

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of the language skills that must be mastered by students. Through speaking, students can communicate and share their ideas about something in the teaching-learning process (Sasabone et al, 2021). Furthermore, speaking is a key to communication as an interactive process of developing meaning that involves producing information. According to Pollard (2008:33), speaking is one of the most difficult aspects for students to master. In addition, speaking seems to be one of the most challenging skills that students can acquire since it requires. First, much practice and exposure. There are four skills in English achievement namely listening, speaking, reading, and writing. Furthermore, speaking as the most important skill among the four skills. It is important because we use it for daily life to deliver ideas, opinion and so on. Then, from these four skills, speaking is considered the most difficult skill to build in the classroom.

In addition, according to Rao (2019), speaking skill is more complex than other skills, for learners should express their ideas on the spur of the moment. In learning speaking activities, most of the students just keep silent when they have a chance to practice in front of the class. Moreover, Turk (2003:9) states that speaking is a direct route from one mind to another and it is the skill that the students choose whether they want to ask questions or give an explanation to someone else. Supported this Harmer (2007:345) states that students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of

other people. Furthermore, the students can express one's thoughts and feelings in spoken language. However, it is hard to assess their speaking skill. Therefore, the students are unable to master English well especially speaking and it is a big challenge for the teacher.

Furthermore, according to Anugrah (2021), the success of speaking skills for students is influenced by two aspects in general, namely linguistics and non-linguistics. Then, Linguistics aspects included of grammar, word order, pronunciation, comprehension of utterance, vocabulary, and fluency. In addition, non-linguistic aspects involved personality dimensions, such as self-esteem, extroversion, motivation, and self-confidence. Non-linguistics aspect involves psychological factors or internal factors. According to Rahmaniah and Asbah (2019), some internal factors such as students being quiet people, students being lazy in memorizing vocabulary, lack of confidence, and being afraid to make errors. In addition, these internal factors can be said to be closely related to affective factors. The affective factors that influence English learning like emotions, motivation, attitude, anxiety, empathy, and self-esteem.

Therefore, Self-esteem is one psychological factor that represents consideration of individuals' belief that they are worthy, competent, and able to do anything. According to Branden (1992:6), self-esteem is a feeling that includes human rights with a strong power within each one that triggers the emergence of self-worth. Moreover, Self-esteem is one of the internal factors that might influence students' performance in speaking skills. Self-esteem significantly is a rare human quality that is active in both negative and positive situations, experiences, and circumstances, making it seem relevant to a wide variety of behavior issues (Mruk,

2006:3). In addition, self-esteem helps individuals adapt and succeed in various domains of life: relationships, school, work, mental health, physical health, and antisocial behavior (Orth and Robins, 2022). Then, Self-esteem can be said to be a behavior that will be quite influential on self-development, including for a student.

In addition, according to Baumeister et al., (2003), high self-esteem from students also includes a heterogeneous category, including people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals. In other words, self-esteem is personal judgment about feeling valuable or meaningful expressed in individual attitudes towards him/her self. In addition, Coopersmith (1967) defined self-esteem as positive and negative attitudes toward oneself. According to Wang et al., (2021), Students who imply low self-esteem tend overall self-rejection, self-dissatisfaction, and self-deprecation. Therefore, it can be assumed that changes in self-esteem in two directions. They are positive or negative. Moreover, they are important to control so that students do not have inadequate positive or negative self-esteem, especially when students demonstrate their speaking skills in class.

Self-esteem is an internal factor that might influence students' performance in speaking skills. According to Nurdini (2019), there is a significant relationship between self-esteem in language acquisition, especially in this case, English speaking skills. Moreover, Self-esteem is proved to be a very important variable in second language acquisition, particularly in view of cross-cultural factors of second language learning. Self-esteem plays an important role in language learning. To make use, students must be aware of their existence. Furthermore, Rotter (1967:35) examined the relationship between self-esteem and the Big Five traits and

discovered that individuals with high self-esteem tend to be emotionally stable, highly extravert, and very cautious. Low self-esteem will weaken the individual ability to adapt to the communication environment for students. Therefore, self-esteem is important for each student to be held to success in life in the future.

A study was conducted by Anugrah (2021) in her correlation research entitled " The Correlation Between Self-Esteem and Speaking Skill of The Tenth-Grade Students of SMA N 1 Gianyar ". The results of the study show that there is a positive correlation between students' self-esteem and speaking skills. The second study is from Redhayanti (2020) in her correlation entitled "The Correlation Between Self-Esteem and Speaking Skill of The Tenth Grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2019/2020". Therefore, the result showed that there was a positive correlation between students' self-esteem and speaking skill.

In accordance with the explanations above, the previous theorist about self-esteem and speaking skill have convinced the researcher that self-esteem is important when the students speaking skill. The researcher was sure that self-esteem and speaking skill have a relationship. The researcher becomes curious to find the correlation between self-esteem and speaking skill. Based on what has been described in the background of the study above, the researcher held research on The Correlation between Self-Esteem and Speaking skill of the seventh-grade students of SMPN 4 Denpasar in academic year 2023/2024. The phenomena that happened in this school was self-esteem that arose among students, especially when students speak English. Students tend to feel more confident and able to deal with social situations, when they speak English. Furthermore, SMPN 4 Denpasar was one of

the schools with the largest number of students in Denpasar, which is one of the factors that influences sampling, where the more students, the larger the sample that can be tested in this correlation research. The research was interested in finding out the significant correlation between self-esteem and speaking skill of the seventh-grade students of SMPN 4 Denpasar in academic year 2023/2024.

1.2 Research Problem

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing an investigation was important and useful for the researcher before doing the research. Formulating a research problem at the beginning of scientific research was very important to give clear objectives in a search. Based on the background described above, the researcher should decide on a specific and correct question to be answered. Moreover, the researcher was interested in finding out the significant correlation between self-esteem and speaking skill of junior high school students. Therefore, the research of the present study can be formulated as follows: Is there any significant correlation between self-esteem and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024?

1.3 Objective of the Study

The most important aspect of conducting research was for the research objective to describe concisely what the research trying to achieve. The objective of the study should be in line with the background and the research problem that was formulated for this study. Every research has its objective. The objective of the study was the goal that the researcher arranged to do or achieve during the research.

Based on the research problem background. Therefore, a particular investigation was expected to provide a scientific solution to the research problem the objective of the study is to know the purpose of this research was to investigate the correlation between self-esteem and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024.

1.4 Limitation of the Study

The limitation of the study was very important to make the discussion about the research problem more specific and avoid a broad discussion. This present study aims to figure out whether there was any significant correlation between self-esteem and speaking skill of the seventh-grade students of SMPN 4 Denpasar in academic year 2023/2024. Therefore, the researcher simply limited this research only to self-esteem in the content significance, power, competence, and virtue. Moreover, the speaking skill assessed was the test to perform the descriptive monologue with a particular topic namely a famous person by choosing one of the available thirty pictures using oral language related to fluency, comprehension, and grammar.

1.5 Significance of the Study

In this significance of study, the researchers hope that the result of this study can be implemented to the knowledge discipline defined as community settings, and have more advantages it can be comfortably for readers, especially for English teachers, students, and other researchers who want to know about the correlation between self-esteem and speaking skill. The researcher was concerned about investigating the correlation between self-esteem and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. One of the

principles and practical reflections considered in undertaking the present investigation was the significance of the expected research findings. The findings of the study were extended to both theoretical and practical significance in teaching and learning English. It means that it was not only able to be used as a reference or source but it can also be implemented in the real situation or context:

Theoretically, the finding of the present study should be beneficial and expected to give more empirical and approvable evidence to the existing research finding about the correlation between self-esteem and speaking skill. The researcher expected that the results can be used in future studies or become an empirical outcome or as the references for the future researcher who would conduct the same research title. In this study, the researcher focused on the student's self-esteem and speaking skills. The study focused on a significant correlation between self-esteem and speaking skills of the seventh-grade students of SMPN 4 in the academic year 2023/2024. The researcher hoped that this study could give a contribution to the previous theories and provide information about the correlation between self-esteem and speaking skill. This study would be useful and a reference for the next researchers who were interested in conducting a similar study.

Practically, this research was expected to be useful for English teachers, students, and other researchers. For English teachers, it was expected to give information that can be used as a consideration to get better result on an alternative way of teaching in speaking of the seventh-grade students of SMPN 4 Denpasar. For students, the finding helped students to be more active and enthusiastic in learning and keeping on their self-esteem because they were more attentive about their learning as they know how the influence of self-esteem on their learning. Then,

for other researchers, it is expected to become a reference that can help the future researcher that decides to do similar research to improve and develop their research which is related to the correlation between self-esteem and speaking skill. Therefore, the findings of this study may have some weaknesses to improve future research to make it better.

1.6 Definition of Key Term

Every research has key terms to be discussed. The key terms are several words that are used in the research. Key terms were important to be defined to give a clear understanding and interpretation of the topic that is being investigated. To avoid misunderstanding and confusion among the readers in comprehending this research, the researcher provided three important key terms that were operationally defined to make this research clearer. The researcher gave a clear operational description of the concepts based on the conducted study to avoid misunderstanding and confusion among the readers in understanding this research study. In this research, there were two key terms which are provided. The key terms were self-esteem and speaking skill. Those key terms should be explained clearly and briefly to provide clear insight into what is study is concerned with. The definition of the key terms is defined as follows:

1. Self-Esteem

Self-esteem is operationally defined as the internal factors that might influence students' performance in speaking skills and the students' perceptions, as well as how students see themselves among their friends based on their significance, power, competence, and virtue.

2. Speaking Skill

Speaking skill in the present study is operationally defined as the skill of the seventh-grade students of SMPN 4 Denpasar in describing a famous person's monologue fluently, comprehensively, and grammatically by choosing the available 15 pictures using oral language.



CHAPTER II

THEORETICAL REVIEW AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theory is more accurately defined as a set of interrelated concepts that presents a systematic view by specifying relations for the purpose of explaining and predicting the phenomena. The theoretical review is a review of the theories: that are related to the conducted study and that were discussed in the study. It is used to support and build this study to be more firm and based on the facts. According to Sari (2020), a theoretical review is a structure that can hold or support the theory of the study. The study needed to be supported by theories that have already been: given by the experts. There was some sources from several literatures that are related and support this study. Then, it is used to support and this part was explain the review of relevant theories used in this study. In this chapter, the researcher described the study as related to some theoretical reviews that were discussed such as students' self-esteem, and speaking skills.

2.1.1 Speaking Skill

Speaking skill is a productive skill that is mentioned as one of the most difficult skills if it is compared with the other skills because in this case, the learners should produce utterances as clearly as possible. According to Sari (2020), Speaking is an act of producing vocal sounds from the idea that comes from thought and mind, this process involves receiving and giving information. Therefore, speaking is crucial as a communication tool to have an interaction with others. In

conveying their ideas to the audience, they also should speak clearly, fluently, and accurately to make a good speech in communication by using English. In learning a language, speaking is an ability that should be improved. In addition, speaking is a basic language skill that is significantly important since it is used in everyday activities. Therefore, it is also important to be mastered since it is a key to communication in sharing an idea, opinion, and information.

According to Turk (2003:1), speaking is a productive skill in oral communication. To speak in a foreign language, learners must master the system of the language. They must also understand what is being said and be able to respond appropriately the speaking topic to maintain amicable relations to achieve the communicative goal especially in daily live and face to face interaction. Meanwhile, Thornbury (2005:1) states that speaking is a speech production that becomes a part of daily activities. Most of speaking activities are in the form of face-to-face dialogue; therefore, speaking involves interaction. However, on the implementation, both teacher and students often find some difficulties in the teaching-learning process. Therefore, speaking skill is the oral mode that is hard to acquire. It is like other skills; it is more complicated than it seems at first and involves more than just pronouncing words.

In addition, Richards (2008:20) states that speaking is an activity that someone uses to communicate each other. Furthermore, speaking skill seems very important because it influences daily life. On the other hand, speaking is the way for interacting with each other, expressing ideas, giving suggestions and comments, and sharing information. Therefore, the teacher should provide and give more opportunities and talking time for the students in speaking class, create the best

environment for them, and motivate them in order to encourage them to be braver and feel confident to express their ideas and opinions in communicating process. In addition, it is also supported by looking at the aim of learning a language that is communicating using the language fluently. The teacher allows the students to express themselves freely without having interruption.

To construct an understanding in foreign language, learners will use their existing language resource and build-up from previous experience of language use. The ability of speaking is highly dependent on the interactive process of constructing meaning that involves producing, receiving, and processing information. Furthermore, According to Luoma (2004), to speak in a foreign language, students must master the sound system of the language have almost instant access to appropriate vocabulary, and be able to put words together intelligibly with minimal hesitation. The success of learning to speak English needs effective factors, one of them is self-esteem, self-esteem is one internal factor that may influence students' performance in speaking skill. The student with high self-esteem believed that he is quite confident and able to perform speaking successfully because he focuses on growth and improvement.

Comprehensibility is one of the criteria that should be included in speaking. The most important point to remember the linguistic description of spoken linguists is the comprehension of the speakers in delivering the ideas and thoughts in spoken grammar. Furthermore, to improve speaking skill, teachers should give students chance to speak in front of the class. Besides, in learning, whether the students are right or wrong, the teachers give the same word or phrase correctly, using a tone of voice that conveys interest and support, but which does not say right or wrong. The

students' professionalism must include certain largeness, confidence, and grasp of themselves and their material, which can hold the listeners' interest. The performance must be maintained. In addition, lapses or a gap in the performance is carefully covered. It means that is important part of the students' daily life and it needs to be maintained in order to communicate and convey their ideas well.

From all statements above it can be concluded that speaking skill is an important skill to be mastered when students learn about language especially foreign languages. In a simple definition, speaking is one of the important aspects in communication. According to Veronika (2021), speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information. In addition, speaking is important in school as a subject, and there, students learn fluency, comprehension, and grammar. This is one of the productive skills that students must master as a measuring tool for success in learning English. Furthermore, teachers choose the right method to improve students' speaking skills. Therefore, there are various methods which can be used in teaching speaking. According to Brown (2004), there are six types of classrooms speaking performance:

1) Imitative

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

An actual example of this method is “a repeat after me” activity in the classroom.

2) Intensive

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

3) Responsive

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

4) Transactional (dialogue)

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

5) Interpersonal (dialogue)

The purpose of this type is designed for maintaining social relationship than for transmission of fact or information. Some examples of interpersonal dialogues are self-introduction, greeting and leave-taking, complimenting and congratulating,

expressing gratitude, etc. Interpersonal dialogue often happens in daily life to fulfill social interaction in the society.

6) Extensive (monologue)

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

Based on the theories that have been explained, the researcher used the theory of Brown (2004) which states that Imitative, Intensive, Responsive, Transactional, Interpersonal, and Extensive are six types of classrooms speaking performance. In this present study, this research used the types of speaking that is Extensive in descriptive monologue. The researcher used a scoring rubric which is adapted from Brown (2004:172). Brown's scoring rubric consists of six categories which are grammar, vocabulary, comprehension, fluency, pronunciation, and task. However, in this present study, the researcher adapted Brown's scoring rubric. The scoring rubric that is adapted only consists of three categories. Therefore, there are three categories of speaking scoring rubric:

1. Fluency

Fluency is speaking fluently and accurately. In the context of language and communication, fluency refers to the ability to speak or communicate smoothly, effortlessly, and accurately. Fluency also includes the smoothness of the flowing

voice, the intonation of words and phrases which are a quality of the speaker. If the teacher wants to focus on fluency, the teacher gives students the freedom to express themselves without interruption. By allowing students the freedom to express themselves without interruptions, the teacher creates a supportive and non-threatening environment for students to practice speaking. It will help students speak fluency in concerned with aspects of temporal speech, such as speech rate, speech -pause relationship and the frequency of fluency markers such as situation, relationship, and self-correction.

2. Grammar

Grammar is important in speaking because it can help students convey information with the right grammatical structure so that the audience understands. Grammar is part of the study of what form (or structure) is possible in a language traditionally, grammar has been almost exclusively concerned with analysis at the sentence level. However, it's important to note that language is not solely limited to sentence level. Modern approaches to grammar also consider larger units of language, such as discourse and conversation, and how grammar operates at various levels to facilitate effective communication. Overall, grammar plays a crucial role in language learning and communication.

3. Comprehension

Comprehension is one element that has an important role in speaking. When students comprehend the material to be delivered, they must master it. Comprehension is the skill to know or understand an idea using the mind .in addition understanding is aimed at knowing something that someone else saying. Comprehension also relies on background knowledge, context, and the ability to

infer meaning from implicit information. Skilled comprehension enables learners to extract essential information, make connections, draw conclusions, and respond appropriately to what they have heard or read. In summary, comprehension is a crucial skill in language learning and communication as it allows learners to understand and make sense of the ideas and information presented by others.

2.1.2 Self-Esteem

Many personality aspects influence the students' speaking skills, one of them is self-esteem. According to Branden (1992:6), Self-esteem is a feeling that includes human rights with a strong power within each one that triggers the emergence of self-worth. Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative of effective ones. While the construct is most often used to refer to a global sense of self-worth, narrower concepts such as self-confidence are used to imply a sense of self-esteem in more specific domains. Furthermore, it is also widely assumed that self-esteem functions as a trait that is stable across time within individuals. Therefore, self-esteem is important for each student to be held to success in life in the future.

High self-esteem is related to many positive behaviors and life outcomes. People with high self-esteem are happier with their lives, have fewer interpersonal problems, achieve at a higher and more consistent level, are less susceptible to social pressure, and are more capable of forming satisfying love relationships (Brown in Passer and Smith, 2007:467). It means that people who have high self-esteem find it easier to solve their problems because they put full trust in themselves. Besides, Heimpel in Passer and Smith (2007: 468) states people with

poor self-images are less likely to try to make themselves feel better when they experience negative moods in response to perceived failures in their lives. Cohen et al. (2004) state that self-esteem is a critical factor in educational and scholastic achievement. It is a measure of the extent to which the individual cares about the discrepancy.

Otherwise, 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. Moreover, People who have low self-esteem usually show signs of stress and unhappiness. Self-esteem is defined as the complication of feelings about oneself that guides behaviors, influences the affective evaluator of an individual's evaluator, and drives motivation in learning. In addition, Coopersmith (1967) defined self-esteem as "positive and negative attitudes toward oneself." He considered self-esteem an expression of approval or disapproval of oneself, and a measure of the extent to which one believes that he or she is talented, successful and that his or her life has meaning and value. Therefore, according to Coopersmith (1967), there are some aspects of self-esteem such as significance, power, competence, and virtue.

a) Significance

Significance is shown in the acceptance, attention, and affection shown by others. Expression of appreciation and interest in someone include acceptance and popularity, which is the opposite of rejection and isolation. Acceptance is characterized by warmth, responsiveness, and liking yourself as you are. The main impact of this treatment and affection is to create a sense of importance the more people show affection, the more likely they are to have good self-assessment. Furthermore, the effect of self-esteem such treatment and expressed love is to

engender a sense of importance. The more individuals who express such interest and affection and the more frequent its expression.

b) Power

Power refers to a person's ability to be able to manage and control their own behavior and influence others. In certain situations, this power arises through recognition and appreciation received by one person from another and through the quality of judgment of their opinion and rights. There are guidelines and boundaries within which recognition and control are granted. The effects of the acknowledgment are fostering a sense of appreciation of their own views and able to resist pressure to conform without considering their own needs and opinions. Each such treatment can develop social control, leadership, and independence which will lead to a firm, assertive, energetic, and exploratory.

c) Competence

Competence shows high performance, with levels and different tasks for each age group. For youth, academic and athletic performance are the two main areas that are used to assess competence. The importance of spontaneous activity in a student in fostering a feeling of ability and experience in achieving independence can provide reinforcement of personal values and not be dependent on external forces.

d) Virtue

Virtue is demonstrated by adherence to the code of ethics, morals, and religion. People who obey the rules, codes of ethics, morals, and religion internalize them, showing a positive self-attitude with success in fulfilling the goals of dedication to noble values. Feelings of worth arise colored with sentiments about truth, honesty, and spiritual things.

According to the explanation above, it can be concluded that self-esteem is the way of the people evaluate their own abilities and whether they can appraise their own or not as their value to their own. It is right to say that self-esteem, whether it is global self-esteem, domain specific self-esteem, or state self-esteem. Self-esteem is a personality that has an important role in learning process. Brown stated that no successful cognitive and affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and belief in your own capabilities for that activity. Besides that, Coopersmith (1967) defined self-esteem as "positive and negative attitudes toward oneself. Therefore, students should be aware that how they see their capabilities will influence their success in learning including learning English in school.

2.2 Empirical Review

The empirical review is the way to get information and theories about the previous researches that are still available. Empirical evidence can help the researcher avoid unintentionally repeating the previous study and clarify as well as define the research concept. Furthermore, to elaborate a deep understanding of theories in the present research, the advantages or disadvantages of the previous study can be seen on how the technique was implemented. In order to support the findings of the study, it is important to review some empirical evidence of the previous study. In this study, the researcher used self-esteem questionnaire and short monologue text about descriptive text to investigate the correlation between self-esteem and speaking skills. There are some researchers who have investigated the correlation between self-esteem and their speaking skills, writer found out some researches which are relevant to this research as follow:

The first research was conducted by Anugrah (2021) entitled “The Correlation Between Self-Esteem and Speaking Skill of The Tenth-Grade Students of SMA N 1 Gianyar in Academic Year 2021/2022”. The aim of her study was to find out the correlation between students' self-esteem toward speaking skill of the tenth grade students of SMA N 1 Gianyar in the academic year of 2021/2022. The participants were 40 students from class X of SMA N 1 Gianyar in Academic Year 2021/2022. The sampling technique was cluster random sampling. The result showed that there is a significant correlation between the self-esteem and speaking skill of the Tenth Grade Students of SMA N 1 Gianyar in Academic Year 2021/2022.

Therefore, the difference between her research from this research is the blueprint section of the questionnaire. Previous research describes indicators into several simple descriptions. Meanwhile, in the present research, the researcher described the indicators in 11 descriptions which cover all indicators with more detailed descriptive explanations with a total of 30 items statements. The researcher provided a clear blueprint of the questionnaire to produce instruments that are connected to the theory. The researcher wanted to optimize the questionnaire by providing appropriate questionnaire items based on the description of each aspect indicator from Coopersmith (1967) which is described in the self-esteem questionnaire blueprint.

The second research was conducted by Redhayanti (2020) entitled “The Correlation Between Self-Esteem and Speaking Skill of The Tenth Grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2019/2020”. The goal of the research was to find out the correlation between students' self-esteem and their

speaking skill. In this research, the researcher used two instruments they are questionnaire for students' self-esteem and descriptive monologue test for speaking skill. The data were analyzed by using Pearson Product Moment. The result of the research showed that there is a significant correlation between the students' self-esteem and speaking skill of the tenth grade students of SMA (SLUA) Saraswati 1 Denpasar.

Therefore, the previous research was in strong instruments. She had a good choice of topics on the speaking test and explain well each indicator in the statement on the questionnaire. Then, the difference between her research from this present research is the given instructions for descriptive monologue tests and self-esteem questionnaire. Previous research provided simple instructions on student speaking tests without mentioning time allocation for learning research instruments specifically on two tests, namely the descriptive monologue test and the self-esteem questionnaire. Researchers did not provide a specific time explanation. Meanwhile, in this study, the researcher provided clear instructions on time allotment for the two tests namely the descriptive monologue test and the self-esteem questionnaire, so the students could use the time effectively. Therefore, the researcher will provide thirty minutes to fill out the self-esteem questionnaire and two minutes of time to perform a descriptive monologue for each student.

2.3 Hypothesis

Writing a hypothesis is one of the essential elements of a scientific research paper. It needs to be to the point, clearly communicating what your research is trying to accomplish. A hypothesis is a tentative statement about the relationship between two variables. Furthermore, according to Creswell (1994), a hypothesis is

a formal statement that presents the expected relationship between an independent and dependent variable. It is a specific, testable prediction about what expectation of a study. The hypothesis is what the researchers predict the relationship between two or more variables, but it involves more than a guess. Based on the theoretical and empirical above. The writer formulated the hypothesis of this research. The hypothesis that tested is named the work alternative hypothesis (H_a) whereas, the opposite is the null hypothesis (H_o). The researcher formulated the hypothesis as follow:

1. Alternative hypothesis (H_a): There is a significant correlation between students' self-esteem and speaking skills of the seventh-grade students of SMPN 4 Denpasar.
2. Null hypothesis (H_o): There is no significant correlation between students' self-esteem and speaking skills of the seventh-grade students of SMPN 4 Denpasar.

