

**THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM
AND THEIR SPEAKING ABILITY IN PRACTICING
MONOLOGUE AT THE EIGHT GRADE OF
MTS N 1 OKU TIMUR IN ACADEMIC
YEAR OF 2021/2022**

A Thesis Proposal

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

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ABSTRACT

Speaking is one of essential aspects in English learning. Students are expected to have speaking skills in English subject along with their mother language. However, students' performance in speaking is often affected by psychological aspect, including their self-esteem.

This research is aimed at finding how is the correlation between students' self-esteem and their speaking skill in practicing monologue. This research was conducted in eight grade at MTS N 1 OKU Timur. This research applied correlational research design with using cluster random sampling to choose the sample. The population of this research was 8th grade students in Mts N 1 OKU Timur in academic year 2020/ 2021. The number of samples selected was 30 students. The instruments of the research were self-esteem questionnaire and speaking test with using monologue.

Based on the findings, there was a significant correlation between students' self-esteem and students' speaking ability of eleventh grade at Mts N 1 OKU Timur. It was shown by Spearman Rank correlation that the r_{value} was 0.554, which was classified as moderate correlation where the standard correlation lies between 0.41-0.60. It indicated that the students' self-esteem affected their speaking ability in practicing monologue but they still had to maintain their self-esteem and improve their speaking ability.

Keywords: *self-esteem, speaking ability, monologue*

DECLARATION

Hereby, I state this thesis entitled “The Correlation between Students’ Self-esteem and Their Speaking Ability in Practicing Monologue” is completely my own work. I am fully aware that I have quoted statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, October 2021
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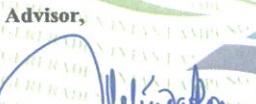
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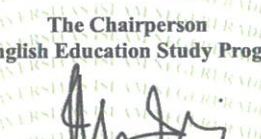
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

Indeed, with hardship [will be] ease. (6)¹

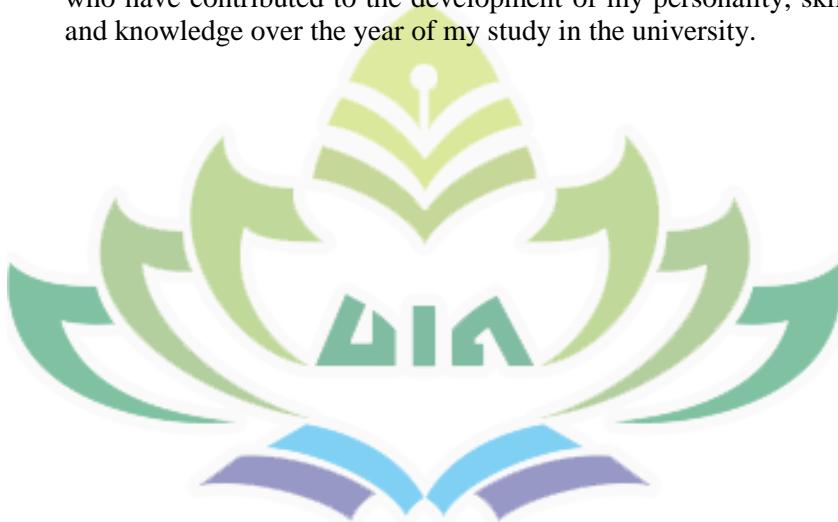


¹ Abdullah Yusuf Ali, *The Meaning Of Holy Quran New Editionwith revised translation, commentary and Newly Complied Comperehensive Index* (Maryland: Amana Publication, 1999), p. 1666

DEDICATION

This thesis dedicated to:

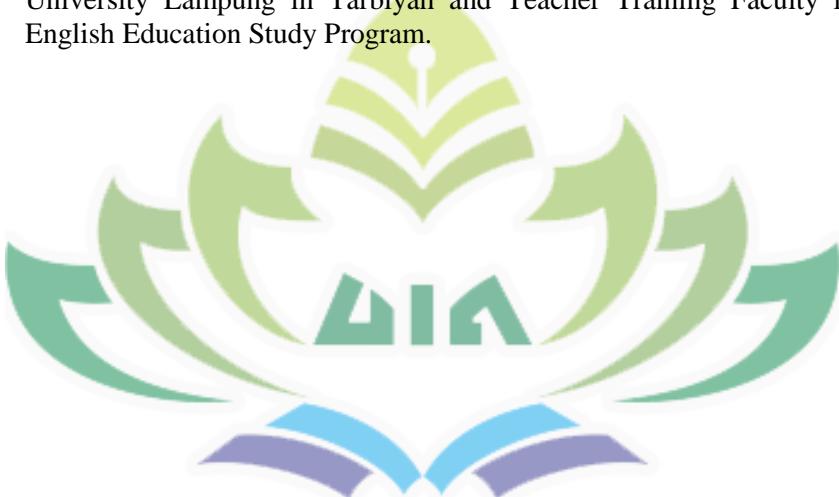
1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents: Mr. Sinawari and Mrs. Mariana who have provided me with prayers and never ending support for success of my life and always give best motivation.
3. My beloved brother and best friend who always motivate, care, support me during many difficult stages of my study in the university.
4. My beloved lecturers and almamater UIN Raden Intan Lampung who have contributed to the development of my personality, skill, and knowledge over the year of my study in the university.



CURRICULUM VITAE

The name of the researcher is Fika Veronika. She was born on February 28th 1999 in Baturaja, Sumatera Selatan. She is the first child of two children of a lovely couple Mr. Sinawari and Mrs. Mariana. She has one brother namely Dwi Cahya.

The researcher began her study in Kindergarten at TK Pertiwi Dharma Persatuan OKU in 2004 and finished in 2005. Then, she continued to Elementary School at SD N 2 OKU in 2005 and finished in 2011. After that, she continued her study at Junior High School at SMP N 1 OKU and finished in 2014. Afterward, she continued her study at Senior High School at SMA N 4 OKU and finished at 2017. In the same year, she continued her study to Raden Intan State Islamic University Lampung in Tarbiyah and Teacher Training Faculty in English Education Study Program.



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This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' test partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none or nothing is perfect and neither is this thesis.
Any correction, comments, and criticism for this final project
are always open-heartedly welcome.

Bandar Lampung, 2021
The Researcher,

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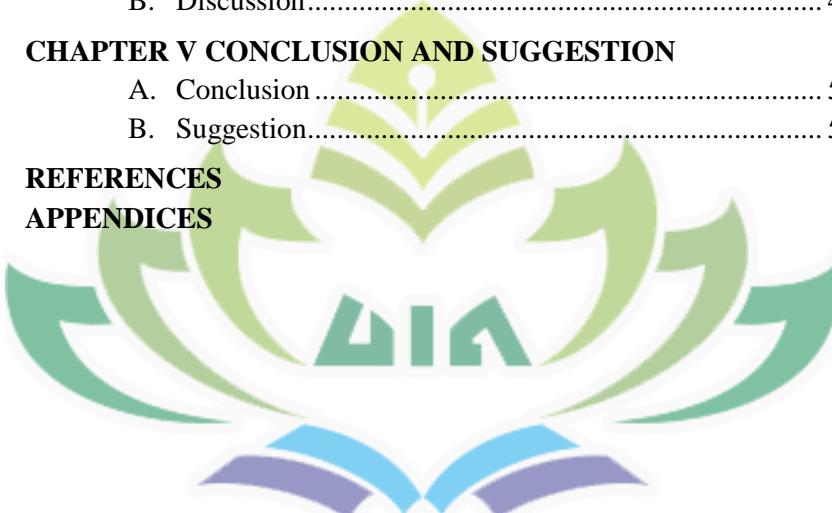
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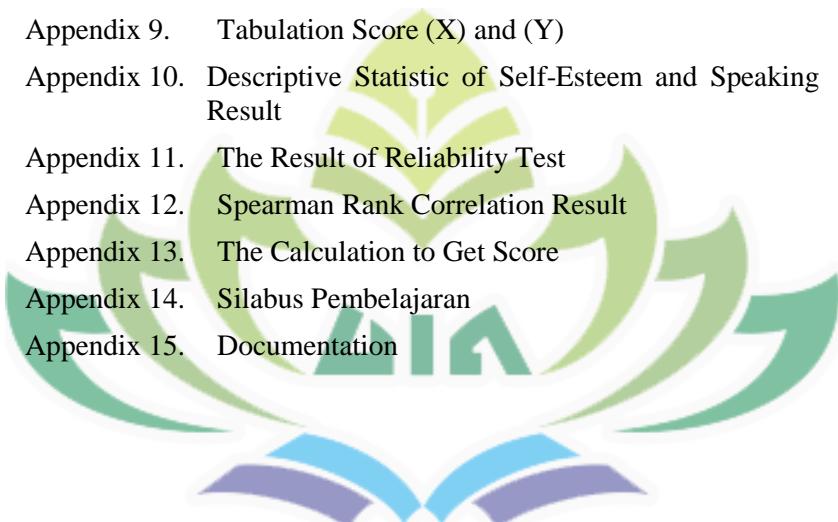


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CHAPTER I

INTRODUCTION

A. Background of the Problem

In order to master a particular foreign language, it is necessary for someone to master various communication skills including speaking skill. It is the most demanding skill that people need to communicate in everyday situation. Speaking is the verbal use of language and a medium through which human beings communicate with each other.¹ In other words, speaking is seen as an interactive process of constructing meaning that involves producing and receiving information in order to get the particular end between speaker and listener.

Furthermore, speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information. It is essential to make sure that people whom we are speaking with understand what we talk about. This is not an easy task, especially if we still study the foreign language at the beginning and intermediate levels, including English. To improve their ability in the speaking for the first, the students get the skill by their own natural ability. After that, they can grow up and get more knowledge in their live by studying more about English especially in speaking.

Automatically, speaking makes it easy to connect with native speakers. As an automatic English speaker, it will be easier to make friends, participate in business meetings, talk to customers, understand movies, and get better jobs.² For instance while teaching and learning process in the classroom, teacher and students will speak each other to make them understand and being understood. In school, the students are expected to be able to speak English in the classroom along with

¹ Richards, J. C., Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.p. 204

² Hoge, A.J. (2013). *The Effortless English Club Automatic English for the People: Powerful English Speaking*. (www.effortlessenglishclub.com) , p. 3

their mother language as well as to be able to ask questions using English.

However, it is a well-known fact that some of the students choose to be a passive one in the classroom because they do not have motivation, confidence and courage to speak up. English teachers apply some techniques and media in order to make the students easier to master speaking skill. Unfortunately, although the teacher applies good technique and media, the students are still not too good in speaking. It may happen because of the students' personality. Students' personality is one of the factors that influence students' achievement in speaking. There are many personality aspects which affect students' achievement; one of them is self-esteem.

In preliminary research at Mts N 1 OKU Timur, the researcher identified some problems. According to the result of an interview with the English teacher, the teacher claimed that in teaching speaking, students often felt shy and not confident to practice in front of the class. She added that many students considered English a difficult subject. Moreover, many of the students still lacked vocabulary and pronunciation because of the different forms between written and spoken forms in English. They felt not confident and less motivated to speak in English because they were afraid to be ridiculed by their classmates if they made mistakes while speaking in English. Due to the lack of speaking abilities and confidence, some students preferred to use their mother tongue during the learning process. This problem indicated that some students in Mts N 1 OKU Timur had difficulties while speaking English due to a lack of speaking skills, anxiety, and self-esteem.

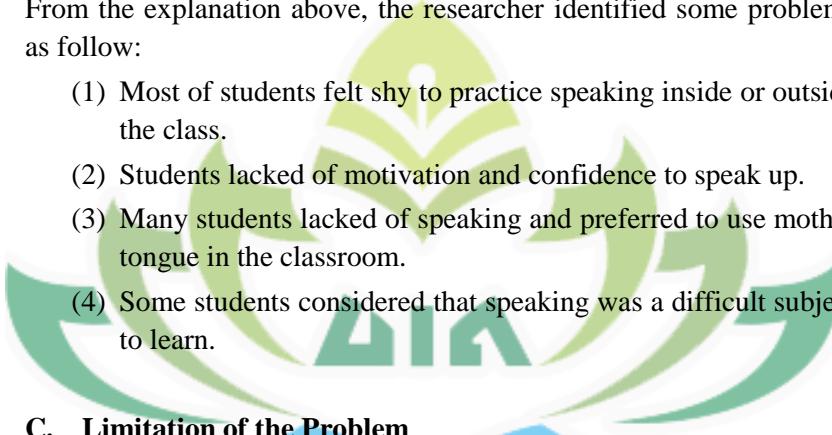
There are some researchers who have already conducted research about self-esteem and English. The first research was conducted by Intan Satriani titled "Correlation Between Self-esteem and English Language Proficiency of Indonesian EFL Students". The second one was conducted by Desmita Sari titled "The Correlation Between Students' Self-esteem and Their Reading Ability in Understanding Recount Text at State Islamic Junior High School Andalan Pekanbaru" and the third research was conducted by Rita

Yuliana “Correlation Between Students’ Self-esteem and Their Achievement in Learning English.”

As the conclusion, the researcher intended to conduct this research with different skill. In this research, the researcher focused on the correlation between students’ speaking ability and students’ self-esteem. What made this research different from the previous one was the instrument for collecting the data. The researcher wanted to find out about “The Correlation between Students’ Self-esteem and Their Speaking Ability in Practicing Monologue”.

B. Identification of the Problem

From the explanation above, the researcher identified some problems as follow:

- 
- (1) Most of students felt shy to practice speaking inside or outside the class.
 - (2) Students lacked of motivation and confidence to speak up.
 - (3) Many students lacked of speaking and preferred to use mother tongue in the classroom.
 - (4) Some students considered that speaking was a difficult subject to learn.

C. Limitation of the Problem

This research focused on the correlation between two variables. They were students’ self-esteem and their speaking ability on practicing monologue at Mts N 1 OKU Timur. In this research, researcher focused on the limitation in order to conduct an effective research. This research focused on the self-esteem using Likert’s scale. The speaking test focused on monologue. The researcher adapted instruments which were self-esteem questionnaire using Likert’s scale and a speaking test using monologue with the topics were “my leisure activities”, “description about a village”, and “unforgettable experiences” (descriptive text and recount text). The speaking aspects focused on, pronunciation, grammar, vocabulary, and accuracy & fluency.

D. Formulation of the Problem

Based on the background, the identification and the limitation of the problem mentioned above, the researcher formulated the problem as follow: "Is there any significant correlation between students' self-esteem and their speaking ability in practicing monologue?"

E. Objective of the Research

Based on the research problems, the objectives of this study is as follow: to explain whether there is any significant correlation between students' self-esteem and their speaking ability in practicing monologue or not.

F. Significant of the Research

This research is expected to give benefits, including:

(1) Theoretically

The researcher hopes that this study could give contribution for the previous theories and provide information about the correlation between students' self-esteem and students' speaking ability in practicing monologue.

(2) Practically

The researcher hopes that this study could motivate students to practice speaking English confidently and motivate them to feel more interest in learning English. Moreover, the researcher hopes that this study would help teachers in improving students' self-esteem and their speaking performance on practicing monologue. The researcher also hopes that this research will give them solution to solve the problems that affect students' learning activity in speaking.

G. Scope of the Problem

In this research, the researcher included some kinds of information as the scope of the research.

1. Subject of the Research

The subject of the research were students of eight grade of Mts N 1 OKU Timur.

2. Object of the Research

The object of the research was correlation between students' self-esteem and their speaking ability in practicing monologue.

3. Place of the Research

The research was conducted at Mts N 1 OKU Timur .

4. Time of the research

The research was conducted at the second semester of 2020/2021.





CHAPTER II

LITERATURE REVIEW

A. Theory

1. Speaking

a. Concept of Speaking

Speaking is one of important skills needed in order to master particular language. Some language learning experts have tried to define speaking in their own way. Speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted.³ Bailey stated that speaking is a way to make a more interactive communication and needs two or more people to do, which is including how to produce information to others and receive the information of the partners directly⁴. Therefore, it can be concluded that speaking is considered as the fastest way to communicate directly with others.

Moreover, speaking is the most demanding skill that people need to communicate in everyday situation. Speaking is the verbal use of language and a medium through which human beings communicate with each other.⁵ We must make ourselves understood by the people we are speaking with, and this is not an easy task, especially at the beginning and intermediate levels. In other words, speaking is seen as an interactive process of constructing meaning that involves producing and receiving information in order to get the particular purpose between speaker and listener.

From the explanation above, the researcher concludes that speaking is the ability to express opinion and ideas to convey meaning so it can be understood by the people we are speaking with. Speaking involves some skills such as vocabulary,

³ Scott, Thornburry. *How to Teach Speaking*. (Malaysia: Longman, 2005) p.1-2

⁴ Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York:McGraw-Hill, 2003), p. 2

⁵ Jack C. Richards & Willy A, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 204

pronunciation, accuracy, and fluency. Students need to master those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understand what the others say whenever they use a foreign language to communicate.

b. Types of Speaking

There are various methods which can be used in teaching speaking. Teacher can give drill and ask students to make a dialogue whether transactional or interpersonal. According to Brown there are six types of classroom speaking performance.⁶

1) Imitative

Students spent their time to imitate speech, for example, they are practicing the intonation contour, trying to pinpoint a certain vowel, sound, gesture, etc. At this level, it is probably clear and easy enough for the students because they just need to repeat what is being said to them with some adherence to pronunciation. Students need to listen very carefully because the goal of this speaking type is to reproduce what is being said so it does not matter if they student do not understand the context. An actual example of this method is “a repeat after me” activity in the classroom.

2) Intensive

Intensive speaking goes one beyond imitative to include any speaking performance that designed to practice some phonological or grammatical aspect of language. At this level, students need to understand the context of what is being said. An example of this speaking type is a simple question and answer session with the teacher where the students need to give direct response to teacher’s question. This can be concluded that this type of speaking requires a slight interaction and exchanges of the participants.

3) Responsive

⁶ H. Douglas Brown, *Teaching by Principles: an interactive Approach to Language Pedagogy* 2nd Ed (New York: Longman, 2001), p. 270-271

The speaker has to be responsive to the material and the comment or the question so the dialogue will not meaningless. This speaking type is a bit complex than the intensive one but there is no significant difference. Some example of this speaking types are a limited level of very short conversations, standard greetings and small talk, simple requests and comments, and etc.

4) Transactional (dialogue)

Transactional is extended form of responsive language. It not just limited to give the short respond but it can convey or exchange specific information such as debates, information-gathering interviews, or simply interactions between a customer and a seller.

5) Interpersonal (dialogue)

The purpose of this type is designed for maintaining social relationship than for transmission of fact or information. Some examples of interpersonal dialogues are self-introduction, greeting and leave-taking, complimenting and congratulating, expressing gratitude, etc.⁷ Interpersonal dialogue often happens in daily life to fulfill social interaction in the society.

6) Extensive (monologue)

Extensive speaking involves preparation and is typically improvisational. Some examples of monologue are most frequently found in the form of oral reports, summaries, or perhaps short speeches. Some examples of this speaking type include speeches, oral presentations, and story-telling. Short speeches or monologues are usually applied in EFL classroom where a student delivers aloud to express his or her inner thoughts. In the end, extensive speaking or monologue can be considered as the most challenging speaking types than the others.

⁷ U. Nuha, “*Transactional and Interpersonal Conversation Texts in English Textbook*”. Register Journal, Vol. 7 No. 2 2014, p 205-224.

From the explanation above, the researcher concludes that there are six types of speaking which are usually applied in English class. Each type has its own purpose for the students to improve their speaking ability. Teacher should take note that these type should be applied based on students' knowledge and skill; which means that they should be applied step by step from the simplest to the hardest. This way not only will affect students' speaking performance but also build their motivation so they will be able to practice speaking English confidently in classroom.

c. Components of Speaking

Oral communication can be maintained by having some components as follow:

1) Pronunciation

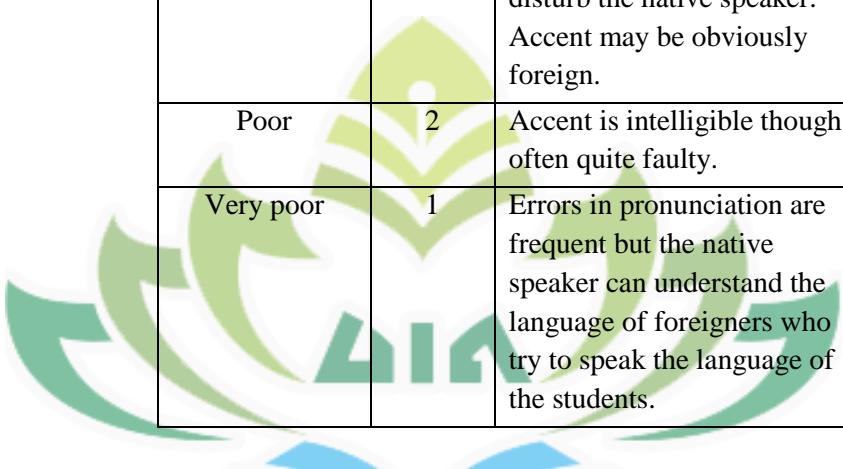
Pronunciation focuses on production and identification of the sounds, stress patterns, and intonation in English. It introduces multiple-choice hearing identification. English pronunciation is considered by some aspects; they are suprasegmental aspects and segmental aspects. According to Yates and Zielinski as cited in Gilakjani and Sabouri, suprasegmental aspects of pronunciation includes stress, rhythm, intonation, and voice quality while segmental aspects refers to how the different sounds of English are produced.⁸ Those aspects, then, will be assessed through students' speaking performance.

Without a good pronunciation, listeners cannot understand what other say and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community.

Furthermore, Brown proposed a speaking assessment rubric with five scales; score of 5, score of 4, score of 3, score of 2, and score of 1 for all speaking components including pronunciation. The pronunciation assessment rubric proposed by Brown is displayed as follows:

⁸ A. P. Gilakjani & N. B Sabouri, "How can EFL teachers help EFL learners improve their English pronunciation?", Journal of Language Teaching and Research, Vol. 7 No. 5, 2016, p 967.

Table 1
Pronunciation Assessment by Brown



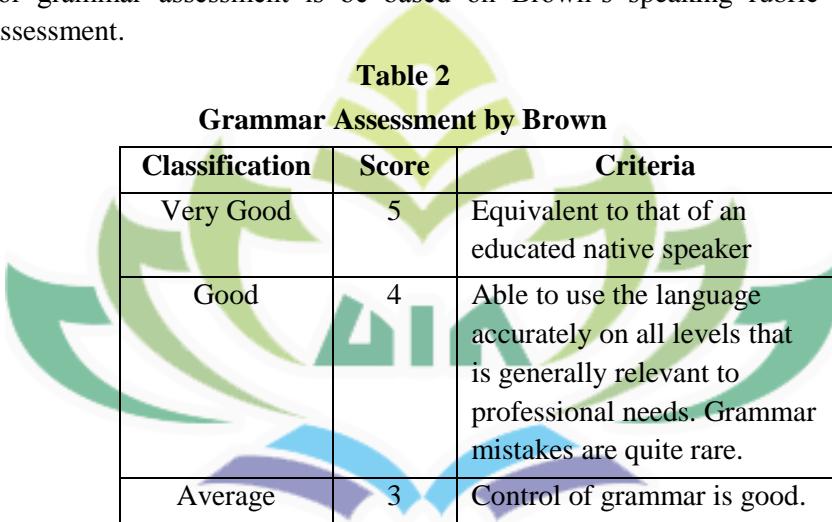
Classification	Score	Criteria
Very Good	5	Equivalent to and fully accepted by educated native speakers.
Good	4	Errors in pronunciation are quite rare.
Average	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
Poor	2	Accent is intelligible though often quite faulty.
Very poor	1	Errors in pronunciation are frequent but the native speaker can understand the language of foreigners who try to speak the language of the students.

According to the table, the highest score of pronunciation assessment is 5. It means that the students' pronunciation proficiency is very good and considered equivalent with native speakers'. Score of 4 indicates that the pronunciation proficiency is good but there are some errors rarely found. Score of 3 means the pronunciation of the speakers is considered average. There are several errors that rarely disturb the meanings and the accent sounds like the mother tongue of the speakers. Score of 2 indicates that the pronunciation proficiency is influenced by the accent of the speakers' mother tongue which causes some errors and problem in the pronunciation. Score of 1 indicates that there are too many errors in pronunciation that the native speakers need to deal with the speakers' attempt to speak .

2) Grammar

Grammar is about proficiency in matters ranging from inflections to syntax. We will not be able to speak in foreign language without knowing the pattern of the language itself. Students should learn grammar such as modals, modifiers, prepositions, clauses and other grammatical features. A specific instance of grammar is usually called a structure would be the past tense, noun plurals, the comparisons of objectives, and so.⁹ Grammatical features will be always one of the aspects that will be assessed in learning English. Students should use proper grammar based on the situations whether it is past, present, or future situation. Furthermore, the assessment rubric for grammar assessment is be based on Brown's speaking rubric assessment.

Table 2
Grammar Assessment by Brown



Classification	Score	Criteria
Very Good	5	Equivalent to that of an educated native speaker
Good	4	Able to use the language accurately on all levels that is generally relevant to professional needs. Grammar mistakes are quite rare.
Average	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
Poor	2	Can usually manage simple

⁹ Riska Ananda, “*The Correlation Between Students Self-Esteem and Students Speaking Skill of the Second Year Students at SMA Negeri 2 Bantaeng*”, (Thesis. UIN Alauddin Makassar. 2017), p 26

		constructions quite accurately, but does not have through and confident control of grammar.
Very poor	1	Errors in grammar are frequent, but the speaker use to dealing with foreigners trying to speak the language of the student.

Based on Brown's speaking assessment rubric, there are five degrees of the grammar achievement in speaking assessment. Score of 5 indicates that students' grammar ability is very high that it is almost similar to native speakers' ability. Score of 4 means that the grammatical use in speaking assessment is high but errors are rarely found. Score of 3 in grammar aspect means that the accuracy of the grammatical structure in speaking assessment is considered fairly good. Score of 2 indicates that students have lack control in grammatical aspect in speaking. Score of 1 indicates that there are too many grammatical errors in speaking.

3) Vocabulary

Vocabulary is one of important elements in teaching and learning speaking. Vocabulary can be defined as the words that is used and known by a person. It is important for language learners to choose appropriate words in certain situations in order to make their speaking meaningful.¹⁰ That means that students need to choose appropriate words to deliver thoughts or information. According to frequency of use, vocabulary can be divided into high, mid, and low-frequency vocabulary.¹¹ The use of vocabulary can affect in delivering information and will be assessed either appropriate or not. Brown proposed a vocabulary

¹⁰ Paul Bogaards, & Batia Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing*, (Amsterdam: John Benjamins Publishing, 2004), p. 40

¹¹ Y. Moon, "Are Different Types of Vocabulary Needed for Comprehending General and Academic Texts?", English Teaching, Vol. 72 No. 3, 2017, p 47-68.

assessment rubric with five scales; score of 5, score of 4, score of 3, score of 2, and score of 1. The assessment rubric is displayed as follows:

Table 3
Vocabulary Assessment by Brown

Classification	Score	Criteria
Very Good	5	Speech on all levels is fully accepted by educated native speakers in all its features including vocabulary and idioms, colloquialism and pertinent cultural references
Good	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
Average	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word
Poor	2	Has speaking vocabulary sufficient to express himself with some circumlocutions.
Very poor	1	Speaking vocabulary inadequate to express anything other than the most basic needs.

According to table, score of 5 means that the vocabulary proficiency is very good because the vocabulary used is varied and considered accepted in the native language. Score of 4 indicates that the use of vocabulary is good with a high degree of precise vocabulary. Score of 3 means that non-native speakers are able to speak the language with sufficient vocabulary and they rarely has to grope for a word. Score of 2 means that the vocabulary proficiency is poor. Non-native speakers only have simple vocabulary sufficient to express themselves in speaking other languages. Score of 1 indicates that non-native speakers have inadequate vocabulary to express themselves while speaking.

4) Accuracy and Fluency

Accuracy and fluency are two aspects that can't be ignored when it comes to speaking. Accuracy in speaking refers to elements such as phonology, grammar and discourse of the spoken output. On the other hand, fluency is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation. These aspects will affect the output of students' speaking performance including in practicing monologue whether it will be considered accurate and fluent to the audience.

Finally, the researcher concludes that the speaking ability is the ability to express ideas, opinions, feelings, and experiences to communicate indicated by good performance of such aspect as pronunciation, grammar, vocabulary, fluency, and comprehension. Students should pay attention to those aspects of speaking because they will affect their performance on speaking English in classroom. Brown proposed accuracy and fluency assessment rubric. The assessment rubric is displayed as follows:

Table 4
Accuracy and Fluency Assessment by Brown

Classification	Score	Criteria
Very Good	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers
Good	4	On all stages, able to communicate clearly in the language that are generally relevant to professional needs. With a high level of fluency, can participate in any conversation within the scope of this experience.
Average	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
Poor	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information
Very poor	1	(no specific fluency description. Refer to other four language areas for implied level of fluency.)

According to the table above, non-native speakers can be considered fluent and accurate while speaking another language if the fluency and the accuracy of their speaking ability are almost like the

native speakers. Score of 4 means that the fluency and the accuracy are good if non-native speakers are able to speak fluently on professional needs. Score of 3 indicates that the accuracy and fluency are on average level if non-native speakers can discuss particular topics of with reasonable ease. Score of 2 means that the accuracy and the fluency are poor because non-native speakers can not use the language fluently even in casual conversations. Score of 1 means that the accuracy and the fluency are very poor because there are too many problems in using the language but Brown did not exactly explained further for this classification.

2. Concept of Monologue

Improving speaking skills require much practice and exercise. There are two main forms of speaking which are dialogue and monologue. In a dialogue, the speaker needs to speak consecutively to communicate with the others, while in a monologue, the speaker doesn't need a partner and only need to deliver a speech alone. Moreover, Karpovich added that a monologue is an individual oral work of students with the purpose of practicing all fields of the language system, enhancing both the language skills and the student's self-confidence. It can be concluded that a monologue is a form of individual work practicing speaking because students don't need a partner to communicate since they have to deliver a speech related to a particular topic.

Oral production in monologue can be divided into some types: "sustained monologue: describing experience", "sustained monologue: giving information" and "sustained monologue: putting a case". A "sustained monologue: describing experience" is usually used as a form of a monologue speaking task because it focuses mainly on descriptions and narratives. This type of monologue includes described aspects such as simple everyday information, through classic functions (for example, describe plans and arrangements, past activities, habits and routines, and personal experiences) and various subjects related to topics about interest. Such activities as a monologue speaking task will help students in developing critical

thinking and improving the practical use of the language in communicative situations.

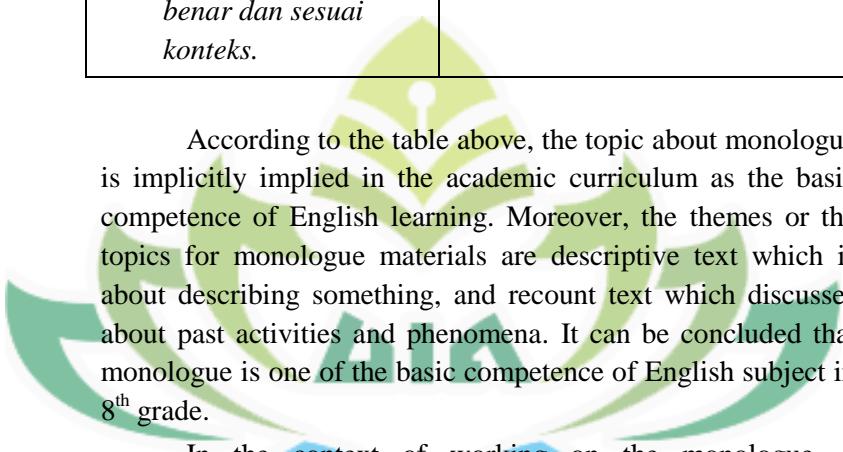
Monologue has been one of the materials taught in Eight grade. However, due to revision of the academic curriculum from KTSP to K13, the types of text used in monologue is divided into two different standard competences, which are recount text and descriptive text. Thus, the materials chosen for the speaking assessment of this research is based on the Basic Competence of English learning at MTs grade VIII (K13 curriculum) which are set as the following:

Table 5

**Basic Competence of English learning at MTs grade VIII
based on K13 curriculum**

Basic Competence	Indicator
<p>4.11 <i>Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</i></p> <p>4.12 <i>Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</i></p>	<ul style="list-style-type: none"> • Students are able to express the meaning of functional text and short essay in form of descriptive to interact in the environment. (writing skill) • Students are able to express the meaning of oral functional text and short monologue in form of descriptive and recount to interact in the environment. (speaking skill)
<p>4.14 <i>Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian,</i></p>	<ul style="list-style-type: none"> • Students are able to express the meaning of functional text and short essay in form of descriptive to interact in the environment. (writing skill)

<p><i>peristiwa.</i></p> <p>4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • Students are able to express the meaning of oral functional text and short monologue in form of recount to interact in the environment. (speaking skill)
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According to the table above, the topic about monologue is implicitly implied in the academic curriculum as the basic competence of English learning. Moreover, the themes or the topics for monologue materials are descriptive text which is about describing something, and recount text which discusses about past activities and phenomena. It can be concluded that monologue is one of the basic competence of English subject in 8th grade.

In the context of working on the monologue, a systematic approach can lead to high results in a short time, due to the elimination of the problems of academic adaptation, which are frequently expressed by such states as fear, shyness, anxiety, lack of self-confidence, and motivation. Many of students avoid speaking test due to their fear of being laughed at because they make mistakes. Thus, the fear of mistakes becomes one of the major factors in students' lack of enthusiasm in speaking English in the classroom, including in practicing monologue to improve their speaking skills.

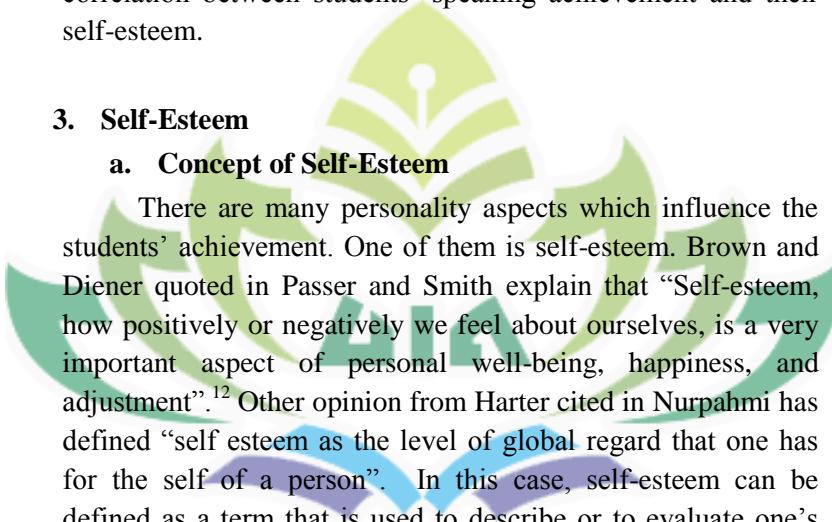
From the explanation above, it can be concluded that the use of monologue speaking task in assessing students' speaking achievement has taken a great role to students' self-esteem level because of its difficulty. Monologue requires students to be

fully prepared, have high self-confidence and motivation, and develop their critical thinking based on the given topic. Supporting the statement, Juhan stated that students' shyness and experience can hinder their performance while practicing with monologue speaking tasks in an English class. The level of students' anxiety, self-confidence, and self-esteem has given a great influence to the result of students' speaking skills using monologue in English classroom.

Knowing the role of monologue towards students' speaking skill and its effects on students' self-esteem, this research chose monologue as the "tool" to investigate the correlation between students' speaking achievement and their self-esteem.

3. Self-Esteem

a. Concept of Self-Esteem



There are many personality aspects which influence the students' achievement. One of them is self-esteem. Brown and Diener quoted in Passer and Smith explain that "Self-esteem, how positively or negatively we feel about ourselves, is a very important aspect of personal well-being, happiness, and adjustment".¹² Other opinion from Harter cited in Nurpahmi has defined "self esteem as the level of global regard that one has for the self of a person". In this case, self-esteem can be defined as a term that is used to describe or to evaluate one's worth and value in subjective way. Of course, this can affect people's belief about themselves as well as their emotional states.

Brown and Marshall stated that the term of self-esteem can be classified into three categories.¹³ Sometimes the term is used to refer to overall feelings of affection for oneself (global self-esteem), sometimes the term is used to refer to the way

¹² Michael W. Passer & Ronald Smith, *Psychology the Science of Mind and Behaviour*,(Boston: Beth A. Media, 2007),p. 234

¹³ Brown J. & Marshall, *The Three faces of self-esteem: Issues and answers*, (New York: Psychology Press,2006), p.3

people evaluate themselves in specific domains (domain specific self-esteem), and sometimes the term is used to refer to people's momentary feelings of self-worth (state self-esteem). Those three terms will be elaborated as follow:

1. Global Self-Esteem

The term 'self-esteem' is used to refer to a personality variable that captures the way people generally feel about themselves. Researchers call this form of self-esteem as global self-esteem or trait self-esteem, as it is relatively enduring, both across time and situations. Sometimes self-esteem is used to refer to a personality variable that represents the way people generally feel about themselves. Depictions of global self-esteem surround widely. It is assumed that global self-esteem is a decision people make about their worth as a person. However, global self-esteem has been shown to be stable throughout adulthood, with a probable genetic component related to temperament and neuroticism.

2. Domain Specific Self-Esteem

The term self-esteem is also used to refer to the way people evaluate their various abilities and attributes. For example, a person who doubts his ability in school is sometimes said to have low academic self-esteem, and a person who thinks she is popular and well liked is said to have high social self-esteem. In a similar vein, people speak of having high self-esteem at work or low self-esteem in sports. The terms self-confidence and self-efficacy have also been used to refer to these beliefs, and many people equate self-confidence with self-esteem. We prefer to call these beliefs self-evaluations or self-appraisals, as they refer to the way people evaluate or appraise their physical attributes, abilities, and personality characteristics.

3. State Self-Esteem

The term self-esteem is used to refer to rather momentary emotional states, particularly those that arise from a positive or

negative outcome. This is what people mean when they speak of experiences

that bolster their self-esteem or threaten their self-esteem. For example, a person might say her self-esteem was sky-high after achieving high score in an examination, or a person might say his self-esteem was really low after rejecting from his or her favorite school. It also refers to these emotions as self-feelings or as feelings of self-worth. Feeling proud or pleased with ourselves (on the positive side), or humiliated and ashamed of ourselves (on the negative side) are examples of what we mean by feelings of self-worth.

According to the explanation above, it can be concluded that self-esteem is the way of the people evaluate their own abilities and whether they can appraise their own or not as their value to their own. It is right to say that self-esteem, whether it is global self-esteem, domain specific self-esteem, or state self-esteem. is a personality that has an important role in learning process. Brown stated that no successful cognitive and affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and belief in your own capabilities for that activity. Students should be aware that how they see their capabilities will influence their success in learning including learning English in school.

b. Elements of Self-Esteem

Self-esteem is about being able to recognize the competencies and accept the need to continue to learn and develop. In building self-esteem, people should not be always successful in doing everything. But they can learn and develop their competencies and abilities from their mistakes. Plummer stated that there are seven elements in building healthy self-esteem as displayed in the following table:

Table 6

Elements of Self-Esteem Questionnaire

Variable	Elements
Self-Esteem	Self and Others
	Self Acceptance
	Self Reliance

	Self Expression
	Self Awareness
	Self Confidence
	Self Knowledge

(Plummer. 2006)

According to the table, the seven elements of self-esteem include Self and Others, Self Acceptance, Self Acceptance, Self Reliance, Self Expression, Self Awareness, Self Confidence, and Self Knowledge. Further explanations of each element are described below.

1. Self-knowledge

This element is about understanding differences and commonalities. For example, how someone is different from others in looks and character, or how one can have an interest or aim in common with others. Self-knowledge is also about developing a sense of our personal and history developing and maintaining our personal values.

2. Self and others

This element of self-esteem is about understanding the joys and challenges of relationships, including learning how to co-operate with others, being able to see things from another person's perspective and developing an understanding of how they might see us, and learning respect and tolerance for other people's views. Self and others is also about developing our own identity as a separate person while recognizing the interdependence relationship.

3. Self-acceptance

Self-acceptance is about knowing our own strengths and recognizing areas that we find difficult and may want to work on. In addition, this element also about accepting that it is natural to make mistakes and that this is sometimes how we learn best.

4. Self-reliance

Self-reliance is about knowing how to take care of ourselves by developing an understanding that life is often difficult but there are lots of things that we can do to help ourselves along the path. It is also about building a measure of independence and self-motivation

by being able to self-monitor and adjust our actions, feelings and thoughts according to realistic assessments of our progress.

5. Self-expression

Self-expression is about understanding how we communicate with each other and developing creativity in self-expression and recognizing and celebrating the unique ways in which we each express who we are.

6. Self-confidence

Self-confidence is about knowing that our thoughts, opinions, and actions have value and that we have the right to express them. It is also about being able to accept challenges and make choices and also being secure enough in ourselves to be able to cope successfully with the unexpected. Self-confidence is important in developing our knowledge and abilities so that we feel able to experiment with different methods of problem-solving and can be flexible enough to alter our strategies.

7. Self-awareness

Self-awareness is about developing the ability to be focused in the here and now rather than absorbed in negative thoughts about the past or future. In addition, it is about understanding that emotional, mental and physical changes are a natural part of life and that we have choices about how we change and develop.

The students with high self-esteem are the students who appreciate themselves and trust that they can do everything that they want to do as well as others people. It makes them more confident and motivated in learning because they feel that they can learn well. If the self-esteem of the students is high, the students appreciate themselves positively and trust their own ability in English, so it may help them to improve their English achievement include their speaking skill.

B. Relevance Research

There are some researchers who have investigated the correlation between students' self-esteem and their English achievement. The writer found out some researches which are relevant to this research as follow:

- (1) "Correlation Between Self-esteem and English Language Proficiency of Indonesian EFL Students" by Intan Satriani. In this research, the researcher collected the data of English proficiency from TOEFL score. The result of this study showed that the students' self esteem have significantly strong positive correlation with their language proficiency.¹⁴
- (2) "The Correlation Between Students' Self-esteem and Their Reading Ability in Understanding Recount Text at State Islamic Junior High School Andalan Pekanbaru" by Desmita Sari. In this research, the researcher focused on students' self-esteem and students' reading ability in understanding recount text in which it involved recognizing unfamiliar word of recount text, various information of recount text, referential word of recount text, main idea of recount text, and language features of recount text.¹⁵
- (3) "Correlation Between Students' Self-esteem and Their Achievement in Learning English" by Rita Yuliana. In this research, the researcher collected the data of the students' achievement in learning English by having their scores for the examination conducted by school. It was the record or document of the school.¹⁶

¹⁴ Satriani, I. (2014). Correlation Between Students' Self-Esteem And English Language Proficiency Of Indonesian Efl Students. *Eltin Journal, Journal of English Language Teaching in Indonesia*, 2(2).

¹⁵ Sari, D. (2017). *The Correlation Between Students' Self-Esteem And Their Reading Ability At The Eighth Grade Of State Islamic Junior High School Andalan Pekanbaru* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).

¹⁶ Yuliana, R. "The Correlation Between Students' Self-Esteem And Their Achievement In Learning English At Islamic Junior High School Of Ponpes Darel Hikmah Pekanbaru" (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau, 2014)

- (4) “The Correlation between Students’ Self Esteem and Students’ Speaking Skill of the Second Year Student at SMA Negeri 2 Bantaeng” by Ananda Rizki. The researcher analyzed the data using speaking test, and self esteem questionnaire. The result showed that there is no correlation between students’ self esteem and students’ speaking skill of the second year students’ at SMA Negeri 2 Bantaeng with $r_{xy}=0.146$.¹⁷
- (5) “The Correlation Between Self-Esteem and Speaking Performance in Indonesia” by Mutia Satriani. The purpose of the research was to investigate the correlation between students’ self esteem and speaking performance. The result discovered that there was a high positive significant and correlation between self-esteem and speaking performance in EFL in Indonesia with $r_{xy}=0.731$ ¹⁸

C. Conceptual Framework

Speaking is the ability to express opinion, ideas to convey meaning so it can be understood by the people we are speaking with. Speaking involves some skills such as vocabulary, pronunciation, accuracy and fluency. Students often find some difficulties when they learn a foreign language especially in speaking. Therefore, students need to master those elements.

Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understand what the other said who use a foreign language too. Students’ failure in speaking is not only a result of the lack of linguistic rules but also psychological factors such as self-esteem which intervenes in speaking and should be taken by the teacher as the important factor in teaching English.

¹⁷ Ananda, R. “*The Correlation between Students’ Self Esteem and Students’ Speaking Skill of the Second Year Student at SMA Negeri 2 Bantaeng*” (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar, 2017).

¹⁸ Satriani, M. O. “*The correlation between self-esteem and speaking performance in Indonesia.*” TLEMC (Teaching and Learning English in Multicultural Contexts), Vol. 3, No. 1, 2019, pp 8-14.

Self-esteem is the way of the people evaluate their own abilities and whether they can appraise their own or not as their value to their own. Students with high self-esteem are the students who appreciate themselves and trust that they can do everything that they want to do as well as others people. It makes them more confident and motivated in learning because they feel that they can learn well. If the self-esteem of the students is high, the students appreciate themselves positively and trust their own ability in English, so it may help them to improve their English achievement include their speaking.

D. Hypothesis

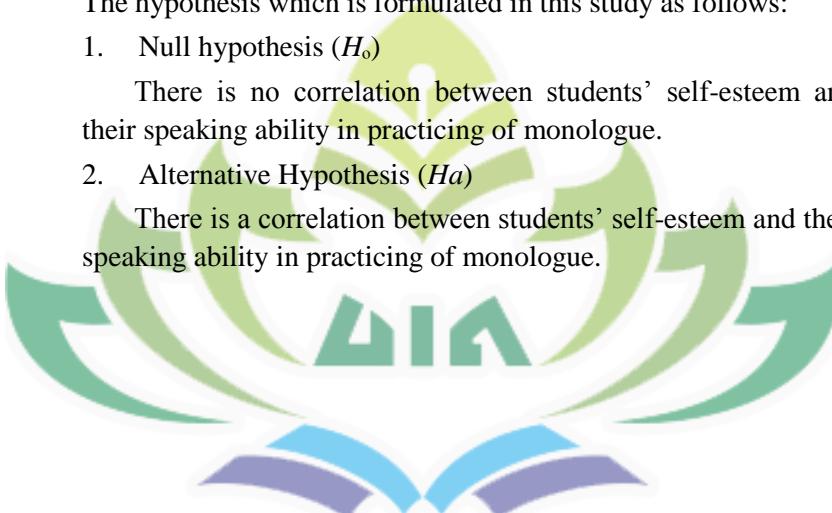
The hypothesis which is formulated in this study as follows:

1. Null hypothesis (H_0)

There is no correlation between students' self-esteem and their speaking ability in practicing of monologue.

2. Alternative Hypothesis (H_a)

There is a correlation between students' self-esteem and their speaking ability in practicing of monologue.





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