

CHAPTER 1

INTRODUCTION

A. Research Background

Speaking is the productive process of turning thoughts into the meaningful language (Brown, 2007). Meaning construction depends on the context in which communication takes place, including the participants themselves, the physical environment and the purposes for speaking. Furthermore, speaking is the key to communicating as an interactive process to develop meaning which involves producing, receiving, and processing information (Syahroni, 2015). Also, as argued by Nunan in Halima (2016) speaking as productive skills focuses on how students use and communicate in foreign languages, but in reality, they hardly speak in class because they speak have so much awareness and other communicative considerations as awareness to make mistakes in pronunciation, fluency or grammar.

On the contrary, for most people, speaking is the most difficult part when they learn a foreign language. Oral skills have hardly been neglected in EFL/ESL courses witness the huge number of conversation and other speaking course books in the market (Richard, 2008). Susilawati (2007) states that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, are the potential problems that can hinder the students to speak. As Juhana (2012), there are some psychological factor that hinder students from practicing their speaking in English class.

Psychological factor is a factor which comes from the inner of individual (Juhana, 2012). One of psychological factors is self-esteem. The word 'esteem' comes from a Latin word which means to estimate. So, self-esteem is how someone estimate her/his self (Sarasota, 2011). The theory of self-esteem is in accordance with Plummer (2007) that self-esteem is a primary factor in the

building and maintenance of social, emotional and mental well-being and that it also plays a major part in academic achievements and physical health. Juyandegan (2016) stated self-esteem affected many aspect of people's life especially in general, academic, family, and social relationship. Wherefore, Dedmond (2011) also defines self-esteem as the complication of feelings that guide behavior, influences attitudes, and drives motivation.

Self-esteem as the most important factor of human affective domain has been found to play an extremely important role in second language acquisition (SLA). As Brown (2000) indicated that non-linguistic factor is an aspect to support students in achieving speaking skill. This factors involve personality area such as self-esteem, self-concept, and extroversion personality. He proposed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence and self-efficacy to successfully perform that activity (Brown, 2000). Furthermore, Juyandegan (2016) states that self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem.

When students have a low self-esteem, they can suffer from a range of psychological difficulties such as loneliness, academic failure, criticism, rejection and depression. Low self-esteem can negatively affect language learning, and they especially appear in oral communication (Juyandegan, 2016). Struggling with self esteem builds adverse effects on all areas of a student's life from social to academic (Sinha et.al 2016). In line with Ahour and Hassanzadeh (2015) described that When a person has low self-esteem, it brings lack of self-confidence, concern, social distance and other negative circumstances.

There are some reasons why this research is conducted. One of the reasons is based on the researcher-teacher training development in a school where the students are afraid that they would be laughed by other students if they make a mistake when they are speaking in front of a class. Wherefore, they have capability to speak with good vocabulary, grammar and pronunciation, they are

still unconfident, nervous, and afraid making mistakes. Related to the term or self esteem, the researcher found that teachers ignore students' self-esteem and students are not really aware with their self-esteem performance. Supported by Mettasari (2013) students' feeling of stress, anxiety or nervousness impede their language learning and speaking abilities. It shows that the students' affective factors potentially influence their speaking ability

Based on the description above, the writer is interested in investigating the effect of students' self-esteem on EFL speaking ability. If there is a correlation between students' self-esteem and EFL speaking ability, therefore self-esteem must be improved to enhance speaking ability.

Some previous researches related to this research, as follow for the first is the research by Gunawan. The research was conducted in 2016. This research resulting in that there was a significant correlation between students' self-esteem and speaking achievement. The second research is by Kalanzadeh et. al. The research was conducted in 2013. The study's result shows that there was a high correlation between the participants self-esteem and their speaking skills. The difference between those researches and this research is on the instrument. Those researches use the Coopersmith scale for the questionnaire of the research, while this research was combined from many experts (The Rosenberg scale, 1995; Coopersmith scale Ajizah, 2013; Harmer, 1998) for the questionnaire of the research.

Seeing this phenomenon, researchers believe that self-esteem and EFL speaking ability is very important in the English teaching and learning process. Relating to the background above, the researcher interested in researching on **“The Correlation between Self-Esteem and EFL Speaking Ability”**.

B. Research Questions

According to the description above, the research question can be formulated as follows:

1. What is the third grade students' self-esteem of SMK 21 Al- Misbah?
2. What is the third grade students' speaking ability of SMK 21 Al- Misbah?
3. Is there any correlation between self-esteem and EFL speaking ability of the the third grade students at SMK 21 Al- Misbah?

C. Research Purposes

1. To know the third grade students' self-esteem of SMK 21 Al- Misbah.
2. To know the third grade students' speaking ability of SMK 21 Al- Misbah.
3. To know the correlation between self-esteem and EFL speaking ability of the the third grade students at SMK 21 Al- Misbah.

D. The Significances of the Research

The field of this research is intensely expected to carry out some significance of teaching and learning speaking as follows:

1. Theoretical Significance

Theoretically, this research could add an existing evidence to prop up the contribution of self esteem in teaching and learning process, especially in speaking skill. Also, this research can contribute the knowledge in developing understanding and studies related with self esteem and speaking performance.

2. Practical Significant

This research served three practical significances in teaching and learning speaking as follows:

- a. Teachers

This study is expected to provide information of students' self esteem and

their speaking achievement in oral performance.

b. Students

The observes was expected give advantages to the learner about the usually problem that faced in speaking and they became aware to practice more

c. Further Writers

It is expected for the next researcher to be used as a preview for the next writers in doing the same field of the research.

E. Research Framework

As stated in the previous section, this research aims to find out the relationship that exists between self- esteem and EFL speaking ability. Therefore, there are two variables in this research; they are self- esteem as the dependent variable and EFL speaking ability as the independent variable. The researcher explains those two variables as follow.

According to Coopersmith in Harris (2009) self-esteem is a set of attitudes and beliefs that a person brings with him or herself when facing the world. It includes beliefs as to whether he or she can expect success or failure, how much effort should be put forth, whether failure at a task will “hurt,” and whether he or she will become more capable asa result of difficult experiences. Meanwhile, according to Burns (1979) “self-esteem is a positive or negative attitude of an individual towards him or herself. It means a person who has high self esteem is confident”.

The next keyword is EFL speaking ability. According to Bouchareb (2010) states that speaking is a two-way processing between the speaker and the listener, it makes use of both speaking which is a productive skill and listening with understanding which is a receptive skill. Speaking is important, as it is said by Richards & Rodgers (1986) that it is one of the central elements of communication in EFL (English as a Foreign Language) teaching. According to

Harmer and Brown (2001), speaking ability is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot” and carry on a conversation reasonably and competently. They know about a language – verb forms, vocabulary items, basic grammatical patterns, and the like, and quite another to know how to use it effectively in a conversational exchange (Savignon, 1988). In addition, speaking ability is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience (Utama, 2013).

In general, more successful academic accomplishments are coupled with higher self-esteem. Because there is such a strong, positive relationship and a continuous interaction between these two factors, studying them together can serve students, teachers, counsellors and anyone working in the school environment in a beneficial manner. Freih cited in Juyandegan (2017). Alwasilah (2016) who states that, students’ self esteem is one of the variables to achieve their success in implementing educational program. “No successful cognitive or affective activity can be carried out without some degree of self-esteem” Brown in Navita (2016). Because of the role of self-esteem in learners’ spoken language, without self-esteem learners are unable to produce language because when learners doubt in their abilities to speak, they are not motivated to speak at all or they do not participate in classroom activities that need more spoken language.

The procedure in the research uses questionnaire and test. First, give the students a questionnaire to know how is students’ self-esteem. This research used a type of close-ended questions. Close-ended question is a kind of questionnaire where it is limited by a set of multiple-choice questions to respond (Hyman, 2016). There are three types of close-ended questions include; *Yes/No questions*, *Multiple choices*, and *Scaled questions*. The type of close-ended question in this research is scaled questions. The questionnaire applied in this research was combined from many experts (The Rosenberg scale, 1995; Coopersmith scale Ajizah, 2013; Harmer, 1998). There were 20 questions to measure students’ self-

esteem while they are speaking in Bahasa. One of the questions *Saya lebih suka berbicara dalam bahasa saya daripada berusaha untuk berbicara dalam bahasa Inggris* (Harmer, 1998). This study utilized the Rosenberg scale which asks the students to respond to a series of statements of preference and numbers placed on a continuum. Rating scales are from 1 to 4 as presented below: Give “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. All items did not have the same score, since there were nine reversed statements; the items were: 3, 4, 5, 10, 13, 14, 17, 18 and 20. Sum scores for all twenty items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem. The second procedure uses in this research is speaking test. The kinds of test that would be given by the researcher were an oral test, especially *Intensive Speaking Design*. While the technique use sentence or dialogue completion tasks. According to Brown (2004), other techniques for targeting intensive aspects of language requires test takers to read dialogues in which one speaker’s lines have been omitted. The researcher had the students perform the dialogue based on the context. the students read the dialogue to get the point and to think of the appropriate lines to fill in. Then when the teacher produces one part orally, the students responds. The dialogue was about *Offers and Suggestions*. The teacher and the researcher adapted the Heaton (2015) to assess the students’ speaking ability. However, only the teacher who gave scores to the students’ speaking tasks. . So the researcher collected the score from the teacher’s available.

F. Hypothesis

According to Creswell (2012), the hypothesis statements in quantitative research in which the researcher predicts the outcome of the relationship among characteristics. It means in the hypothesis; it predicts whether the research influences the result or not.

Based on that explanation, the hypothesis of this research are as follow:

Ha: There is a correlation between self-esteem and EFL speaking ability.

Ho: There is no correlation between self-esteem and EFL speaking ability.

G. The Previous Research

Several types of research have been conducted in several subjects. The first, previous reeseach carried out by Kalanzadeh et al., (2013) the main purpose of this research was to investigate the relationship between the EFL intermediate students self- esteem and their speaking skills. This research used questionnaire developed by Lui et al. (2005) to measure self – esteem and oral test based on the scales provided by Farhadi et al. (1995). The results of this research showed there was a significant correlation between the students self – esteem and their verbal performance.

The second, a study by Rosyida (2016) this research aimed to investigate students' self esteem to their speaking ability. The researcher used questionnaire, test, and interview to collect the data. The results indicate that students' self esteem influence their speaking ability.

The third, a research conducted by Septiana et al., (2016) the research objectives are to investigate the effect of students' self-esteem on their speaking ability and to find out which is better among low, normal and high self-esteem on their speaking ability. The data was analyzed by using one-way Anova. The result shows that students' self -esteem has effect on their speaking ability. High self -esteem has better effect on students' speaking ability.

The fourth, an investigation by Bagheri & Faghih (2012) this research aimed at investigating the relationship between self-esteem, personality type and reading comprehension of Iranian EFL students. Data of this study were collected by administering a questionnaire of self-esteem including three sections: global self-esteem, situational self-esteem and task self-esteem. Results of the study revealed that there was a positive relationship between overall self-esteem and reading comprehension, and overall self-esteem and personality type, in general. Likewise, positive relationships between situational and task self-esteem with reading comprehension were shown but there wasn't a significant relationship between global self-esteem and reading comprehension. Also the relationship between personality type and reading comprehension was insignificant.

The last, a study by Gunawan (2016) this research aimed to investigate the possible correlation and the influence between students' self-esteem and speaking achievement. This research use Coopersmith self-esteem inventory (CSEI) which modified by Ryden (1978) for measuring self-esteem. The result showed that there was a significant correlation between students' self-esteem and speaking achievement with $r = .635$. Besides, there was also a significant influence of self-esteem on speaking achievement with 40,4%.

The students self-esteem and speaking ability has been investigated by other researches. The differences in the research are in the kind of techniques for collecting data. The first research used questionnaire developed by Lui et al. (2005) to measure self-esteem and oral test based on the scales provided by Farhadi et al. (1995).

The second research used questionnaire, test, and interview to collect the data, while this study use questionnaire and test to collect the data. Meanwhile, the third research used difference kind of data analyzing. The data was analyzed by using one-way Anova. The fourth research related self- esteem with reading comprehension, while this study related self esteem with speaking ability. The last study used Coopersmith self-esteem inventory (CSEI) which modified by Ryden (1978) for measuring self-esteem, while this study use the questionnaire of The Rosenberg's scale (1995), The Coopersmith's scale Ajizah (2013) and Harmer (1998).

