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APPENDICES

APPENDIX 1

List of Participant

NO	NAME	SESSION
1	Rifkol Amar Khamid	1 st Session
2	Moh. Sidik	1 st Session
3	Abdulah Gimnastiar	1 st Session
4	Ashar Rustan	1 st Session
5	Mastio Daud	1 st Session
6	Darlan	1 st Session
7	Ambriyansyah	1 st Session
8	Dadang Hermawan	1 st Session
9	Muhammad Septian Dwi Rizki	1 st Session
10	Maulana	1 st Session
11	Nur Muhamad Risdianto	1 st Session
12	M. KhoerulAnam	1 st Session
13	Ihya Ullumuddin	1 st Session
14	Fahrul Irfanul Iman	1 st Session
15	Ahmad Nurkholis	1 st Session
16	Yahya	1 st Session
17	Faishal Arief	1 st Session
18	Sandy Nugroho	2 nd Session
19	Nurul Falah	2 nd Session
20	Arjuna Vikar Maulidhina	2 nd Session
21	Tubagus	2 nd Session
22	Aditya Nur Rizky	2 nd Session
23	Rilos Pramigo	2 nd Session
24	Aziyudhistira	2 nd Session
25	Muhyi Al Raafi	2 nd Session
26	Riski Dodi Setiawan	2 nd Session
27	Rahmat Alamsyah	2 nd Session
28	Dani Ramdani	2 nd Session
29	Winana	2 nd Session
30	Zidaniar Wildani	2 nd Session
31	Muhammad Nurihwan Maulana	2 nd Session

APPENDIX 2

Blue Print Critical Thinking Questionnaire

Based on the theory of Peter A. Facione, there are six core variables of critical thinking. Those are interpretation, analysis, evaluation, inference, explanation, and self regulation as stated in chapter 2. The variables divided into sub-variable (Peter, 2015). There are 29 questionnaire items (before validation) with 1- 4 point of likert scale (strongly disagree, disagree, agree, and strongly agree).

The table bellow shows the theory of critical thinking as the basic of questionnaire item;

Core Critical Thinking		
Variable	Experts' Consensus Description	Sub-Variable
Interpretation	To express and comprehend the significance of a wide variety of situations, experiences, data, judgments, events, beliefs, conventions, rules, criteria, or procedure	categorize
		decode significance
		clarify meaning
Analysis	to identify the actual and intended inferential relationships among questions, descriptions, statements, concepts, or other forms of representation intended to express judgment, belief, reason, information, opinions.	examine ideas
		identify arguments
		identify reasons and claims
Inference	to identify elements needed to draw reasonable conclusions; to consider relevant information and reduce the consequences flowing from data, principles, statements, judgments, evidence, beliefs, concepts, opinions, questions, descriptions, or other representation	query evidence
		conjecture alternatives
		draw logically valid or justified conclusions
Evaluation	to assess the credibility of statements or other representations that are accounts or descriptions of a person's experience, perception, situation, belief, judgment, or opinion; and to assess the logical	Assess credibility of claims

	strength of the actual or intended inferential relationship among descriptions, questions, statements, or other representation.	Assess quality of arguments that were made using inductive or deductive reasoning
Explanation	to justify and state that reasoning in terms of the evidential, conceptual, criteriological, methodological, and contextual considerations upon which one's results were based and present one's reasoning in the form of cogent arguments	Describing method and results
		Justify procedures
		Proposing and defending argument(casual and conceptual)
		Well-presented and full-reasoned argument
Self-regulation	self-consciously to monitor one's cognitive activities, the elements used in those activities, and the result educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgment with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results	Self-assessment
		Self-correction

APPENDIX 3

Blue Print Self-Confidence Questionnaire

As developed by (Park & Lee, 2005), there are four variables of self-confidence focusing on communication willingness. The variables are situational confidence, communication confidence, language potential confidence, and language ability confidence. Those variables divided into several sub-variables.

Beside, Shrauger (1990) in book of (Robinson, Philip, & Wrightsman, 1991) introduced Personal Evaluation Inventory (PEI) which designed to measure the specific domains of general self-confidence. The domains are academic performance, athletics, physical appearance, romantic relationships, and social interaction, speaking with people, general confidence, and mood. But in this context, the researcher only takes three domains or variables that related to the research. The three variables are academic performance, social interaction, and general confidence. The reason of researcher only takes three variable is because the rest of variable is not related to debate based self-confidence of student and it is too general, such as romantic relationship, athletic, physical appearance, and mood. Beside that, the variable of speaking with people already existed and included in previous theory. Therefore, it is no longer taken by researcher.

The table below shows the theory used by researcher

Core of Self-Confidence		
Variable	Definition	Sub-variable
Situational confidence	Situational confidence refers to how the students feel toward themselves, how they view themselves in classroom and also the students' feeling toward their importance by others and needed by classmates	Students feel they are great students
		Students feel that they are important in class
		Students feel that their class need them
Communication confidence	Communication confidence is whether or not the students feel shy while communicating with the rest of class, whether they feel shy when communicating with teacher and new people.	Students do not feel shy speaking in front of classmate
		Students do not feel shy speaking in front of teacher

		Students do not feel shy speaking in front of new people
Language potential confidence	Language potential confidence is viewed through students' perception if they get good english score, can speak english perfectly, and get good toefl score.	Students think that they will get good english score
		Students think they will speak English perfectly
Language ability confidence	It refers to students' perception on learning language. How they think they can learn to speak english and how they think that they are good english speaker.	Students think that they can learn to speak english
		Students think that they are good speaker of English
Academic performance	Academic confidence refers to the ability, self-concept of academic ability and academic motivation of students. It is positively correlate with achievement of the students. They will show certainty in succeeding assignment, test or academic goals, they seek out activities that are intellectually challenging because they know they can do it.	Ability
		Self- concept of academic ability
		Academic motivation
Social interaction	Students as well as other people have the need to be accepted. It motivates them to seek out the interaction with others. Those who have good social interaction will feel at ease and have no awkwardness in crowd, they know how to behave with composure and mingle as well as with people who have differtent personalities.	Feeling at ease and have no awkwardness in any crowd
		Know how to behave with composure and mingle
		Know how to behave with different personalities
General confidence	General confidence is psychological shield to cope with the risk of environmental instability. Those who have more experience in past and work out over and over again can be quite sure that things will also work out in the future. Students who have good general confidence have a type of assurance that	Optimistic

	show a belief "i can do it"	
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APPENDIX 4

The Result of Validity Test

A. Validity of Self-Confidence Questionnaire

No	R-obtained	R-table	Result
1	0.053175	0.355	Invalid
2	0.674145	0.355	Valid
3	0.306592	0.355	Invalid
4	0.598379	0.355	Valid
5	0.559892	0.355	Valid
6	0.598379	0.355	Valid
7	0.545162	0.355	Valid
8	0.613685	0.355	Valid
9	0.2636	0.355	Invalid
10	0.66485	0.355	Valid
11	0.489659	0.355	Valid
12	0.663087	0.355	Valid
13	0.443357	0.355	Valid
14	-0.02965	0.355	Invalid
15	0.6668	0.355	Valid
16	0.776791	0.355	Valid
17	0.77016	0.355	Valid
18	0.47507	0.355	Valid
19	0.675622	0.355	Valid
20	0.625538	0.355	Valid
21	0.470743	0.355	Valid
22	0.559374	0.355	Valid
23	0.730369	0.355	Valid
24	0.443477	0.355	Valid
25	0.378074	0.355	Valid
26	0.440757	0.355	Valid
27	0.398898	0.355	Valid
28	0.621699	0.355	Valid
29	0.381291	0.355	Valid
30	0.596585	0.355	Valid
31	0.555545	0.355	Valid
32	0.598789	0.355	Valid
33	0.545172	0.355	Valid

B. Validity of Critical Thinking Questionnaire

No	R-obtained	R-table	Result
1	0.427776	0.355	Valid
2	0.542217	0.355	Valid
3	0.685593	0.355	Valid
4	0.531513	0.355	Valid
5	0.185406	0.355	Invalid
6	0.432565	0.355	Valid
7	0.514224	0.355	Valid
8	-0.05393	0.355	Invalid
9	0.433894	0.355	Valid
10	0.48903	0.355	Valid
11	0.655276	0.355	Valid
12	0.423388	0.355	Valid
13	0.651943	0.355	Valid
14	0.51305	0.355	Valid
15	0.457915	0.355	Valid
16	0.139142	0.355	Invalid
17	0.378097	0.355	Valid
18	0.515523	0.355	Valid
19	0.541556	0.355	Valid
20	0.475592	0.355	Valid
21	0.428299	0.355	Valid
22	0.370104	0.355	Valid
23	0.405282	0.355	Valid
24	0.59541	0.355	Valid
25	0.51305	0.355	Valid
26	0.507274	0.355	Valid
27	0.448993	0.355	Valid
28	0.599153	0.355	Valid
29	0.659755	0.355	Valid

APPENDIX 5

Questionnaires

Petunjuk pengisian

1. Jawablah pernyataan-pernyataan dibawah ini dengan sejujur-jujurnya.
2. Berikan tanda centang (☐) pada jawaban yang anda angap paling benar.

Keterangan

Pernyataan	
Sangat Setuju	4
Setuju	3
Tidak Setuju	2
Sangat Tidak Setuju	1

QUESTIONNAIRE CRITICAL THINKING

Pernyataan	1	2	3	4
1. Kemampuan untuk membuat konsep tentang apa yang saya pelajari berpengaruh terhadap kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
2. Kemampuan untuk menyimpulkan ide seseorang kedalam bahasa saya sendiri berpengaruh terhadap kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
3. Kemampuan dalam menangkap makna yang disampaikan secara tidak rinci berpengaruh terhadap kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
4. Kemampuan untuk mengetahui persamaan dari dua opsi yang berbeda mengembangkan kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
5. Kemampuan pemikiran kritis tentang suatu isu dapat mengembangkan kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
6. Kemampuan untuk mengambil makna dari pesan tersirat berpengaruh dapat melatih saya dalam menyampaikan pendapat berbahasa Inggris				
7. Kemampuan berfikir tentang dasar untuk menerima argument atau kesimpulan dapat memberikan keterampilan terhadap kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
8. Kemampuan memikirkan tentang analisis yang logis sebagai dasar pernyataan mendorong kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
9. Kemampuan dalam mengukur apakah opini saya/orang lain itu terpercaya atau tidak, tidak berpengaruh terhadap kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
10. Kemampuan untuk menentukan validitas dari sumber				

informasi dapat mengembangkan kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
11. Kemampuan dalam membandingkan kekuatan dan kelemahan dari kemungkinan yang ada dapat mengembangkan kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
12. Kemampuan dalam menyimpulkan argument dari kekuatan premisnya (<i>assertion</i>) dapat meningkatkan kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
13. Kemampuan menarik kesimpulan dari apa yang telah saya ketahui sejauh ini dapat membuat saya lebih mudah dalam menyampaikan pendapat berbahasa Inggris				
14. Kemampuan untuk membuat bagan untuk mengatur ide-ide saya dapat meningkatkan kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
15. Kemampuan untuk mengurutkan metode atau hasil secara urut berpengaruh terhadap kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
16. Saya lebih mudah membangun konsep pemikiran secara terstruktur (berurutan) ketika menyampaikan pendapat berbahasa Inggris				
17. Kemampuan untuk melakukan perbandingan logis terhadap hal yang sudah ditetapkan dapat meningkatkan kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
18. Kemampuan untuk berfikir tentang proses dalam mengambil kesimpulan/hasil tertentu dapat melatih kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
19. Kemampuan untuk berfikir dari banyak sudut pandang untuk mengajukan/ mempertahankan/ memperkuat keyakinan tidak melatih kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
20. Kemampuan dalam menyampaikan argumen/ide/temuan/opini secara terstruktur tidak melatih kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
21. Kemampuan untuk mengungkapkan ide yang belum terfikirkan dapat meningkatkan kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
22. Kemampuan dalam menjelaskan alasan logis sebagai dasar keputusan saya tidak dapat meningkatkan kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
23. Kemampuan untuk memperbaiki pemikiran yang masih ambigu dapat meningkatkan kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
24. Kemampuan dalam menemukan ide/alasan/informasi yang belum terfikirkan tidak dapat membantu kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
25. Kemampuan saya untuk melakukan evaluasi diri ketika saya salah dalam mengambil keputusan dapat melatih kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
26. Secara keseluruhan, kemampuan berfikir kritis saya dapat				

meningkatkan kemampuan saya dalam menyampaikan pendapat berbahasa Inggris				
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QUESTIONNAIRE SELF-CONFIDENCE

Pernyataan	1	2	3	4
1. Opini /ide saya tidak dihargai oleh teman sekelas saya				
2. Saya mampu untuk membela/menolak ide di dalam kelas sejak saya dalam berbahasa Inggris				
3. Saya tidak merasa malu untuk mengutarakan opini/ide yang berbeda dalam berbahasa Inggris				
4. saya percaya diri untuk bertanya ke guru jika saya tidak mengerti sesuatu dalam berbahasa Inggris				
5. Saya takut untuk menjawab pertanyaan guru dalam bahasa Inggris karena saya malu jika jawaban saya salah				
6. Bahasa Inggris melatih saya agar mampu mengemukakan pendapat didepan orang baru				
7. Berbicara dengan orang asing dan orang baru adalah hal biasa dalam berbahasa Inggris				
8. Saya yakin akan dengan mudah mendapatkan nilai Bahasa Inggris yang bagus dengan melatih berbicara dalam bahasa Inggris				
9. Saya percaya bahwa nilai bahasa Inggris saya tergolong bagus dan lebih baik dari teman saya				
10. Saya percaya bahwa saya bisa berbahasa Inggris dengan sangat baik melalui latihan berbicara dalam bahasa Inggris				
11. Saya optimis bahwa saya bisa belajar bahasa Inggris				
12. saya percaya diri untuk menyatakan memberikan atau menolak opini dengan baik dalam berbahasa Inggris				
13. Keterampilan dari berbahasa Inggris tidak membantu saya dalam mengembangkan kemampuan akademik di sekolah				
14. Berbicara dalam bahasa Inggris dapat mengembangkan skill saya, saya percaya dengan kemampuan yang saya miliki				
15. Saya dapat menunjukkan kemampuan akademik melalui prestasi dalam berbahasa Inggris				
16. Dari tukar pendapat dalam bahasa Inggris, saya senang mencari aktifitas yang mengasah pemikiran karena saya yakin bisa melakukannya				
17. Ketika saya menghadapi tes penting atau tugas akademik lain, saya merasa gugup dan bahkan pesimis				
18. Berbicara berbahasa Inggris melatih saya agar nyaman dalam grup, dan saya bisa melakukannya dengan baik				
19. Ketika melakukan pertemuan dengan orang lain, saya merasa malu dan tidak nyaman				
20. Saya bertemu banyak teman baru di kursus bahasa Inggris, saya pikir saya adalah orang yang mudah bergaul dengan semua orang				

21. Menurut saya bertemu orang baru adalah sesuatu yang tidak menyenangkan				
22. Bertukar cerita dengan bahasa Inggris membantu saya untuk menghormati kepribadian orang lain				
23. Saya tahu setiap orang memiliki karakter yang berbeda, dan saya tahu bagaimana harus bertingkah didepan mereka				
24. Berbahsa Inggris memberi pengalaman untuk bertemu dan beradaptasi dengan orang baru				
25. Melalui bahasa Inggris, saya memenuhi beberapa keterampilan yang mendukung suksesanku				
26. Melalui skill yang saya dapat dari bahasa Inggris, saya yakin saya akan menjadi orang sukses suatu hari				
27. Dapat berbahasa Inggris mendorong saya untuk memiliki keyakinan terhadap diri sendiri				
28. Melalui bahasa Inggris, saya yakin bahwa saya berkompeten sebagaimana orang lain disekitar saya				
29. Secara keseluruhan, berbicara dalam bahasa Inggris berkontribusi terhadap kepercayaan diri saya				

APPENDIX 6

Students' Oral Language Observation Matrix (SOLOM)

Students' Oral Language Observation Matrix (SOLOM)					
	Bellow 62	63-72	73-82	83-92	93-99
	Level 1	Level 2	Level 3	Level 4	Level 5
Comprehension	Cannot understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition.	Understand most of what is said at slower-than-normal speed with repetition.	Understand nearly everything at normal speed. Although occasional repetition may be necessary.	Understand everyday conversation and normal classroom discussions without difficulty.
Fluently	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the student's searches for the correct manner of expression.	Speech in everyday conversation and in classroom discussion is fluent and effortless approximating that of a native speaker.

Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words in conversation somewhat limited because of inadequate vocabulary.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Use of vocabulary and idioms approximates that of a native speaker.
Pronunciation	Pronunciation problem so severe as to make speech virtually unintelligible.	Very hard to understand because pronunciation problem, must frequently be asked to repeat in order to be understood.	Pronunciation problems necessitate concentration on the part of listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximates that of a native speaker.
Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is said to basic patterns.	Makes frequent errors of grammar and word order which occasionally obscure meaning.	Occasionally make grammatical or word order errors which do not obscure meaning.	Grammatical usage and word order approximate a native speaker's.

APPENDIX 7
SPEAKING SCORE
FINAL TEST SPEAKING INTERVIEW LPK NUSA DUA GEDONGAN
PELATIHAN BAHASA INGGRIS - GELOMBANG 1 DAN GELOMBANG 2

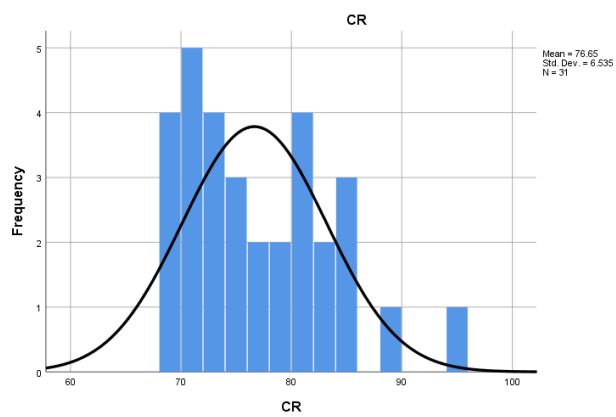
NO	NAMA	Miss Nafi						Miss Shelby						Rata-rata
		C	F	V	P	G	AVRG	C	F	V	P	G	AVRG	
1	Rifkol Amar Khamid	85	84	85	85	83	84,4	84	84	83	84	83	83,6	84
2	Moh. Sidik	78	79	78	82	77	78,8	77	77	75	76	77	76,4	77,6
3	Abdulah Gimnastiar	76	80	79	80	79	78,8	78	78	69	73	70	73,6	76,2
4	Ashar Rustan	84	84	83	83	84	83,6	82	82	83	84	83	82,8	83,2
5	Mastio Daud	80	80	79	79	80	79,6	80	70	70	80	70	74	76,8
6	Darlan	78	75	77	79	78	77,4	80	70	75	79	70	74,8	76,1
7	Ambriyansyah	75	72	75	79	72	74,6	73	74	74	75	73	73,8	74,2
8	Dadang Hermawan	78	75	72	72	75	74,4	76	75	74	76	75	75,2	74,8
9	Muhammad Septian Dwi Rizki	82	83	83	82	83	82,6	90	97	90	98	90	93	87,8
10	Maulana	75	72	72	72	72	72,6	70	70	70	70	70	70	71,3
11	Nur Muhamad Risdianto	78	75	77	75	77	76,4	75	75	70	75	75	74	75,2
12	M. Khoerul Anam	79	79	78	85	80	80,2	85	78	85	78	80	81,2	80,7
13	Ihya Ullumuddin	84	84	84	83	83	83,6	80	78	80	73	73	76,8	80,2
14	Fahrul Irfanul Iman	80	79	82	82	79	80,4	81	82	80	80	79	80,4	80,4
15	Ahmad Nurkholis	70	71	73	73	72	71,8	70	73	70	75	75	72,6	72,2
16	Yahya	81	82	82	82	81	81,6	80	80	80	80	80	80	80,8
17	Faishal Arief	80	81	79	79	80	79,8	77	78	80	80	77	78,4	79,1
18	Sandy Nugroho	77	76	79	79	78	77,8	79	79	80	80	79	79,4	78,6
19	Nurul Falah	75	76	78	79	77	77	74	77	78	76	74	75,8	76,4
20	Arjuna Vikar Maulidhina	77	80	75	74	79	77	78	78	77	76	75	76,8	76,9
21	Tubagus	79	79	82	82	81	80,6	80	80	81	80	79	80	80,3
22	Aditya Nur Rizky	83	83	84	84	82	83,2	81	80	85	86	83	83	83,1
23	Rilos Pramigo	79	79	81	81	80	80	76	77	82	81	75	78,2	79,1
24	Aziyudhistira	78	80	77	79	77	78,2	78	79	77	78	75	77,4	77,8
25	Muhyi Al Raafi	78	80	81	79	75	78,6	78	79	80	78	76	78,2	78,4
26	Riski Dodi Setiawan	80	82	83	85	82	82,4	80	82	81	82	80	81	81,7

27	Rahmat Alamsyah	78	77	75	77	78	77	79	81	82	79	77	79,6	78,3
28	Dani Ramdani	82	82	81	81	81	81,4	84	79	83	84	76	81,2	81,3
29	Winana	78	79	76	75	77	77	79	77	80	79	77	78,4	77,7
30	Zidaniar Wildani	80	80	81	81	80	80,4	80	81	83	84	82	82	81,2
31	Muhammad Nurihwan Maulana	83	83	84	84	83	83,4	81	82	83	83	81	82	82,7

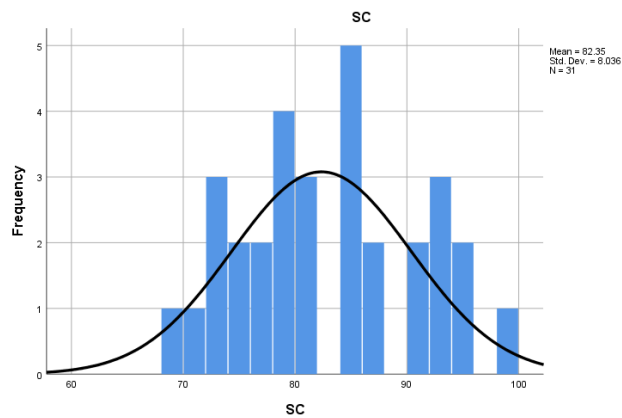
APPENDIX 8

The Bar Chart Statistic

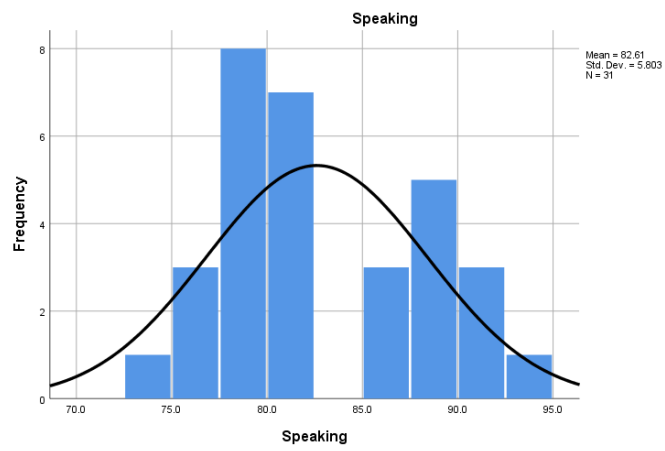
A. The Bar Chart of Critical Thinking



B. The Bar Chart of Self-Confidence



C. The Bar Chart of Speaking



APPENDIX 9

Surat Keterangan Penelitian




YAYASAN MANBAUL HIKMAH GEDONGAN
 AKTA NOTARIS NO. 21.- TGL 07-01-2010
 SK MENKUMHAM RI NO. : AHU.565.AH.01.04.THN.2010
BALAI LATIHAN KERJA KOMUNITAS MANBAUL HIKMAH
 Pondok Pesantren Gedongan Desa Ender Kec. Pangenan Kab. Cirebon
 Kode Pos : 45182 Telp. (0231) 3371174

SURAT KETERANGAN

Nomor: 092/BLKK-MH/YMH/X/2020

Yang bertanda tangan dibawah ini:

Nama : Ade Tohir, S.Ag.
 Jabatan : Kepala Balai Latihan Kerja Komunitas Manbaul Hikmah
 Menerangkan dengan sebenarnya bahwa:

Nama : Haulan Nafi'ah
 NIM : 932215316
 Semester : 9 (Sembilan)/ Ganjil
 Fakultas/Prodi : Tarbiyah/Tadris Bahasa Inggris
 Instansi : IAIN Kediri

Bahwa yang bersangkutan telah kami izinkan untuk melakukan penelitian lapangan pada peserta pelatihan Bahasa Inggris gelombang pertama (September 2020) dan gelombang kedua (Oktober 2020) yang diselenggarakan di Balai Latihan Kerja (BLK) Komunitas Kejuruan Bahasa Yayasan Manbaul Hikmah Pesantren Gedongan Cirebon dengan judul skripsi "**The Correlation between Self-confidence and Critical Thinking towards Speaking Skill of EFL Learners at Balai Lembaga Kerja (BLK) Komunitas Kejuruan Bahasa Yayasan Manbaul Hikmah Pesantren Gedongan Cirebon**"

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana semestinya. Atas perhatiannya kami ucapkan terimakasih.

Cirebon, 27 Oktober 2020

Kepala BLKK,



Ade Tohir, S.Ag.

APPENDIX 10

Documentation



The participants took speaking test through skype call



The students and teachers at BLK *KomunitasKejuruan Bahasa Yayasan Manbaul Hikmah PesantrenGedongan* Cirebon

APPENDIX 11**Curriculum Vitae****Data Pribadi**

Nama : Haulan Nafi'ah
JenisKelamin : Perempuan
Tempat, tanggalahir : Kediri, 16 Nopember 1997
Alamat : Jln KH Agus Salim no 8 Bandar Kidul,
Mojoroto, Kediri
Agama : Islam
Kebangsaan : Indonesia
Status : Belum menikah
No. HP : 089604035093
Email : haulan16.hna@gmail.com

Riwayat Pendidikan

RA Al-Ihsan Bandar Kidul : 2002 – 2004
SDN Bandar Kidul I : 2004 – 2010
MTsN Kediri I : 2010 – 2013
MAN 3 Kediri : 2013 – 2016
IAIN Kediri : 2016 – sekarang

PengalamanOrganisasi

Anggota Polisi Keamanan Sekolah (PKS) MAN 3 Kediri