

**THE CORRELATION BETWEEN SPEAKING WITH GRAMMAR AND
SPEAKING WITH SELF CONFIDENCE IN EFL STUDENTS**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

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**FACULTY OF TEACHERS TRAINING AND EDUCATION
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ABSTRACT

Putri Ayu Utami. 1802050091. *The Correlation between Speaking with Grammar and Speaking with Self Confidence*. Skripsi. Program Study Education of English. Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2022

The research deals with The Correlation between Speaking with Grammar and Speaking with Self Confidence, which is mainly aimed to identify problem of the students speaking ability were still low in grammar and self confidence were still be a problem in speaking. This research applied qualitative research design in which the data was collected through observation and interview with EFL students, English major at Universitas Muhammadiyah Sumatera Utara. Data analysis technique was refer to Sugiyono (2013), namely data reduction, data display, and drawing conclusions. The finding there were two methods in speaking. Such as speaking with grammar and speaking with self confidence and both of that was correlated. The most important thing in speaking is speaking with grammar but without self confidence the speaker can not do that.

Keywords: *speaking, grammar, self confidence, EFL students.*

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The researcher realizes that this study is still far from being perfect and hopefully the finding of this research were expected to be useful for those who read this research and interested to the topic. Therefore, construction, criticisms, comment, suggestion, were welcomed for further improvement of this research. And may Allah SWT the most Almighty always bless all of us.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an important means of communication in the world. As an international language, English is one of the foreign languages taught to students in Indonesia. The students must be able to compete in the current global era, where competition is growing tighter. One of the skills required by students is communication in English. Learning English plays a central role in students' intellectual, social, and emotional development. It is a key to success as it is a lingua franca in various contexts including higher education settings. Lingua franca is an intermediate language or an association language in a place where there are different language speakers (Hammer, 2001). English learners need four skills in learning English, namely: listening, speaking, reading, and writing skills. Of the four skills, speaking is the most important skill in communicating. Speaking skill is an important part of the language learning curriculum. Speaking skill is also an important assessment object (Anderson & Bachman, 2009). Anyone who wants to improve his/her speaking skill must have self-awareness, self-motivation, and positive behavior patterns, and must make efforts to avoid communication errors (Turk, 2003). Speaking skill is one's important skill to improve English proficiency from the very beginning of language learning. Speaking is one of the most important language skills. This skill can be developed and enhanced as an effective means of

communication (Morozova, 2013). Speaking skill is very important for students in communicating effectively through spoken language. The inability of students in speaking a foreign language can cause them difficulties in expressing their ideas even in simple conversations. One of the main objectives of a language learning program is to develop speaking skill and integrate spoken and written language. Language learning means using language in both spoken and written communication, and being able to express feelings, thoughts, and experiences in various contexts (Burn & Joyce, 2001).

In Indonesia, there are some problems in speaking skill learning. First, students feel bored in speaking English learning because they have difficulty in remembering words and pronouncing English (Astuti, 2018). Second, students rarely use English to communicate both in the classroom and outside the classroom. This makes them unaccustomed to speak English well. Third, students only remember the words when they have to practice speaking in front of class. They usually speak by imitating the words and phrases in the book. They do not understand the content being spoken and they do not speak spontaneously using their own words. In order to meet the target of learning English, speaking skill has several problems, both internal and external.

Internally, speaking skill learning makes them feel anxious. They may be reluctant to use the target language because they may be afraid of making a mistake. Students may feel uncomfortable speaking English because they do not use the means of communication that they usually do (Nascente, 2001). In the early stages of learning English, students usually face many difficulties, especially in understanding grammar, pronunciation, and others. Students find

it difficult, feel uncomfortable and make mistakes. Students become anxious in speaking. After it happens repeatedly, students experience speaking anxiety a second language (McIntyre, 1999). On the other hand, students who are competent in learning English but they think that they are not successful in the class lack self-confidence. One's confidence in realizing the goal of language learning is related to one's development of speaking skills. Various factors can lower one's confidence. For example, someone who is competent for a job but he/she is hesitant to start the job, he/she has low self-confidence. The center of self-confidence is cognition, therefore the success or failure of a person is felt cognitively (Rubio, 2007). There are numerous strategies to make the speaker build their self confidence, one in all them is self-directed dialogue. Researcher have been doing lots research of the correlation of self confidence and speaking and also how to build it. Research on promoting self-confidence in a foreign language classroom. The participants were 16 Iranian university students in private English language institute. He found that his students, at first, seemed passive and reticent during the class activity. He used incorporating extra speaking activities, telling a story, and presentation activities. The result showed that an instructional methodology stressing peer collaboration as a tool for increasing the ability of the students to speak is likely to result in confidence (Doqaruni, 2013., p. 13).

The researcher take this tittle to know the correlation between speaking with grammar and speaking with self confidence language for EFL students. According to the English First English Proficiency Index (EF EPI), Indonesia with a score of 52.91 ranked 32nd out of 72 countries in the world based on

research conducted by the international education company English First (EF) (Tridinanti, 2018). Meanwhile in 2017, Indonesia with a score of 52.15, ranked 39th out of 80 countries (Tridinanti, 2018). Thus, Indonesia with low-level English proficiency shows its ability is still at a low stage and has not been able to negotiate, mediate and lobby, or compete with other countries in learning English. It means that speaking skill is still low. It is important for educators and lecturers to encourage and motivate students to speak English, especially in the classroom.

B. The Identification of Problem

The identification follows :

1. The students speaking ability were still low.
2. Grammar and self confidence were still be a problem in speaking.

C. Scope and Limitation

The scope and limitation of this research is explain the correlation between speaking with grammar and speaking with self confidence in public for EFL students and would be focused to do speaking with grammar and speaking with self confidence language for EFL students.

D. Formulation of the Problem

The formulation of the problem is there any correlation between speaking with grammar and speaking with self confidence language for EFL students?

E. The Objective of the Study

To find out the correlation between speaking with grammar and speaking with self confidence is very closer and effective to use in public speaking.

F. The significance of the Study

The significance of the study is expect to be useful as the following aspects:

1. Theoretically

The study will find of this research expect to growth information about speaking with grammar and speaking with self confidence including to know how to speak well in public and the students of EFL will be more confidence to speaking in public.

2. Practically

- a. For EFL Students, as extra skill of learners speaking specifically to speaking with grammar and with self confidence.
- b. For teacher, who teach the EFL students must teaching is more encouraging to make students not bored and has a way so that students are easy to understand. frequent teaching using practical methods to sharpening self confidence EFL students.

CHAPTER II

LITERATURE REVIEW

This chapter will lead to basic speaking with grammar and speaking with self confidence. For the first introducing theories such as correlation, speaking, grammar, and speaking with self confidence. Start from the definition of correlation to know what the meaning of correlation. Definition speaking and grammar will show how to speaking with grammar well. It means will show above how to speaking with self confidence do not totally make the speaker bad. The main focuses to the speaking with grammar and speaking with self confidence.

A. Theoretical of Framework

1. Definition of Correlation

The Oxford Dictionary ensure that a connection among two or more matters, specifically when one in all them reasons or affects the other. In other web side of dictionary explain, correlation is a relation present among phenomena or matters or between mathematical or statistical variables which generally tend to differ, be related, or occur collectively in a way no longer expected on the basis of risk by myself (Tridinanti, 2018). The word correlation is an amazing example of a word that started out as a popular time period and proved to be so useful in various fields of examine that it advanced more specialized senses over the years. Correlation has been inside the English language for the reason that 16th century. Its French cousin, *corrélation*, comes from Latin which literally method “restoring things collectively.” In English, we use it to explain a mutual relation among matters. Correlation is not to be harassed with the phrase corollary, which

is derived from a completely special Latin root, *corrollārium*, a sort of ancient Roman gratuity, a “little something more.” Inside the nineteenth century, pupils of diverse disciplines followed the term correlation to their unique regions of hobby. In records, a correlation between variables can be described as a numerical cost. The words “high quality,” “terrible,” “sturdy,” and “direct” are regularly used as modifiers earlier than correlation on this context. Within the fields of biology and geology, researchers use correlation to help recognize and describe diverse capabilities of physiology and rock formations respectively. With the authentic which means nonetheless in popular use, correlation isn't always only for mathematicians and scientists. Just be conscious that in case you casually mention correlation (in the preferred feel) to math fans, their preliminary responses is probably to visualize a graph.

2. Description of Speaking

Speaking is the shipping in language via the mouth. To speak, we create sounds the use of many parts of our body, consisting of the lungs, vocal chords, tongue, tooth and lips. Based on the writing above, speaking changed into announcing something what you sease and what you think to a peron or everyone that you need. Speaking there was a communique which conveyed the message from the speaker to listener. A speaker had encoded the message containing sure facts. Speaking skill involved now not bandiest announcing that is written however also produce a language without making a listener interpreted that means to tricky. speaking has been categorized to monologue and dialogue. the previous focuses on giving an interrupted oral presentation and the latter on interacting with other audio system (Numan. 1989: 27). speaking can also serve considered

one of two fundamental functions: transactional (transfer of statistics) and interactional (upkeep of social relationships) (Brown and Yule, 1983: 3). Speaking practise is critical because it helps students acquire EFL speaking skills therefore converse spontaneously and certainly with native speakers. Moreover, if the right speaking activities are taught in the school room, speaking can improve general learners' motivation and make the English language study room a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia , 2001).

a great speaker as a result synthesizes this array of abilities and knowledge to achieve a given speech act. (Flores, 1999) highlights the following abilities underlying speaking:

- a. Using grammar structures appropriately;
- b. Assessing traits of the target audience, which include shared know-how, repute and electricity relations, or differences in views;
- c. Selecting vocabulary this is understandable and suitable for the audience, the subject being discussed, and the placing wherein the speech act takes place;
- d. Applying techniques to decorate comprehensibility, including emphasizing key phrases, rephrasing, or checking for listener's comprehension;

Paying attention to the success of the interaction and adjusting components of speech including vocabulary, fee of speech, and complexity of grammar systems to maximize listener's comprehension and involvement.

Purpose of speaking it was argued that the purpose of speaking can be both transactional or interactional. Seemingly, there are some variations among the spoken language utilized in both transactional and interactional discourse. In transactional discourse, language is used generally for communicating records. Language serving this purpose is 'message' oriented instead of 'listener' oriented (Nunan, 1989: 27). definitely, on this kind of interaction, accurate and coherent conversation of the message is crucial, as well as affirmation that the message has been understood. Examples of language being used normally for a transactional purpose are: news announces, descriptions, narrations and instructions (Richards, 1990: 54- 55). talking turns serving this reason have a tendency to be long and involve a few previous organization of content and use of linguistic gadgets to sign both the business enterprise or kind of records as a way to be given (Basturkmen, 2002: 26). analyzing speaking functions more precisely, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an great listing of twelve categories as follows:

- a. Personal - expressing personal emotions, critiques, beliefs and thoughts.
- b. Descriptive - describing someone or something, actual or imagined. three.
- c. Narrative - developing and telling memories or chronologically sequenced activities.
- d. Instructive - giving commands or presenting instructions designed to produce an outcome.
- e. Asking - asking questions to attain information.
- f. Comparative - comparing two or greater objects, people, thoughts, or opinions to make judgments approximately them.

- g. Ingenious-expressing mental photos of people, locations, occasions, and items.
- h. Predictive - predicting possible future occasions.
- i. Interpretative-exploring meanings, growing hypothetical deductions, and considering inferences.
- j. Persuasive - changing others' opinions, attitudes, or factors of view, or influencing the behavior of others in some way.
- k. Explanatory - explaining, clarifying, and supporting thoughts and critiques.
- l. Informative - sharing information with others.

3. Description of Grammar

The word 'grammar' comes originally from historical Greek *grammatike* ('referring to letters/written language'). Grammar was one of the 'liberal arts' taught in historical Greece, and in Rome from around the 5th century BC, although right now it become a much broader place of examine than today, which includes textual and aesthetic complaint and literary history. Its observe persisted in Europe in medieval times and beyond, with grammar being taught at schools along logic and rhetoric in what turned into known as the 'trivium'. The subculture of studying the grammar of English in British faculties did not emerge till the sixteenth century (Howatt with Widdowson 2004: 77)—until then, analyzing grammar at faculty supposed studying Latin or historical Greek, not vernacular languages. indeed, the first grammar of English, Bullokar's Pamphlet for Grammar (1586), is stated to have been written to illustrate that the English

language became in reality rule-based and can be analysed within the identical way as Latin (Linn 2006: 74). Grammar has misplaced its status as a awesome subject inside the faculty curriculum but the phrase has continued (since 1530 in keeping with the Oxford English Dictionary) to be used as a countable noun that means ‘a book describing the grammar of a language’.

Grammar is something that draws the attention of a selection of human beings in the network-teachers, dad and mom, teachers, poloticians, talk display host, writers to the editor and guardians of right taste (Collerson, 1994, p.1). According to Halliday (2002, p. 40) a grammar may be said to have open and closed device. language objects which are closed item are finite in range and thus they may be no longer added to. They consist of in english prepositions (in,on), a few adverbs (so,very), articles (the,a), pronouns (he,she), and conjunction (however,and). Open objects, on the other hand, consist of all of the lexical or vocabulary items discovered in a language, that are continuously being improved because the language creates new phrases and new that means. Grammar is one of the language components. Consequently someone who learns a new language officially, in standard, could be given grammar instructions. Of course this depends on the extent of the students who are learning. Learning Grammar is an vital interest in language mastering. consistent with the study of language mastering which includes a focus on learning grammar (shape-focused training), grammar coaching convincingly indicates more powerful effects than teaching focusing best on the meaning. Studying focuses on grammar, in step with long can be divided in. the first FOFs (focus on forms) and FoF (focus on form). the primary model of mastering targeted on studying grammar. on this model, the

grammar is taught one by one from the context. the second model of getting to know is focused on the which means and at the grammar that looks on the material being studied (Nassaji and Fotos, 2007 : 11 -12).

3.1 Learn Grammar

Among useful grammarians, several purpose are given for the urgency of teaching and mastering grammar, especially english grammar, among second and foreign language students. Thus, accroding to Derewianka (1998, p.1) teaching grammar permits students:

- a. To reflect in how the english language works.
- b. To have a shared language for speaking about the principle features of the english language.
- c. To apprehend how gramatical structures create special forms of which means.
- d. To observe styles of language and word choices to significantly analyse texts.

With a purpose to use language effectively, appropriately and as it should be. (1998, p.1).

Grammar turned into the description of the shape of a language and the way in which linguistic units including phrases and terms and blended to supply sentence inside the language”. most of overseas learners were afraid to speak up on every occasion they do now not know about the grammar.

4. Speaking with Self Confidence

Self-confidence is an important thing in growing exact communication, in particular in public speaking. Public speaking needs no longer best fluency however also self-confidence. Self confidence is a positive attitude of the person that permits himself to towards the surroundings or situation he faces. Lauster said that self-confidence is convincing in the potential and self-evaluation of the assignment and it has a realistic method (Erdina Indrawati, 2018). The self-confidence that has been owned via people can allow people able to gain the dreams. Many human beings do now not have self-confidence. for example, college students are not selfconfidence while doing a presentation in class, they feel afraid to talk in front of buddies for some courses. via the pre-statement, the reason is lack of exercise, no learning the material nicely, loss of vocabulary, feeling afraid after they speak in public. this is a totally drawback because the primary key of public talking is self-confidence. Therefore, students want to have self-confidence. The advantage of self-confidence is an ability to carry message without problems. the scholars who have self-confidence could be able to overcome fears or negative thoughts, so they will be smooth to communicate, mainly within the oral presentation in front of the class. the students who can talk fluently and hopefully as a good impact of the excessive self-confidence is that the students can growth their academic success inside the talking route because the scholars satisfy the criteria of the evaluation on talking talent (Salim, 2015).

Public speaking is essential because using it isn't always handiest in organizations however additionally in faculties, university, even that societies want public speaking. Many groups use public speaking in doing a presentation and the other. From the announcement above, public speaking is handing over a

speech, subject matter, or material in the front of the target audience with the goal to provide data to the target market. With public speaking, the target audience will recognize approximately topic or cloth, and the target audience will attract with the material that has been delivered through the speaker. the one factor this is considered necessary for the development of self-confidence in public speakingnis exercise. The speakers can exercise with speech, it could be their speech or selected models of others, however the speaker must be rendered aloud. They need to stand rightly with appropriate gesture and give a terrific voice of their speech. Audio system can imagine the target market with any imagination including making an target audience as a statue or believing that there aren't any humans in the front of them. Lauster added that self-confidence is related to the ability in doing something right. This assumption makes the character in no way turn out to be someone who has authentic self-confidence. But, the human capability is limited in some matters that may be accomplished and capacity that could be mastered (Kamridah, 2016).

Conclusion, do not afraid to speak up in public. But, before you speaking, you must prepare your self first. If you feel you are ready you can start to speak up. Self confidence is a high level in speaking in public. Tell what you want tell to your audience and your audience will be understand what you mean. Enjoy with your position and speak up. The key is self confidence.

5. EFL Students

English as a overseas language: the study of English by means of nonnative audio system living in a non-English-speaking surroundings. EFL is regarded as

English as a foreign Language, and ESL is referred to as English as a 2nd Language. Before distinguishing EFL from ESL, it is important that there are variations between "foreign language" and "second language". In his ebook 'fundamental concepts of Language coaching', Stern (1983) mentioned the variations among "foreign language" and "2nd language" in terms of language functions, mastering functions, language environment and mastering methods. In his opinion, foreign language method the language used outside the usa. learning a foreign language is for tourism, communicating with native speakers, analyzing foreign journals and so on. however the 2nd language refers back to the language that plays the same essential position as mom tongue. Shu Dingfang (1994) distinguished differences from "foreign language" and "second language" according to language surroundings, language input and affective factors which influence the getting to know procedure and so on. consequently, EFL means mastering English in non-English-speaking nations, while ESL approach English as a second language, which has the equal or even more important reputation as mom tongue. Language studying is a complex procedure. It is not only associated with cognition, psychology, emotion and interests but additionally inspired by using the environment. For ESL novices, they learn English in a natural circumstance. simply As Krashen (1985) taken into consideration, what we name "second language acquisition" is a subconscious acquisition that is just like the technique of mother tongue acquisition. when they're speaking with others in English, they might assume of it as social verbal exchange. second language acquisition happens inside the goal language environment, whilst overseas language studying takes place in the learner's local language environment when he

differentiates EFL and ESL. (Wu Lihong, 1995) To a certain extent, EFL learners loss of relative environment. EFL student is a person who study about English Foreign Language.

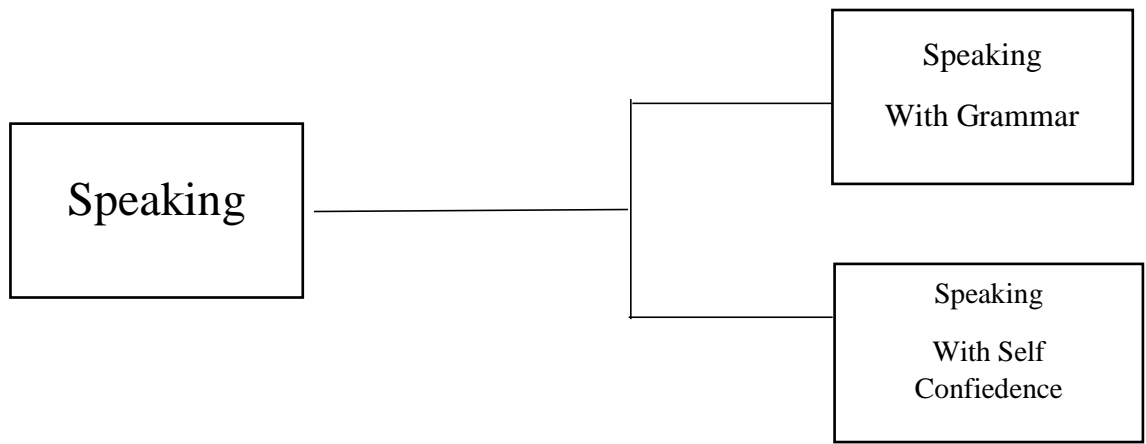
B. Relevant Study

THE CORRELATION BETWEEN SPEAKING ANXIETY, SELF-CONFIDENCE, AND SPEAKING ACHIEVEMENT OF UNDERGRADUATE EFL STUDENTS OF PRIVATE UNIVERSITY IN PALEMBANG. ABSTRACT Gaya Tridinanti 2018. *The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang*. Journal. Faculty of Teacher and Training of Tridinanti University in Palembang, South Sumatera, Indonesia. Publish by IJELS Education for the Future. The researcher aim Speaking in a foreign language can be influenced by such psychological aspects as anxiety and self-confidence. The students who have high level of anxiety, worry, fear and low level of self confidence in foreign language classes may have difficulties in developing their speaking ability. The objective of this research was to find out whether there was a significant correlation between students' speaking anxiety, self-confidence, and their speaking achievement. The research used correlation design. The data were analyzed using descriptive and correlational analysis. The results indicated that speaking anxiety has no significant correlation with speaking achievement. Self-confidence has a significant correlation with speech achievement. That is, students with self-

confidence have higher achievement. So, it is important for teachers and lecturers to encourage students and practice speaking English in front of class, especially to improve the self-confidence when the students are communicating in English. This study set out to examine the relationship between speaking anxiety and self-confidence with speaking achievement of undergraduate EFL students of Private Universities in Palembang. The result shows there is a significant positive relationship between the variables of self-confidence and learning achievement. That is, the higher the self-confidence, the higher the speaking achievement.

C. Conceptual Framework

The researcher will be conducting in speaking learning process, especially in speaking with grammar and speaking with self confidence. The focus of this paper is correlation of speaking with grammar and speaking with self confidence. The researcher will give the questionnaire for EFL students. The questionnaire have some types, there are agree or not agree, true and false and multiple choice. EFL students will answer the questionnaire, and answers from the EFL students will show the correlation of speaking with grammar and speaking with self confidence. After that to improve speaking knowledge EFL students, the researcher will make a practice of speaking spontaneously, for the first the researcher prepare a little conversation, second the researcher will give the question to the students and the students will answer the question spontaneously and the thing to fix it is stopwatch, calculated from three second. The conceptual framework of this paper will be presented in the following figure :



CHAPTER III

METHOD OF RESEARCH

A. Research Design

This chapter is an explanation of all the factors related to the method of qualitative research. Elaboration is made in the research setting including the nature of educational institutions and EFL students, methods of data collection, the nature of data collected, the source of the data, and the desired outcome of the study. This Research makes an important contribution to improving the speaking of EFL students. The researcher take qualitative research follows to Sugiyono (2016).

B. Location of Study

The research will be conducted at Universitas Muhammadiyah Sumatera Utara. For specific object on class A seventh Semester of Faculty Of Teacher Training Education (FKIP) on program study Education of English.

C. Source of Data

The source of data uses from the observation to know the correlation between speaking with grammar and speaking with self confidence, giving some questions to interview EFL students at class A seventh semester of Universitas Muhammadiyah Sumatera Utara on program study Education of English. There are 23 EFL students in class A seventh semester of Universitas Muhammadiyah Sumatera Utara on program study Education of English, researcher will doing interview.

D. Technique of Collecting Data

The technique of collecting data will be conducted by using two steps :

1. Observation

The researcher will observe the EFL students learn speaking process at educational institutions in order to investigate the method in the class among the tutor and students in one meeting by using data. Before analyzing this research, the data will be identified and classified to be used as research material.

2. Interview

The question will be prepared by the researcher and will be given to the EFL students at Grade A seventh semester of Universitas Muhammadiyah Sumatera Utara to collect information about speaking knowledge of EFL students.

E. Technique Analyzing the Data

Sugiyono (2016) explains that there are three steps in analyzing data for qualitative research, such as reduction, data display and concluding drawing.

1. Data Reducing

Reducing data means, summarizing, choosing and focusing on the things that important. In the process of reducing the researcher analyze each method of learning speaking. Some of the method is not consist of speaking and the researcher only analyze the method that consists of speaking. After the data is reduced, surely the data will be immediately provide a clear and accurate picture so that it could be facilitate researcher to obtain the desired data. The researcher sorted the data based on its need, insignificant and importance.

2. Data Display

The next step is to display data so that the data are more organizing. Generally, the researcher present the data in form of brief descriptions. The researcher input the result of the data reduction intention to display the data in form of narration and table. It is easier to read and group the data. The speaking with grammar and speaking with self confidence, the tables use to show realization the types of speaking with grammar and speaking with self confidence in the text on every each coloum interview.

3. Conclusion Drawing/verification

The last step in analyzing the data draw the conclusion or verification. The conclusion has to support by the concrete evidences from data reduction and data display to know how the correlation between speaking with grammar and speaking with self confidence is realized in the speaking learning and why the using of speaking spontaneously is important in speaking.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

In this chapter, the data were collected from interview ten respondents consisted of five male EFL learner and five female EFL learners. The total number of EFL learner in Grade A seventh semester of Universitas Muhammadiyah Sumatera Utara is 23 EFL learners. Then based on the EFL learner in seventh semester, the researcher chosen Grade A as the respondents because most of them were willing to become respondents. So there were ten EFL learners who were ready as the respondents in this research. They were in seventh semester who have studied about speaking course as the respondents. The research was focused on the correlation between speaking with grammar and speaking with self confidence.

B. Data Analysis

After interviewing all the respondents, the researcher drawn main themes based on their answers. The detail of themes analyzed was as the following :

1. Analysis Data EFL Students About Speaking with Grammar and Speaking with Self Confidence.

Five from ten EFL learners interviewed said that learning speaking with grammar is more difficult than speaking with self confidence, they said 'grammar is difficult in english learning'. EFL learners concerned on the meaning of the sentence to complete their task. MS said that :

"I think speaking with grammar is difficult because there are many rules or regulations that must be considered, besides that the word grouping must also be

chosen so that it looks as natural as possible by not leaving the grammar as well. According to me, there is correlation speaking with grammar and speaking with self confidence.” Another EFL students with initial name MR said “According to me speaking with self confidence is difficult, because I do not have high confidence. I feel nervous standing in front of public and I feel do not have self confidence even though I have discussion some material. I think speaking with grammar and speaking with self confidence is correlated.” There is EFL students such NY said “Based on my experience in learning speaking, Grammar is difficult but grammar is important one to make our speaker sounds good. But speaking with self confidence was also important, because without self confidence we can not speaking in public. If I must choose which the esier one, I will choose speaking with self confidence as my alternative to speak up in public even though I am not mastering on speaking with grammar. According to me there is a correlation between speaking with grammar and speaking with self confidence.” And SY said “I choose speaking with grammar because we have to put the word in time as well, and use the right verb anyway. With speaking with grammar I will speak with self confidence, because if our grammar is correct I can be relax to speak in public and we are not confuse about our topic. But I think there is a correlation between speaking with grammar and speaking with self confidence.” IS as other learners said “according to me self confidence is important to speak. We can not speak without self confidence. I think if we do not self confidence we can not speak well although we have already done prepare the text or we have already done memorize our topic to speak. So I will prepare my self confidence first to speak after that I will start to speak up. According to me there is a

correlation between speaking with grammar and speaking with self confidence.” For WP speaking with self confidence is her passion, because according to her speaking with grammar more difficult and she said speaking with grammar is a method of speaking by memorization. And according to her there is a correlation between speaking with grammar and speaking with self confidence. Same like ODM the other learners, according to her grammar quite spacious and she had a great hard time if she had to speak with proper grammar and her opinion said that there is a correlation between speaking with grammar and speaking with self confidence. AR added for speaking with self confidence we just need time to speak what we wants to speak, not all the speaker have already topics or planning to speak for example if we must impromptu speech on wedding party, we do not a lot of time to prepare what we are going to say, our modal is self confidence even though only say “happy wedding” and she thinks that there is a correlation between speaking with grammar and speaking with self confidence. HR said “Speaking with grammar and Speaking with self confidence is complete package, we can speak in public with modals self confidence and we can speak in public well with modals grammar. Grammar is difficult but at least we know the basics because English really needs grammar. But if you are new learners who want to learn English, my suggestion do not try to learn grammar. You can start from alphabet, after that you can start from memorize one by one of word and you will find your passion there to combine word by words became a sentence. English is fun especially on speaking subject.” NA added “I like speaking, but I do not mastering of grammar, I can speak English without thinking the grammar is wrong or right, I know I can do speak english and during the listener understand

what I mean it doesn't matter to anyone, the key just speak or same like you must have a high self confidence, do not try to mastering of grammar if you are new EFL learners, because that is will make English is difficult for us. But I think there is a correlation between speaking with grammar and speaking with self confidence.”

1. The Correlation between Speaking with Grammar and Speaking with Self Confidence

Almost all interviewed EFL students claimed that they have difficulties to speaking with grammar but some EFL students claimed that they have difficulties to speaking with self confidence. All of EFL students told that there is a correlation between speaking with grammar and speaking with self confidence such as opinion of SY, IS, MS, HR, NA, AR, ODM, WP, NY, and MR. They are have different opinion about speaking with grammar and speaking with self confidence, but they realized that speaking with grammar and speaking with self confidence was correlated. So they are consious that speaking with grammar it is hard but they must have high self confidence to cover that and that is a reason why speaking with grammar and speaking with self confidence was correlated. To make their speaking easier, they can learn grammar first before they learn to speaking or they must have high confidence to speaking on condition that they know how to make a sentence become a speech and they will speaking with self confidence. Same like HR said that “Speaking with grammar and Speaking with self confidence is complete package, we can speak in public with modals self confidence and we can speak in public well with grammatical capital. Grammar is difficult but at least we know the basics because English really needs grammar.

But if you are new learners who want to learn English, my suggestion do not try to learn grammar. You can start from alphabet, after that you can start from memorize one by one of word and you will find your passion there to combine word by words became a sentence. English is fun especially on speaking subject.”

2. Research Finding

The main purpose of this research was to find out The Correlation Between Speaking with Grammar and Speaking with Self Confidence in EFL Students. After analyzing the interview results five for ten of EFL students said that there is a correlation between speaking with grammar and speaking with self confidence. Because according to five students speaking with grammar and speaking with self confidence a complete package. They said speaking with grammar is a structured conversation material but speaking without self confidence will also not be possible to do. Grammar is a difficult subject in English but English language needs grammar to make a perfect subject and self confidence as a compliment in English speaking. EFL students have their own method of speaking. Because not all EFL student have the exact same ability. There are some EFL students sure with their grammar and there are some students sure with their self confidence. both are the same as can be done as long as the listener understands what the speaker is talking about.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the researcher concluded that there were two methods in speaking. Such as speaking with grammar and speaking with self confidence and both of that was correlated. The most important thing in speaking is speaking with grammar but without self confidence the speaker can not do that. Grammar is difficult but EFL students required to be studied because English need grammar and not only speaking, there were reading, writing and listening. In English more understanding to practice and in practice need self confidence to do that. Speaking is a person's ability or ability to speak words to express, express, and convey their ideas and feelings orally to others. So speaking is important to learn, but in English there were some rules to speaking. Such as speaking in formal and speaking in unformal and both of that need grammar and self confidence. some of the students who I researched and I gave some questions, they were very enthusiastic to learn to speaking in English it is just that they still lack confidence and they confess not mastering on grammar.

B. Suggestion

Based on conclusion above, there were some suggestion of this researcher below :

1. For EFL students who studying speaking must learn grammar to make your speaking structured and sharpening their self confidence to do speaking.

2. For teacher who teach the EFL students must teaching is more encouraging to make students not feel bored and has a way so that students are easy to understand. frequent teaching using practical methods to sharping self confidence EFL students.

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APPENDIX

Observation Sheet

Date : Thursday, August 4th 2022 and Tuesday, August 9th 2022

Time : 09.00 – 11.00

Location : Classroom, UMSU

Semester/Class : 7th Semester / Class A

Majors : English Department (FKIP)

Atmosphere : Formal

No.	Aspects to be Observed	Description of the result
1.	The students : 1. The number of student 2. The range of ages 3. The Characteristics 4. The Language used	23 students 20 – 22 years old Passive English and Bahasa Indonesia
2.	The researcher and the students process : 1. The speaking method used 2. The technique of asking question 3. The way opening the class 4. The way closing the class	Regularly they used speaking with self confidence, because they use word by word and be a sentence without noticed the grammar. The teacher always ask “what you know about ...?” and “any question?”

		<p>They are opening the class with saying greeting and salam.</p> <p>And they closing the class by saying thank you and alhamdulillah</p>
3.	<p>The materials:</p> <p>1. The main source(s)</p> <p>2. The supporting source(s)</p>	<p>Journal material</p> <p>Google translate</p>
4.	<p>The class :</p> <p>1. The name of the class</p> <p>2. The room facilities</p>	<p>Class A seventh semester</p> <p>Proyector and whiteboard</p>
5.	<p>The interaction:</p> <p>1. Students – students</p> <p>2. Students – Teacher</p>	<p>They use Bahasa Indonesia when they are disscusing.</p> <p>They use English to interaction with teacher.</p>



Picture took when the respondents answer the question of interview



Picture took when the research gave the question of interview

RESULT OF OBSERVATION

No.	Substances of Result	Result
1.	The language used	The students are still speak with Bahasa Indonesia when discuss with their friend. But if the lecturer ask to the students, they using English to answer the questions of the lecturer.
2.	Speaking method that used by EFL students	The students are still speaking without confess the grammar but they have high self confidence so, they keep speaking without thinking about the grammar.
3.	Respons the students to lecturer	The students have good responses to the lecturer they are always notice when the lecturer describes a topic.
4.	Caring for others	The students as good listener when the lecturer explaining the materials. not the slightest fuss.
5.	Comparative of students who used speaking with grammar and speaking with self confidence	Half of the students using method speaking with grammar and the other half of students using method speaking with self confidence.

Interview Question :

1. Manakah yang lebih sulit, Speaking with Grammar atau Speaking With Self Confidence? jelaskan alasan anda!
2. Jika anda di perintahkan untuk berbicara di depan umum apakah anda akan berbicara dengan percaya diri atau berbicara dengan pola bahasa? jelaskan alasan anda!
3. Di dalam bahasa inggris ada yang namanya Speaking with Grammar dan Speaking with Self Confidence. Manakah yang anda sukai saat berbicara? Berikan alasan anda!
4. Grammar adalah hal yang sulit dalam pembelajaran bahasa inggris. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!
5. Percaya diri dalam berbicara adalah hal yang penting. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

INTERVIEW

Day/Date : Wednesday / September 1st 2022

Setting/Location : Google Form / UMSU

Name (Responder) : MS

1. Q: Manakah yang lebih sulit, Speaking with Grammar atau Speaking With Self Confidence? jelaskan alasan anda!

A: Menurut saya speaking with grammar lebih sulit, karena banyak rule atau peraturan yang harus diperhatikan, selain itu pengelompokan kata nya juga harus di pilih supaya terlihat se natural mungkin dengan tidak meninggalkan grammar nya juga.

2. Q: Jika anda di perintahkan untuk berbicara di depan umum apakah anda akan berbicara dengan percaya diri atau berbicara dengan pola bahasa? jelaskan alasan anda!

A: Saya akan berbicara dengan percaya diri, karena menurut saya berbicara itu penting di lakukan dengan percaya diri, dan pada intinya hasil dari berbicara tadi dapat di mengerti oleh kita sendiri dan orang lain sebagai audience.

3. Q: Di dalam bahasa inggris ada yang namanya Speaking with Grammar dan Speaking with Self Confidence. Manakah yang anda sukai saat berbicara? Berikan alasan anda!

A: Saya lebih memilih speaking with self confidence karena, menurut saya speaking with self confidence itu merupakan cata kita agar lebih mampu

apa yang akan kita katakan, dengan tidak di ikat oleh aturan dan lain sebagainya.

4. Q: Grammar adalah hal yang sulit dalam pembelajaran bahasa inggris.

Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Saya setuju, karena menurut saya, didalan mempelajari grammar, kita harus tau pola apa yang menjadi pattern dalam sebuah kalimat, sedangkan kita masih fokus dalam speaking secara umum, dan menurut saya apabila kita telah berhasil dalam speaking secara umum, grammar tersebut akan mengikut dalam hal belajar bahasa Inggris.

5. Q: Percaya diri dalam berbicara adalah hal yang penting. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Saya setuju dengan pernyataan tersebut, karena menurut saya dengan adanya percaya diri kita sendiri akan lebih tahu apa yang akan kita sampaikan dalam speaking, baik itu dalam konteks formal mau pun non formal percaya diri lebih di utamakan, agar membantu ke efektivitasan kita dalam berbicara.

INTERVIEW

Day/Date : Wednesday / September 1st 2022

Setting/Location : Google Form / UMSU

Name (Responder) : SY

1. Q: Manakah yang lebih sulit, Speaking with Grammar atau Speaking With Self Confidence? jelaskan alasan anda!

A: speaking with self confidence

2. Q: Jika anda di perintahkan untuk berbicara di depan umum apakah anda akan berbicara dengan percaya diri atau berbicara dengan pola bahasa? jelaskan alasan anda!

A: bicara percaya diri.

3. Q: Di dalam bahasa inggris ada yang namanya Speaking with Grammar dan Speaking with Self Confidence. Manakah yang anda sukai saat berbicara? Berikan alasan anda!

A: speaking with grammar.

4. Q: Grammar adalah hal yang sulit dalam pembelajaran bahasa inggris. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: tidak

5. Q: Percaya diri dalam berbicara adalah hal yang penting. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: setuju karna jika percaya akan menghasilkan hal yang memuaskan.

INTERVIEW

Day/Date : Wednesday / September 1st 2022

Setting/Location : Google Form / UMSU

Name (Responder) : WP

1. Q: Manakah yang lebih sulit, Speaking with Grammar atau Speaking With Self Confidence? jelaskan alasan anda!

A: Speaking with self confidence. karna aku orgnya sering ga percaya diri

2. Q: Jika anda di perintahkan untuk berbicara di depan umum apakah anda akan berbicara dengan percaya diri atau berbicara dengan pola bahasa? jelaskan alasan anda!

A: Berbicara dengan pola bahasa dan dengan percaya diri maka akan lengkap ketika menyampaikan sesuatu saat diperintahkan berbicara didepan umum.

3. Q: Di dalam bahasa inggris ada yang namanya Speaking with Grammar dan Speaking with Self Confidence. Manakah yang anda sukai saat berbicara? Berikan alasan anda!

A: Speaking self confidence. Karna kepercayaan diri itu penting

4. Q: Grammar adalah hal yang sulit dalam pembelajaran bahasa inggris. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Tidak setuju. Karna semua akan mudah kalau kita cari tau dan mau memperlajarinya

5. Q: Percaya diri dalam berbicara adalah hal yang penting. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Setuju. Karena untuk tampil berbicara dihadapan orang juga butuh kepercayaan terhadap diri kita sendiri supaya tidak terjadinya kegugupan ketika saat berbicara.

INTERVIEW

Day/Date : Wednesday / September 1st 2022

Setting/Location : Google Form / UMSU

Name (Responder) : IS

1. Q: Manakah yang lebih sulit, Speaking with Grammar atau Speaking With Self Confidence? jelaskan alasan anda!

A: Speaking with grammar karena kita harus menempatkan kata sesuai waktunya juga, dan menggunakan kata kerja yang tepat pula.

2. Q: Jika anda di perintahkan untuk berbicara di depan umum apakah anda akan berbicara dengan percaya diri atau berbicara dengan pola bahasa? jelaskan alasan anda!

A: Percaya diri, agar kita mudah menyampaikannya dan orang lain mudah mengerti karena kita berbicara dengan bahasa yang lebih mudah di pahami dan di cerna.

3. Q: Di dalam bahasa inggris ada yang namanya Speaking with Grammar dan Speaking with Self Confidence. Manakah yang anda sukai saat berbicara? Berikan alasan anda!

A: Speaking with self confidence karena kita berbicara tanpa harus berfikir terlebih dahulu itu benar atau salah ucapan yang kita sampaikan

4. Q: Grammar adalah hal yang sulit dalam pembelajaran bahasa inggris. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Iya sangat setuju, karena cakupan grammar sangat luas.

5. Q: Percaya diri dalam berbicara adalah hal yang penting. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Setuju, karena kita harus percaya diri untuk menyampaikan sesuatu agar orang lain paham dan mengerti serta tertarik dengan apa yang kita sampaikan

INTERVIEW

Day/Date : Wednesday / September 1st 2022

Setting/Location : Google Form / UMSU

Name (Responder) : ODM

1. Q: Manakah yang lebih sulit, Speaking with Grammar atau Speaking With Self Confidence? jelaskan alasan anda!

A: Speaking with grammar

2. Q: Jika anda di perintahkan untuk berbicara di depan umum apakah anda akan berbicara dengan percaya diri atau berbicara dengan pola bahasa? jelaskan alasan anda!

A: Percaya diri, karena percaya diri itu penting

3. Q: Di dalam bahasa inggris ada yang namanya Speaking with Grammar dan Speaking with Self Confidence. Manakah yang anda sukai saat berbicara? Berikan alasan anda!

A: Speaking with confidence

4. Q: Grammar adalah hal yang sulit dalam pembelajaran bahasa inggris. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Yaa, karena ketika ingin berbicara harus memikirkan grammar.

5. Q: Percaya diri dalam berbicara adalah hal yang penting. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Iyaa, karena itu menunjukkan sikap percaya terhadap diri sendiri

INTERVIEW

Day/Date : Wednesday / September 1st 2022

Setting/Location : Google Form / UMSU

Name (Responder) : AR

1. Q: Manakah yang lebih sulit, Speaking with Grammar atau Speaking With Self Confidence? jelaskan alasan anda!

A: Speaking with self confidence, karena saya lebih percaya diri dengan apa saja yang saya ucapkan

2. Q: Jika anda di perintahkan untuk berbicara di depan umum apakah anda akan berbicara dengan percaya diri atau berbicara dengan pola bahasa? jelaskan alasan anda!

A: saya memilih berbicara dengan percaya diri, karena berbicara dengan percaya diri lebih membuka saya untuk berbicara lebih banyak

3. Q: Di dalam bahasa inggris ada yang namanya Speaking with Grammar dan Speaking with Self Confidence. Manakah yang anda sukai saat berbicara? Berikan alasan anda!

A: Speaking with self confidence, karena saya lebih percaya diri dengan apa saja yang saya ucapkan

4. Q: Grammar adalah hal yang sulit dalam pembelajaran bahasa inggris. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Tidak setuju, karena grammar juga tidak sesulit yang kita pikirkan

5. Q: Percaya diri dalam berbicara adalah hal yang penting. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Ya saya setuju, berbicara dengan perca diri membuat saya lebih berani dalam menyampaikan hal-hal yg ingin saya sampaikan

INTERVIEW

Day/Date : Wednesday / September 1st 2022

Setting/Location : Google Form / UMSU

Name (Responder) : HR

1. Q: Manakah yang lebih sulit, Speaking with Grammar atau Speaking With Self Confidence? jelaskan alasan anda!

A: speaking with grammar

2. Q: Jika anda di perintahkan untuk berbicara di depan umum apakah anda akan berbicara dengan percaya diri atau berbicara dengan pola bahasa? jelaskan alasan anda!

A: berbicara dengan percaya diri, karena saya lebih bebas menyampaikan apa yang ada di pikiran saya daripada harus memikirkan pola bahasa

3. Q: Di dalam bahasa inggris ada yang namanya Speaking with Grammar dan Speaking with Self Confidence. Manakah yang anda sukai saat berbicara? Berikan alasan anda!

A: speaking with self confidence, karena saya hanya berbicara ap yg sudah ada di dalam pikiran saya saja

4. Q: Grammar adalah hal yang sulit dalam pembelajaran bahasa inggris. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Setuju, karena kita harus memahami rumus rumus dalam menulis atau membicarakan suatu kalimat

5. Q: Percaya diri dalam berbicara adalah hal yang penting. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: setuju, karena saat kita berbicara semua orang yang mendengarkan akan tertuju kepada kita, maka dari itu percaya diri sangat diperlukan dalam hal ini

INTERVIEW

Day/Date : Wednesday / September 1st 2022

Setting/Location : Google Form / UMSU

Name (Responder) : MR

1. Q: Manakah yang lebih sulit, Speaking with Grammar atau Speaking With Self Confidence? jelaskan alasan anda!

A: speaking with grammar, karna menurut saya berbicara dengan pola Bahasa adalah hal yang sangat sulit

2. Q: Jika anda di perintahkan untuk berbicara di depan umum apakah anda akan berbicara dengan percaya diri atau berbicara dengan pola bahasa? jelaskan alasan anda!

A: berbicara dengan percaya diri, karena saya suka berbicara apa yang saya ingin bicarakan

3. Q: Di dalam bahasa inggris ada yang namanya Speaking with Grammar dan Speaking with Self Confidence. Manakah yang anda sukai saat berbicara? Berikan alasan anda!

A: speaking with self confidence, karena saya percaya diri orangnya

4. Q: Grammar adalah hal yang sulit dalam pembelajaran bahasa inggris. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Setuju, karena dalam pelajaran grammar itu sangat banyak aturan – aturannya dan saya sangat sulit menghafalnya

5. Q: Percaya diri dalam berbicara adalah hal yang penting. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: setuju, karena kalau kita tidak percaya diri kita tidak akan bisa berbicara dan hanya bisa terdiam saja

INTERVIEW

Day/Date : Wednesday / September 1st 2022

Setting/Location : Google Form / UMSU

Name (Responder) : NY

1. Q: Manakah yang lebih sulit, Speaking with Grammar atau Speaking With Self Confidence? jelaskan alasan anda!

A: speaking with self confidence, karna saya kurang percaya diri untuk melakukan sesuatu di depan khalayak banyak

2. Q: Jika anda di perintahkan untuk berbicara di depan umum apakah anda akan berbicara dengan percaya diri atau berbicara dengan pola bahasa? jelaskan alasan anda!

A: berbicara dengan pola bahasa, karena saya lebih suka menghafal dan saya akan lebih dulu membuat naskahnya dan menghafalnya

3. Q: Di dalam bahasa inggris ada yang namanya Speaking with Grammar dan Speaking with Self Confidence. Manakah yang anda sukai saat berbicara? Berikan alasan anda!

A: speaking with self confidence, karena saya hanya berbicara ap yg sudah ada di dalam pikiran saya saja

4. Q: Grammar adalah hal yang sulit dalam pembelajaran bahasa inggris. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: kurang setuju, karena menurut saya kalua kita sudah suka sesuatu kita akan suka semua sisi dari sesuatu tersebut. Jadi pasti akan di jalani juga walaupun sulit

5. Q: Percaya diri dalam berbicara adalah hal yang penting. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: setuju, karna saya orang yang kurang percaya diri maka dari itu saya tidak sering berbicara dengan orang lain

INTERVIEW

Day/Date : Wednesday / September 1st 2022

Setting/Location : Google Form / UMSU

Name (Responder) : NA

1. Q: Manakah yang lebih sulit, Speaking with Grammar atau Speaking With Self Confidence? jelaskan alasan anda!

A: speaking with grammar, karena grammar itu sulit

2. Q: Jika anda di perintahkan untuk berbicara di depan umum apakah anda akan berbicara dengan percaya diri atau berbicara dengan pola bahasa? jelaskan alasan anda!

A: berbicara dengan percaya diri, karena lebih mudah untuk berbicara kalau sudah percaya diri

3. Q: Di dalam bahasa inggris ada yang namanya Speaking with Grammar dan Speaking with Self Confidence. Manakah yang anda sukai saat berbicara? Berikan alasan anda!

A: speaking with self confidence, karena berbicara dengan percaya diri itu mudah di lakukan

4. Q: Grammar adalah hal yang sulit dalam pembelajaran bahasa inggris. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: Setuju, karena grammar itu sangat banyak cabangnya dan semuanya harus di mengerti agar tidak terkecoh

5. Q: Percaya diri dalam berbicara adalah hal yang penting. Apakah anda setuju dengan pernyataan tersebut? Coba jelaskan alasannya!

A: setuju, karena kalau tidak percaya diri bagaimana kitab isa meyakinkan pendengar.

CALCULATION THE DATA

No.	Question	Answer
1.	Participants who agree about speaking with grammar is good solution to speak.	There were five participants answer agree about speaking with grammar is good solution to speak.
2.	Participants who agree about speaking with self confidence is good solution to speak.	There were five participants answer agree about speaking with self confidence is good solution to speak.
3.	Participants who agree about there is a correlation between speaking with grammar and speaking with self confidence.	There were ten participants answer agree about there is a correlation between speaking with grammar and speaking with self confidence.

DAFTAR RIWAYAT HIDUP

Data Pribadi

Nama : PUTRI AYU UTAMI
Tempat / Tgl Lahir : Medan, 07 Juli 1999
Jenis Kelamin : Perempuan
Agama : Islam
Warga Negara : Indonesia
Alamat : Jl. Istiqomah No. 26 Helvetia Pasar II
Anak Ke : 1 dari 3 bersaudara

Nama Orang Tua

Ayah : Herdiyanto
Ibu : Ariani
Alamat : Jl. Istiqomah No. 26 Helvetia Pasar II

Pendidikan Formal

1. SD Swasta Harvard School Medan
2. SMP Swasta Al-Ulum Terpadu Medan
3. SMA Dharmawangsa Medan
4. Kuliah pada Fakultas Keguruan dan Ilmu Pendidikan Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Sumatera Utara

Medan, 7 Oktober 2022




PUTRI AYU UTAMI



MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
AKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Putri Ayu Utami
NPM : 1802050091
ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
The Correlation Between Speaking with Grammar and Speaking with Self confidence Language in EFL Students	Ace 11 Februari 2022. 

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 10 Februari 2022

Disetujui oleh
Dosen Pembimbing



(Rita Harisma. S.Pd. M.Hum)

Hormat Pemohon



(Putri Ayu Utami)



MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
AKULTAS KEGURUAN DAN ILMU PENDIDIKAN
l. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : PUTRI AYU UTAMI
NPM : 1802050091
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3,61
IPK = 3,61

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
<i>15/02/2022</i> 	The Correlation Between Speaking with Grammar and Speaking with Self Confidence language in EFL Students	<i>15/02/22</i>
	Improving The EFL Learner Vocabulary and Their Pronunciation Through Reading Poetry of Chairil Anwar	
	Error in EFL Students Writing About Their Daily Activities	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 11 Februari 2022

Hormat Pemohon,

(PUTRI AYU UTAMI)

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : PUTRI AYU UTAMI
NPM : 1802050091
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Correlation Between Speaking with Grammar and Speaking with Self Confidence language in EFL Students

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : RITA HARISMA. S.Pd.M.Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi Saya

Demikianlah permohonan ini Saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu Saya ucapkan terima kasih.

Medan, 11 Februari 2022
Hormat Pemohon,

(PUTRI AYU UTAMI)

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jl. Mukhtar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 418 /II.3-AU/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Putri Ayu Utami
NPM : 1802050091
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Correlation Between Speaking With Grammar and Speaking With Self Confidence Language in EFL Students.

Dosen Pembimbing : Rita Harisma, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 15 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 14 Rajab 1443 H
15 Februari 2022 M



Dekan
Putri Ayu Utami
Dra. Hj. Svamsuurnita, M.Pd
NIP : 19670604 199303 2 002

Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGKUTI SEMINAR



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara- bagi:


Nama Lengkap : Putri Ayu Utami
N.P.M : 1802050091
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Correlation Between Speaking With Grammar And Speaking With Self Confidence In EFL Students

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

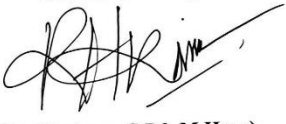
Medan, 15 Juli 2022

Disetujui oleh:

Diketahui oleh
Ketua Program Studi,


(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing


(Rita Harisma, S.Pd, M.Hum)

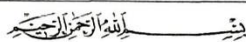


UMSU
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**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umhsu.ac.id> E-mail: fkip@umhsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Putri Ayu Utami
N.P.M : 1802050091
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation Between Speaking With Grammar and Speaking With Self Confidence Language in EFL Students

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
19 Mei 2022	Chapter I :- Review Background	
	- Review Identification	
	- Review scop and limitation	
23 Mei 2022	- Review objectives	
	- Review significance	
25 Mei 2022	Chapter II :- Review Theoretical framework	
31 Mei 2022	- Review conceptual	
	- Review definition of Correlation.	
	- Review Analysis Theoretical.	
7 Juni 2022	- Review Relevant Study	
15 Juni 2022	Chapter III :- Review Research Design	
	- Review Location	
	- Review Collecting Data.	
17 Juni 2022	- Review Analyzing Data	
	- Review References	
30 Juni 2022	- Review chapter I - chapter III	
	- ACC.	

Medan, 30 Juni 2022

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

(Rita Harisma, S.Pd., M.Hum)




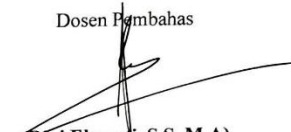
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 15 Bulan Juli Tahun 2022 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

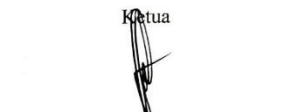
Nama Lengkap : Putri Ayu Utami
 N.P.M : 1802050091
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Correlation Between Speaking With Grammar And Speaking With Self Confidence Language In EFL Students


No	Masukan dan Saran
Judul	Revise The Correlation Between Speaking With Grammar and Speaks with self confidence in EFL
Bab I	background : Revise Identification : Revise scope and limitation
Bab II	check your reference, only references used shoud be put in ch 2
Bab III	Revise
Lainnya	write the reference by using acceptable format
Kesimpulan	[] Disetujui [] Ditolak [X] Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing

 (Rita Harisma, S.Pd, M.Hum)

Dosen Pembahas

 (Rini Ekayati, S.S, M.A)

Panitia Pelaksana

Ketua

 (Pirman Ginting, S.Pd., M.Hum)

Sekretaris

 (Rita Harisma, S.Pd., M.Hum)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Putri Ayu Utami
N.P.M : 1802050091
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation Between Speaking With Grammar And Speaking With
Self Confidence In EFL Students

benar telah melakukan seminar proposal skripsi pada hari Jum'at, tanggal 15, Bulan Juli,
Tahun 2022

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Juli 2022

Ketua,

Pirman Ginting, S.Pd., M.Hum.



UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Muchtar Basri, BA No.3 Medan Telp. (061) 661905 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Putri Ayu Utami
NPM : 1802050091
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Correlation Between Speaking With Grammar And Speaking With Self Confidence
Language In EFL Students

Menjadi:

The Correlation Between Speaking With Grammar And Speaking With Self Confidence In
EFL Students

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, Agustus 2022

Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd, M.Hum

Hormat Pemohon

Putri Ayu Utami

Diketahui Oleh :

Dosen Pembahas

Rini Ekayati, S.S, M.A

Dosen Pembimbing

Rita Harisma, S.Pd, M.Hum

Medan, Agustus 2022

Hal : Permohonan Izin Riset

Kepada Yth, Ibu Dekan
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Sumatera Utara
di
Tempat

*Bismillahirrahmanirrahim
Assalamualaikum Wr. Wb.*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka mohon kepada Ibu memberi izin kepada mahasiswa kami untuk melakukan penelitian/riset di Fakultas yang Ibu pimpin, Adapun data mahasiswa kami tersebut sebagai berikut:

Nama Lengkapn : Putri Ayu Utami
NPM : 1802050091
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation Between Speaking With Grammar And
Speaking With Self Confidence In EFL Students

Demikian hal ini kami sampaikan. Atas perhatian dan kesediaan serta kerjasama yang baik dari Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin

Ketua Prodi



Pirman Ginting, S.Pd., M.Hum

Pemohon



Putri Ayu Utami

****Pertinggal****



UMSU

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Bila menjawab surat ini, agar disebutkan nomor dan tanggal

MAJELIS PENDIDIKAN TINGGI, PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website : <http://www.umsu.ac.id> E-mail : rektor@umsu.ac.id

Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

SURAT IZIN RISET

Nomor: 1635/SI/II.3-AU/UMSU-02/D/2022

Bismillahirrahmanirrahim

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 10 Agustus s.d 10 September 2022 kepada :

Nama : Putri Ayu Utami
NIDN : 1802050091
Program Studi : Pendidikan Bahasa Inggris
Judul : **The Correlation Between Speaking With Grammar and Speaking With Self Confidence in EFL Students**

Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih.

Medan, 10 Agustus 2022

Dekan

Dra. Hj. Samsu Jurnita, M.Pd



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Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

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