

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a widely utilized international language in global communication, business, education, and intercultural relations. Listening, speaking, reading, and writing are the four primary areas of English language abilities. Speaking is one of the important skills that we use to communicate and to understand each other in our daily activities. According to Brown (2000), speaking is an interactive process of meaning construction that entails information production, reception, and processing. Furthermore, speaking is a key to communicate as an interactive process of developing meaning that involves producing information. For instance, in teaching learning process in the classroom, the teacher and students will speak to each other to make them understand. Speaking is an important skill when learning a language since helping student communicate well in spoken English is the main goal of teaching English to speakers of other languages. According to Brown (2008), there are six components of speaking skill that are important to consider; they are pronunciation, grammar, vocabulary, fluency, comprehension, and task. The goal is to communicate, which calls for instruction, practice, and a foundational set of abilities.

Learning speaking skills is not only learned about language but also how to speak with other people in real communication in and out of the classroom. Through speaking, someone can express their ideas and opinions spontaneously. Speaking skills would give value to someone's performance professionally. In fact, many of

students cannot speak English well. Even, they are not confident to speak up because they are afraid to make wrong sentence and bad pronunciation. According to Harmer (2007), students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people.

The success of learning to speak English needs effective factors; one of them is self-esteem, self-esteem is one internal factor that maybe influences students' performance in speaking skill. According to Mruk (2006), 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. Person with high self-esteem is an individual who respect himself and considers himself worthy, person with low self-esteem was person who fears contact with others, reject themselves and feels no pride in themselves. In addition, the student who had strong self-esteem able to focus on their own development, they able extremely confident and could deliver a speech well.

Rahayu (2020) conducted a similar research design. The results of their research showed that the researcher found that there was a correlation between both of the research variables. High self-esteem was followed by high speaking scores. In other words, it signifies that the higher the students' self-esteem, the better their speaking skill. In line with Rahayu, Tahmid et al. (2022) conducted similar research. the results of their study show that there is a strong, positive correlation between students' self-esteem and their speaking skill. High self-esteem is associated with better speaking performance, while low self-esteem is linked to poorer speaking skill.

To support the curiosity, the researcher conducted an interview with the English teacher and makes an appointment to meet when the teacher doing a picket at school. The interview was conducted face-to-face because she felt more flexible when interviewing the teacher. The result of interviewed that the teacher said the students were not very interested in speaking English because are afraid of making mistake when speaking and made them cannot speak English fluently. Nevertheless, there are also some of the students who have high self-esteem can speak confidently without being afraid of making a mistake.

Based on the researcher's interview with one of the English teachers, students the eighth-grade had difficulties in speaking. It showed that when students start when the student doing speaking performance in front of the class, they tend to seems shy which causes their speaking performance. They are afraid of making mistake when speaking and made them cannot speak English fluently add accurately. Nevertheless, there are also some of the students who have high self-esteem can speak confidently without being afraid of making a mistake. According to Brown (2007), self-esteem is one psychology factors that represent consideration of individual believes that they are worthy, competence, and able to do anything. It means that, the students who have high of self-esteem can speak better than the students who have low of self-esteem. After finding those facts, that is important to understand the correlation between students' self-esteem and their speaking skill.

Based on the background of the study, the researcher wants to see whether there is significant correlation between student' self-esteem influenced their speaking skills in English learning for class VIII student at SMP Negeri 1 Ubud.

The researcher chose self-esteem and speaking skill in their research because the researcher needed to know how self-esteem affects the students' speaking skill.

1.2 Research Problem

formulating a research problem in doing investigation is important and useful for the researcher before doing the research. Based on what has been described in the background of the study above, the researcher can conclude that the problem of students in speaking skill is low of self-esteem. The research problem in their present study can be formulated in the form of question as follows: Is there a correlation between student self-esteem and the speaking skill of eighth-grade student at SMP Negeri 1 Ubud in academic year 2024/2025?

1.3 Objective of the Study

Every research has its own objective. Research objectives describe concisely what the research is trying to achieve. Related to the background and the research problem above, the primary objective of the present study is to find out the correlation between student self-esteem and the speaking skill of eighth-grade student at SMP Negeri 1 Ubud in academic year 2024/2025.

1.4 Limitation of Study

The limitation of the study is very important to make a discussion about the research problem more specific. Moreover, it also can avoid a broad discussion. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study was formulated. In the present study, the

researcher focused on investigating the significant correlation between student self-esteem and the speaking skill of eighth-grade student at SMP Negeri 1 Ubud.

1.5 Significance of the Study

In the significant of study, the researchers hope that the result of their study can be implemented to the knowledge discipline is defined as community settings, and have more advantages it can be comfortably for readers, especially for English teacher, students, and others researcher who want to know about the correlation between self-esteem and speaking skill. Moreover, the result of their study is expected to give both of theoretical and practical significance as follows:

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. Moreover, the researcher expects 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 short, the researcher expects that their research will be useful for other researchers in filling the aspects needed, such as theoretical and empirical references.

Practically, the results are expected to be useful for English teachers, students, and other researchers. For the teachers, it is expected to be useful for them as it gives them information about the correlation between self-esteem and speaking skill. For students, their research is expected to help them solve their problems, especially in speaking, by giving better teaching and learning techniques. The last is for other researchers; their research is expected to become a reference that can

help future researchers improve and develop their research related to the correlation between the research variables: self-esteem and speaking skill.

1.6 Definition of Key Term

Key terms are important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and confusion of the readers in comprehending their research, the researcher needed to give a clear operational definition of the key terms used in the present study. Additionally, the definitions of key terms are also intended to make them clear in comprehending their study and to give limitation to the terms of the research conducted. Thus, the definitions of the key terms that were used in the present study are students' self Esteem and speaking skill. Furthermore, the key terms used in the present study were clearly and concisely clarified as follows:

1.6.1 Self Esteem

Self-Esteem refers to an individual's overall sense of self-worth and personal value, which plays a significant role in their behavior and performance in various tasks, including speaking. Self-esteem is influenced by three main factors such as self-concept, self-ideal, and significant influences, including peers, setbacks, and media, which greatly impact their confidence and sense of self-worth. For eighth-grade students at SMP N 1 Ubud, understanding the correlation between self-esteem and speaking skill is vital for developing strategies to support students' oral communication and overall academic success.

1.6.2 Speaking Skill

Speaking skill in their research is defined student perfection and evaluation about their skill in speaking, refers to the means for verbal communication of ideas, thoughts, and feelings. It covers grammar, comprehension, and fluency. Additionally, confidence and expressiveness help speech delivery, and coherence and cohesiveness are essential for properly organizing and integrating ideas. For eighth-grade students at SMP Negeri 1 Ubud, mastering these elements is essential for successful communication, particularly in academic settings where public speaking is required.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical review

Theoretical review contains of theoretical framework to strengthen the discussion from the present study. In ther present study, the researcher will describe two points, which supports. Theoretical evaluation consists of theoretical framework to bolster the dialogue from the prevailing look at as it is summary of the literature.

2.1.1 Speaking skill

Speaking skill in ther study refers to the students' capacity for interpersonal communication and concept expression using grammar, fluency, comprehension. Sartika (2022) states that, speaking is a communication activity that speakers and listeners engage in to express and exchange information, according to Sartika (2022). Due to ther, they must improve their grammar, pronunciation, and general knowledge in order to become fluent speakers. A person with strong speaking skill can interact with others in the target language. Speaking well also makes it possible to communicate ideas, stories, and experiences with others, which improves relationships between people. Furthermore, speaking is the capacity to communicate in verbal by using words or a language. To put it briefly, speaking is its capacity to apply linguistic knowledge to daily interactions.

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(Turk, 2003). The most direct way for people to exchange information is through speaking, which is also how we usually ask questions and look for explanation (Turk, 2003). Researcher indicate that speaking enhances understanding and makes processing ideas and information easier than written language. Speaking is the most challenging skill to use. All people have to be able to communicate through speaking. It can be especially difficult for foreign language learners to speak a language since effective oral communication requires the capacity to use the language in social situations. Furthermore, non-linguistic aspects like body language, gestures, and emotions are necessary for direct message delivery in the absence of spoken words.

Furthermore, students need to comprehend how speakers differ from one another and how diverse ways of speaking are needed in particular situations (Wallace et al, 2004). Furthermore, everything is covered when someone speaks, including ideas, vocabulary, grammar, and justifications for statements made with clear pronunciation. Therefore, in order to convey ideas and information to listeners in a way that they can comprehend, speakers need to get effective in speaking. Both sides need to be able to understand each other when speaking for information to be received successfully. In order for information to be effectively received during communication, listener comprehension is crucial. According to Brown (2008), there are six components of speaking skill that are important to consider; they are pronunciation, grammar, vocabulary, fluency, comprehension, and task. In their research, the researcher uses three of them to reference the aspects of the scoring rubric. They are as follows:

1. Fluency

Fluency in speaking is an essential requirement for the students. Fluency is a skill of speakers to communicate rapidly, accurately, and naturally without the listeners misunderstanding it. Accuracy is somewhat accomplished by letting students concentrate on the phonological, grammatical, and discourse components in their spoken output, even if fluency may be the primary objective of language instruction in many communicative language courses.

Furthermore, fluency is the capacity to communicate clearly, rapidly, and expressively. It becomes crucial as it will enable them to interact with native speakers and prevent miscommunication. When assessing fluency, teachers should let students express themselves freely and without interruption. According to Pollard (2008) states that, When measuring fluency, teachers should let students express themselves freely and without interruption. Ther explains that to raise students' fluency, they should practice more often by speaking naturally without interruption in the middle of the process.

2. Comprehension

Having the capacity to fully comprehend and be aware of comprehending what is being said by the speaker or in relation to the subjects being addressed during a discussion is known as comprehension. Richards and Schmidt (2003) states that, comprehension is the capacity to understand the intended meaning of both written and spoken communication. The goal and intents of the speaker and the listener, as well as contextual information, past knowledge, and information from the communication itself, are all factors that are used in the active process of understanding, according to current theories of comprehension. For the listener to

understand, the speaker has to communicate without clarifying words or information. One of the numerous factors that should be considered in order to improve students speaking skills is comprehension.

3. Grammar

In most courses of study, grammar is introduced in one of two ways. Either the new grammar is introduced in example sentences at the start of the class, or it is integrated into the conversation and story. Following their study of their first presentation, the students are given the opportunity to isolate and practice the specific grammatical topics. Students are either taught the grammar by the teacher or the subject is introduced through exercises and examples that provide a relevant explanation.

Everyone must be able to talk in order to interact with others. Some individuals believe that in order to speak English effectively, they must be able to pronounce phonemes correctly, employ the right intonation and stress patterns, and communicate in linked conversation. English speakers need to be able to communicate in a variety of contexts and genres Harmer (2007). According to their statement, students should increase their vocabulary of English terms. Speaking English more will help the learner become a better speaker. Students should consider the context and meaning of the words they use in order to communicate successfully in English. It's critical to make sure that listeners get an expression's meaning without any pronunciation misunderstandings.

2.1.2 Self-esteem

Self-esteem is a psychological concept that refers to an individual's overall evaluation and perception of their own worth and value. Self-esteem refers to an individual's overall subjective evaluation of their own worth. It involves how a person views themselves, their abilities, and their significance in the world. Self-esteem is a primary factor in the building and maintenance of social, emotional and mental well-being. That it also plays a major part in academic achievements and physical health. Rosenberg (1995) states that self-esteem is the individuals' positive evaluation or pride of the self, how they feel that they are persons of value and capabilities. It means that a person who has high self-esteem was confident. Self-esteem is a personal judgment of worthiness that was expressed in the attitudes that the individual holds towards themselves. In addition, Rahayu (2020) state that, Self-esteem is related to one's skill to comprehend one's own skills, abilities, and social relationships. By self-esteem, it can be referred to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval and disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy.

Good experiences in life should be a foundation of one's self-esteem. Vacalares et al. (2023) state that, how a person views themselves affects their academic performance is known as self-esteem in academic performance. Based on their performance both inside and outside of the classroom, students can feel good about themselves. It indicates that the individual was confident and of strong self-esteem. Self-esteem is one of the personality characteristics that influences oral production achievement because students who have self-confidence and self-belief

will succeed in learning a foreign language. It indicates confidence in a person with a high sense of self-esteem. People with low self-esteem tend to experience tension and sadness. The complex feelings about themselves that direct behavior, impact the affective evaluation of the individual, and motivate learning are known as self-esteem.

High self-esteem is related to many positive behaviors and life outcomes. According to Brown in Passer and Smith (2007), those who have a high sense of self-esteem are happy with their lives, experience less interpersonal conflicts, perform better and more consistently, are less vulnerable to social pressure, and are better able to build successful relationships with others. It implies that those with high self-esteem feel more confident in their skill to overcome difficulties because they have complete faith in themselves. Besides, Heimpel in (Passer & Smith (2007) 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.

Otherwise, a person's attitude toward themselves, whether positive or negative, is a measure of their self-esteem. It indicates confidence in a person with a high sense of self-esteem. Additionally, people with poor self-esteem frequently exhibit anxiety and sadness. Furthermore, Coopersmith (1967) states that, self-esteem is positive and negative attitudes toward oneself as. He considered self-esteem as a way to communicate one's acceptance or disapproval of oneself as well as a gauge of how much a person believes in their own skills, achievement, and the significance and worth of their life. Thus, according to Coopersmith (1967), there

are some aspects of self-esteem such as significance, power, competence, and virtue.

a) Significance

Significance emerges in the acknowledgement, focus, and fondness expressed by others. Popularity and acceptance are opposites of rejection and isolation, and they are signs of admiration and interest in someone. The qualities of warmth, reactivity, and liking oneself exactly as you are are signs of acceptance. The primary effect of their care and attention is to instill a sense of significance. People are more likely to have a positive view of themselves when they show affection toward others. A sense of importance is also fostered by self-esteem-boosting actions like being loved and treated well. The greater the number of people showing their kind of attention and affection, the more frequently it is shown.

b) Power

Being able to govern one's own conduct and exert influence over others is referred to as power. Their authority can sometimes be derived from someone else's acknowledgment and gratitude as well as from the way that person judges another person's viewpoint and rights. Granting recognition and control is subject to certain norms and limitations. As a result of the acknowledgement, they are better able to appreciate their own opinions and resist pressure to fit in without taking into account their own wants and preferences. These therapies have the potential to foster social control, independence, and leadership, all of which contribute to the development of a firm, assertive, vivacious, and curious person.

c) Competence

Competence demonstrates excellent performance, with varying challenges and levels for every age group. For young people, the two primary domains utilized for evaluating proficiency are academic and athletic performance. When a student engages in spontaneous action, it helps them feel capable and gain experience becoming independent, which can reinforce their personal ideals and help them become less reliant on outside influences.

d) Virtue

Respect for morals, religion, and the code of ethics is a sign of virtue. When people follow laws, morality, ethics, and religious teachings, they internalize them and demonstrate a good outlook on life while successfully achieving their objectives of upholding moral principles. Thoughts of spirituality, truth, and honesty give rise to feelings of worth.

Furthermore, negative feedback from the teacher can increase learners' negative feelings towards themselves. Learners who feel their way often have a low opinion of themselves and their abilities. Their problem leads to losing motivation and blocking the ability to reach full potential. Academic success and physical health are significantly influenced by self-esteem, which is also a key component in the development and maintenance of social, emotional, and mental well-being. People with healthy self-esteem have a greater sense of who they are, how alive they are, and how caring they are toward others.

2.2 Empirical Review

The empirical review was provided for showing the review of theories related to the present study. Moreover, it could be used as references in conducting the study since it gave a look at the result of the study that was fairly the same as what is going to be conducted. In addition, it was important to review studies that could be reflection for their research. The purpose of providing an empirical review was to show the relevant studies that had similarities with their present study. Therefore, it could be used to support the present study by considering the results and as consideration whether or not the present study could be successful as the relevant studies as their empirical review. There were some studies that had been done about the correlation between self-esteem and speaking skill. In their research, the researcher found some studies that related to the study between students' self-esteem and students' speaking skill as follows:

The first research was conducted by Veronika (2022) in her correlation research entitled “The Correlation between Student Self-esteem and their Speaking Ability in Practicing Monologue at the Eighth Grade of MTS N 1 Oku Timur in Academic Year 2021/2022. Their research focuses on the problem of lack of speaking ability in English among students at Mts N 1 OKU Timur. Some students feel embarrassed and do not have the confidence to speak English, because they are worried that they will be ridiculed if they make a mistake. Their problem indicates difficulties in speaking skills, anxiety, and low self-esteem among students. Their study uses a correlational approach to assess the relationship between students' self-esteem and their speaking abilities. Data was collected through a self-esteem questionnaire using a Likert scale and a speaking test in the form of a monologue.

The results showed a significant correlation between students' self-esteem and their speaking ability in practicing monologues, indicating that higher self-esteem can contribute to improved speaking ability in English.

The second study was conducted by Rahayu (2020) in her correlational research entitled "The Correlation between Students' Self-Esteem and their Speaking Ability at Junior High School 10 Tapung Kampar Regency in academic year 2019/2020. The objective of her previous research is to examine the correlation between students' self-esteem and their students' speaking ability at the second-year student of Junior High School 10 Tapung Kampar Regency. In her research there was a significant correlation between students' self-esteem and students' speaking ability. It is categorized as average level (0.464). It can be said in her research there is a positive correlation between students' self-esteem and students speaking ability. The research instruments that were used were a questionnaire and an oral test speaking. However, the researchers did not put clear instructions to do the test; the researcher did not mention the instruction before the test. Instructions became the most important way to give a test because it helped students clearly understand what they should do and avoid misunderstanding. As a result, the students were confused while doing the test.

To conduct a better study, the researcher would like to provide clear instruction for the test of speaking because in the previous researcher did not provide the instruction before doing the test. Furthermore, the researcher also provides a clear blueprint of a questionnaire that made the reader easy to identify each item of the questionnaire. All in all, the Indonesian language was used in the

questionnaire to make the students easy to answer. Additionally, the researcher also provides a scoring rubric to assess speaking tests.

2.3 Hypothesis

A hypothesis is a statement about the correlation between two variables. Hypothesis is what the researcher predicts in the correlation between two or more variables. In the present study, hypothesis is using hypothesis to find a significant correlation between self-esteem and speaking skill. To answer the research problem in their study, the researcher assumed that there was correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between two variables being studied. It stated that the result was not due to chance and that they were significant in terms of supporting the theory being investigated. Based on the research question formulated previously, the hypotheses of study are:

2.3.1 Alternative Hypothesis H_a :

There is a correlation between students' self-esteem and students' speaking skill.

2.3.2 Null hypothesis H_o :

There is no correlation between students' self-esteem and students' speaking skill.

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