerangkan bahwa:

nama : *IKA RAHMAYANTI*

tempat dan tanggal lahir : *Palembang, 7 April 1995*

nama orang tua : *Val Faisal*

nomor induk : *15-589*

nomor peserta : *01-002-054-3*

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Sekolah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.

Palembang, 26 Mei 2012

Kepala Sekolah,



Dra. Hj. Erhiana, MM.

NIP. *19611061986032005*


No. DN-11 Ma 0000330



TELAH DIPERIKSA KE BENARANNYA
DAN SESUAI DENGAN ASLINYA
PALEMBANG,/20...
No: B...../Ua.094.11PE.09/L...../20...
Kepala BAAK,

[Signature]

UIR
RADETI
NIP. 19550102 198603 2 001

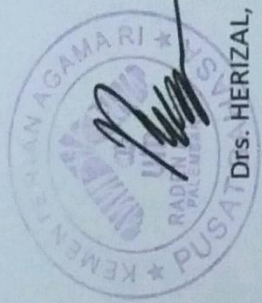

**UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE**
 JLN. PROF.ZAINAL ABIDIN FIKRI KM 3.5
 PALEMBANG TELP : 0711 354668 psw 147

TOEFL PREDICTION SCORE			
SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
36	58	52	486

TOEFL PREDICTION TEST

FULL NAME		TEST DATE	
IKA RAHMAYANTI		DD / MM /YY	
SEX	DATE OF BIRTH	25 / 09 / 2017	
M / F	DD / MM /YY		
F	07 / 04 / 1995		

25092017



 Drs. HERIZAL, MA
 TOEFL Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
 This score is valid for six months.



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

**SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG**

Nomor : B-113/Un.09/IL1/PP.009/1/2017

Tentang

PENUNJUKKAN PEMBIMBING SKRIPSI

DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Menimbang
1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
 2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.
- Mengingat
1. Undang - Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
 2. Undang - Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
 3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengangkatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil;
 5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang ORTAKER UIN Raden Fatah;
 7. Peraturan Menteri Keuangan Nomor 53/FMK.02/2014 tentang Standar Biaya Masukan;
 8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016;
 9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honorarium dilingkungan Universitas Islam Negeri Raden Fatah Palembang;
 10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri;

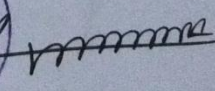
MEMUTUSKAN

- Menetapkan
PERTAMA : Menunjuk Saudara 1. Dr. Dian Erlina, M.Hum NIP. 19730102 199903 2 001
2. Beni Wijaya, M.Pd. NIK. 14020110992/BLU

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing - masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

Nama : Ika Rahmayanti
NIM : 12250052
Judul Skripsi : The correlation between self concept and speaking achievement of the undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.

- KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.
- KETIGA : Kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.
- KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 06 Januari 2017

Dekan
DR. H. Kasinyo Harto, M.Ag.
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip



345



KULIAH KERJA NYATA (KKN) TEMATIK POSDAYA BERBASIS MASJID
ANGKATAN KE 66 TAHUN 2016 UIN RADEN FATAH PALEMBANG

Sertifikat

Nomor : Un.09/8.0/PP.00/226/2016
Diberikan Kepada:

Nama : Ika Rahmayanti
Tempat / Tgl. lahir : Palembang, 1 April 1995
NIM / Jurusan / Fak : 12250052 / PBI / Tarbiyah dan Keguruan
Telah Melaksanakan Program Kuliah Kerja Nyata Angkatan 66 Tematik Posdaya Berbasis Masjid
Dari Tanggal 02 Februari s/d 17 Maret 2016 Di :

Desa : Tanjung Jambu
Kecamatan : Merapi Timur
Kabupaten : Lahat
Lulus dengan nilai : A

Kepadanya Diberikan Hak Sesuai Dengan Peraturan Yang Berlaku
Palembang, 30 Mei 2016



Dr. H. Ris'an Rusli, MA
NIP. 19650819 199203 1 003
Ketua



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

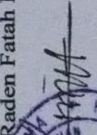
SERTIFIKAT

Nomor : In.03/8.0/PP.00/2930/2014

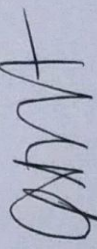
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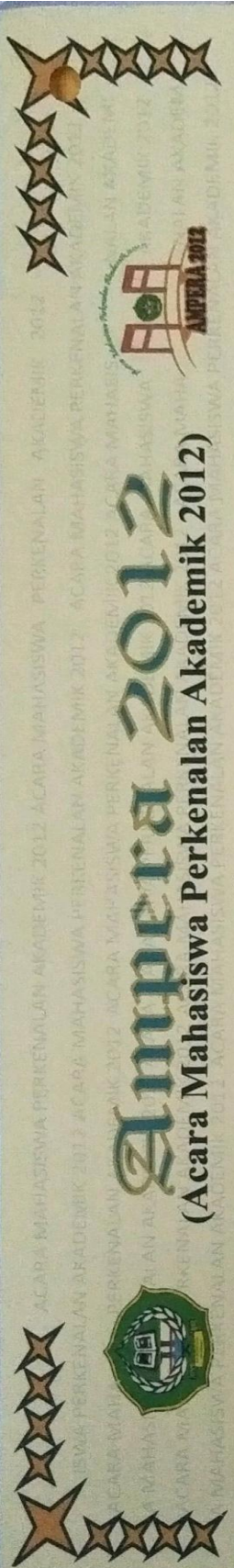
Nama : Ika Rahmayanti
NIM : 12250052
Jurusan : Pendidikan Bahasa Inggris

Dinyatakan Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA) yang diselenggarakan oleh Fakultas Tarbiyah dan Keguruan
Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah Berdasarkan SK Rektor No. : In.03/1.1/Kp.07.6/266/2014
Palembang, 18 Juni 2014

Mengetahui,
Dekan Fakultas Tarbiyah
Institut Agama Islam Negeri Raden Fatah Palembang,

H. Mukmin, Lc. M. Pd. I
NIP. 197806232003121001

Ketua Program BTA,


H. Mukmin, Lc. M. Pd. I
NIP. 197806232003121001



Ampera 2012

(Acara Mahasiswa Perkenalan Akademik 2012)

Sertifikat

No. /Pan-Pe/AMPERA/IAIN RF/IX/2012

Diberikan Kepada:

Ika Rahmayanti

**SEBAGAI PESERTA DALAM KEGIATAN
ACARA MAHASISWA PERKENALAN AKADEMIK (AMPERA 2012)
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG**

*"Mewujudkan Kepemimpinan Muda Yang Transendensi dan Humanisasi
Untuk Indonesia yang lebih baik"*

04-06 September 2012

Rektor IAIN Raden Fatah

[Signature]
Prof. Dr. H. Aflatus Muchtar, MA
NIP. 195206011985031002

Presiden Mahasiswa

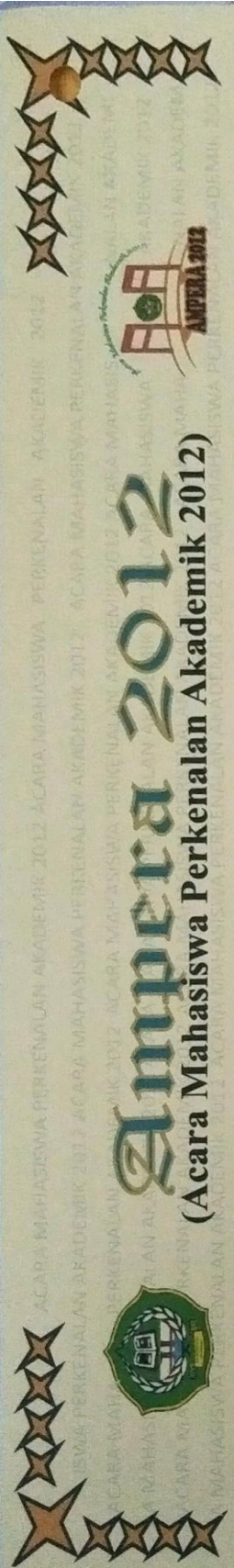
[Signature]
M. Ali Alatas
NIM: 08522007

Ketua Pelaksana

[Signature]
Mukarrrom Hardono Ciputra
NIM: 09290049

Sekretaris Pelaksana

[Signature]
NIM: 10140008





Pusat Teknologi Informasi dan Pangkalan Data
UNIVERSITAS ISLAM NEGERI-RADEN FATAH
 JL. PROF. K. H. ZAINAL ABIDIN FIKRY KM 3,5 PALEMBANG 30126 TEL.P. 0711-354668 FAX. 0711-356209



SERTIFIKAT

Nomor : In.03 / 10.1 / Kp.01 / 020 / 2015

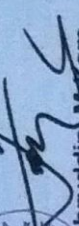
Diberikan kepada :

IKA RAHMAYANTI
 NIM : 12250052

Telah dinyatakan **LULUS** dalam mengikuti Pendidikan dan Pelatihan Keahlian Komputer yang diselenggarakan oleh PUSTIPD UIN Raden Fatah pada Semester I dan Semester II Tahun Akademik 2012 - 2013

Transkrip Nilai :

Program Aplikasi	Nilai	Nilai Akumulasi
Microsoft Word 2003	B	
Microsoft Excel 2003	A	

Palembang, 16 Maret 2015
 Kepala Unit,

 NIP. 19750522 201101 1 001





KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Pkry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN : Kamis/ 7 September 2017
PUKUL : 08.00 - selesai
PROGRAM STUDI : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	12250052	Ika Rahmayanti	85	80	65	78	77	B
2	12250047	Herna Dini Ramona	80	80	65	78	75.75	B
3	12250022	Desi Yulianti	80	80	65	78	75.75	B
4	12250033	Dita Listiorini	85	80	60	76	75.25	B
5	12250097	Nemisis Dahnisah A.	75	80	60	81	74	B
6	12250051	Hizba Dina Hanifan	80	80	65	83	77	B
7	10250054	Reffi Dwisa Nova	87	80	78	84	82.25	A
8	12250046	Fren Dwiyan Saputra	75	80	60	84	74.75	B
9	11250009	Denny Alfi Rangga	80	85	70	84	79.75	B
10	12250048	Nia Auriya	90	80	60	78	77	B
11	12250132	Sonia Widiarti	85	80	60	78	75.75	B
12	10250056	Rizky Razi Mona	90	85	85	84	86	A
13	11250001	Ahlamiah Utami	89	80	80	78	81.75	A

Mata Uji

- I : Language Evaluation
- II : TEFL Methodology
- III : Curriculum Development
- IV : Material Development

Dosen Penguji

Dr. Dewi Warna, M.Pd
M. Holandyah, M.Pd
Dr. Dian Erlina, S.Pd., M.Hum.
Hj. Lenny Marzulina, M.Pd

Interval Nilai

- 80 - 100 = A
- 70 - 79 = B
- 60 - 69 = C
- 56 - 59 = D
- ≤ 55 = E

Ketua,

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

Palembang, 11 September 2017
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris

M. Holandyah, M.Pd
NIP. 197405072011011001





KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

FORMULIR
KONSULTASI REVISI SKRIPSI

Nama: Ika Rahmayanti
NIM: 12250052
Jurusan: PBT
Fakultas: Tarbiyah
Judul: The Correlation Between Self-Concept and Speaking Achievement of English Education Study Program Students of UIN Raden Fatah Palembang
Penguji: Lenny Marzulina, M.Pd.

No	Hari / Tanggal	Masalah yang Dikonsultasikan	Tanda Tangan Penguji
1.	7/11/17	Revisi	[Signature]
2.	8/11/17	Aceh	[Signature]

Palembang,
Dosen Penguji

Lenny Marzulina, M.Pd.



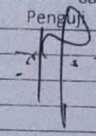


KEMENTERIAN AGAMA RI
 UNIVERSITAS ISLAM NEGERI (UIN)
 RADEN FATAH PALEMBANG
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN

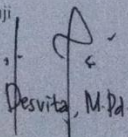
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3.5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

FORMULIR
 KONSULTASI REVISI SKRIPSI

Nama Ika Rahmayanti
 NIM 12250052
 Jurusan PBI
 Fakultas Tarbiyah
 Judul The Correlation Between Self-Concept and Speaking Achievement
 of English Education Study Program Students of UIN Raden
 Fatah Palembang
 Penguji Deta Desvita, M.Pd.

No	Hari / Tanggal	Masalah yang Dikonstultasikan	Tanda Tangan Penguji
1	Rabu / 15.11.2017	Whole Thesis : Ok!	

Palembang, 15 November 2017

Dosen Penguji

 Deta Desvita, M.Pd.





UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBİYAH DAN KEGURUAN

ALAMAT: JL. PROF. K. H. ZAINAL ABIDIN FIKRI KODE POS: 30126 KOTA POS: 54 TELP: (0711) 359276
PALEMBANG

PROPOSAL CONSULTATION CARD

Name : Ika Rahmayanti
Students' Number : 12250052
Faculty : Tarbiyah
Department : English Education Study Program
Advisor I : Dr. Dian Erlina, M.Hum
Proposal Title : The Correlation between Self-concept and Speaking Achievement of English Education Study Program Students of UIN Raden Fatah Palembang

No.	Date	Aspect Consulted	Comment	Signature
1	16-02-17	Research proposal	Revise as suggested	
2	22-2-17	Speaking Assessment Aspects & Categories? Self Concept vs Specifications/Aspects?		
3	02-3-17	OK proposal	Prepare for seminar of your research proposal	
4	26-05-2017	Chapter I - Background - significance Chapter II	revise page 5 read more references on self-concept write enclinas for each concept discussed in chapter 2 The role of self concept in speaking is elaborate!	



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04-07-2017	Reviews related studies & explain the positions of your study among those studies	AS
24-07-2017	ok chapter II Revise chapter III - Operational definitions - ASCS specifications - Speaking assessment < aspects categories - Speaking test or instruments?	AS
31-07-2017	ok chapter III	AS
07-08-2017	chapter IV Research findings need more explanations tables } revise interpretations } Chapter V - conclusions must be in line with research questions - Abstract or revise	AS
21-08-2017	ok. Prepare for manuscript	AS



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PALEMBANG

PROPOSAL CONSULTATION CARD

Name : Ika Rahmayanti
Students' Number : 12250052
Faculty : Tarbiyah
Department : English Education Study Program
Advisor 1 : Beni Wijaya, M.Pd.
Proposal Title : The Correlation between Self-concept and Speaking Achievement of English Education Study Program Student of UIN Raden Fatah Palembang.

No.	Date	Aspect Consulted	Comment	Signature
1.	20-1-2017	Introductions	Revise as suggested	[Signature]
2.	24-1-2017	Introduction	Revise as suggested	[Signature]
3.	27-1-2017	Introduction	Ok!	[Signature]
4.	30-1-2017	Literature Review	Revise as suggested	[Signature]
5.	31-1-2017	Literature Review	Ok!	[Signature]
6.	3-2-2017	Research Method	Revise as suggested	[Signature]
7.	10-2-2017	Research Method	Ok!	[Signature]
8.	26-5-2017	Chapter I	Revise as suggested	[Signature]
9.	23-5-2017	Chapter I	Ok!	[Signature]
10.	29-5-2017	Chapter 2	Revise as suggested	[Signature]
11.	2-6-2017	Chapter 2	Ok!	[Signature]
12.	5-6-2017	Chapter 3	Revise as suggested	[Signature]
13.	8-6-2017	Chapter 3	Ok!	[Signature]
14.	10-7-2017	Chapter 4	Revise as suggested	[Signature]
15.	15-7-2017	Chapter 4	Ok!	[Signature]
16.	2-10-2017	Chapter 5	Revise as suggested	[Signature]
17.	3-10-2017	Chapter 5	Ok!	[Signature]
18.	5-10-2017	All chapters	Ok!	[Signature]



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PALEMBANG

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**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor : B-3486/Un.09/IL.I/PP.00.9/5/2017 Palembang, 15 Mei 2017
Lampiran :
Perihal : Mohon Izin Penelitian Mahasiswa/i
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
Palembang.

Kepada Yth,
Ka Prodi Pendidikan Bahasa Inggris FITK UIN Raden Fatah
di

Palembang

Assalamu'alaikum Wr Wb

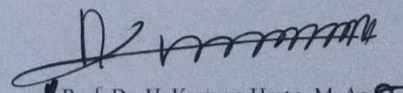
Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama : Ika Rahmayanti
NIM : 12250052
Prodi : Pendidikan Bahasa Inggris
Alamat : Komplek TNI-AD Blok E No.06
Judul Skripsi : The correlation between self concept and speaking achievement of the undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. W. Wb

Dekan,


Prof. Dr. H. Kasinyo Harto, M. Ag
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip





KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
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Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KETERANGAN

Nomor: B -7113/Un.09/IL.I/PP.00.9/10/2017

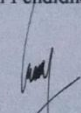
Sehubungan dengan surat permohonan izin penelitian di Program Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan No. Surat B- 3486/Un.09/IL.I/PP.00.9/5/2017, maka dengan ini menerangkan bahwa:

Nama : Ika Rahmayanti
NIM : 12250052
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
Judul Skripsi : *"The Correlation between self-concept and speaking achievement of the undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang"*

Nama tersebut di atas memang benar telah mengadakan Penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Palembang, 05 Oktober 2017
Kaprosdi Pendidikan Bahasa Inggris,


Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

