

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In social situations, speaking is one of the most efficient ways to interact and communicate with others. It is a two-way interactive contracting meaning process that involves both producing and receiving information. We can say that speaking expressing one's thoughts and feelings in spoken language. Speaking skills also help to assure that one will not be misunderstood by those who are listening. Therefore, although speaking English is a bit complicated because it needs to consider several important things and aspects, speaking English can be learned. So, it can be interpreted that speaking is a skill to use a language appropriately to express someone's idea, opinion, or feelings in order to give or get information and knowledge from the other people who do communication. According to Darmadi (2015) as cited in Parmawati and Inayah (2019), speaking is a productive skill that can be observed directly and empirically. Learning English does not always refer to the atmosphere in the classroom but also in everywhere for example, students can improve their English language skills by memorizing the lyric from the song that they heard and the movie they watched. These habits can help students to develop their speaking skill in enjoyable way.

Through speaking, someone can express their ideas and opinions spontaneously. Speaking ability would give a value for someone's performances professionally. Speaking not only learned about language but also how to speak with other people in real communication in and out of the classroom. There were

two aspects to be successful in speaking skill, namely linguistic and non-linguistic aspects. Linguistics aspects included of grammar, word order, pronunciation, comprehension of utterance, vocabulary, and fluency. Besides that, non-linguistics aspects involved personality dimension, such as self-esteem, extroversion, motivation, intergroup climate and self-confidence. Fluency and accuracy are the most factors that are concerned in teaching English, particularly in speaking. Many students, despite successfully completing their studies and possessing considerable understanding of grammar and vocabulary, struggle to achieve fluency. Students need a balance of fluency and accuracy when learning a language.

Most individuals believe that a decent quality of skill in speaking to a group is part of the basic professionalism of any work, according to Turk (2003:2). However, most students are afraid to speak even when they have a good vocabulary and have written it properly. Even though they have a large vocabulary and have written it correctly, the majority of the students are afraid to speak. The miserable thing is the students are afraid of making mistakes in speaking. They really need to change their mind-set before they can speak freely without fear of making mistakes. When done regularly, the fear of speaking will be reduced. By starting to speak English, it must be supported by students' self-esteem which must be grown. So that students are able to develop their English-speaking skill. To summarize, Coppersmith in Rosyida defines self-esteem as "an attitude of approval or disapproval expressed by individuals with regard to themselves; it expresses an attitude of approval or disapproval and indicates the extent to which individuals believe themselves to be capable, significant, successful, and worthy."

According to Burn (1979) mentioned in Ananda (2017), a person with high self-esteem is confident, indicating that they are secure, lacking in confidence, and self-critical. It has been discovered that students with high self-esteem set higher goals for themselves and speak with greater confidence. Self-esteem allows student to perform and express themselves confidently without being worried, resulting in a great performance. Soureshjani (2017) states that, self-esteem is very important to a person's identity and consciousness. High self-esteem and low self-esteem affect behavior in positive and negative ways. Therefore, self-esteem affects some elements namely cognitive, affective, and evaluative elements. Cognitive refers to the ability related to human mental activities, including: remembering, understanding, applying, analyzing, evaluating and creating. The second is Affective refers to something that related to behaviors such as feeling, interest, attitudes, and emotions. The last is evaluation is the way people evaluate themselves from their achievements. Those things are related to students' abilities especially in their English-speaking skills.

At first, the researcher assumed that they would have higher self-esteem and be willing to speak English with their classmates. In fact, after doing a short observation, they preferred to speak either Indonesian language or mother tongue when they met up with each other. Most of them were unwilling to speak English. After interviewing some students, the researcher found that their unwillingness was caused by the fear of making mistakes. Some of them even said their friends often laugh at them when he or she suddenly spoke English in the community. Some of them also admitted that they were afraid of being discriminated if they spoke English when meeting up with their friends. Thus, it can be concluded that the

problem of low self-esteem also happened on the students in the higher batch. The problem happening on one's self-esteem in speaking motivated the researcher to do further investigation on the relationship of self-esteem and speaking competence. There were several previous researches with the variable of "speaking" or "self-esteem".

Self-esteem is one psychology factors that represent consideration of individuals believes that they are worthy, competence, and able to do anything. In other words, self-esteem is personal judgment about feeling valuable or meaningful expressed in individual attitudes towards him-self is one psychology factors that represent consideration of individuals believes that they are worthy, competence, and able to do anything. In other words, self-esteem is personal judgment about feeling valuable or meaningful expressed in individual attitudes towards him-self. Several factors can affect an adolescent's self-esteem and they are family environment, society, and academic achievement. Self-esteem is one internal factor that maybe influences students' performance in speaking skill. The student with high self-esteem believed that he was quite confident and able to perform speaking successfully because he focused on growth and improvement. In the other hand, people with low self-esteem focused on not making mistakes in life. Some researcher state people with high self-esteem more success and have good traits.

Based on the researcher interview at SMA N 1 Gianyar on 29th October 2021 the researcher identified some problems. The first problem is students tends to have no ideas about the topic that they want to deliver. The second is the students did not have enough courage to speak in front of the people because they are afraid of being laughed. The last is the lack of vocabulary and the students tend to not be able to

pronounce the words correctly. However, students' speaking skills can be affected through performance conditions, (time pressure, planning level of performance and amount of assistance) affective elements (such as motivation and confidence), and feedback during speaking activities (Tuan and Mai, 2015).

After conducting observation in SMA N 1 Gianyar, the researcher found that the students are still lack in speaking. They seem confused about what to convey while speaking. Based on the explanation above, the researcher interested to conduct a research to know whether there is significant correlation between self-esteem and speaking skill entitled "The Correlation between Self-Esteem and Speaking Skill of Tenth-Grade Students of SMA N 1 Gianyar in Academic Year 2021/2022."

1.2 Research Problem

Experts successfully proven the scientific technique, and it is supposed to be able to solve the problem faced by learners based on the foundation of the study and measure the learners' achievement in speaking skill. The research problem formulated in the form question as follows: is there any significant correlation between self-esteem and speaking skill of the Tenth-Grade Students of SMA N 1 Gianyar?

1.3 Objective of the Study

The objective of the study is to solve and answer the research problem that has been provided for it. Based on the research that has been explained above, the objective of the study is to find out whether there is significant correlation between self-esteem and speaking skill of the tenth-grade students of SMA N 1 Gianyar in academic year 2021/2022.

1.4 The Limitation of the Study

The limitation of the study is very essential for narrowing down the topic of the research subject and avoiding a broad discussion. In the present study, the researcher focused on finding out the correlation between self-esteem and speaking skill on tenth grade students of SMA N 1 Gianyar in academic year 2021/2022. There were two variables observed namely students' self-esteem and speaking ability.

a) Self-Esteem

The students' self-esteem measured one-self appraisal in particular life situation such as education on certain relatively discretely defined such as intelligence and communicative ability. It would be analyzed by using questionnaires.

b) Speaking Skill

Speaking skill is limited on how students describe people's appearance accurately in front of the class by giving them five pictures of people.

1.5 Significance of the Study

The results of the present study are essentially expected to be advantageous in both theoretical as well as practical issues in the teaching and learning process especially in learning English. Theoretically, this research is expected to contribute further to support the findings of subsequent research, that the speaking skills is an important role in communicating. Practically, the findings of this present study are expected as feedback to English language teacher, or as alternative way of teaching speaking of the Tenth Grade Students of SMA N 1 Gianyar to take the effective of category self-esteem in speaking. Furthermore, the result of this study is expected

to be useful for teachers, students and the next researchers. For the teachers, it would be useful for them as it gives them information to the teacher about the correlation of self-esteem and their student's speaking skill. Meanwhile, this research is expected to give advantages for the students about the speaking problem and they become aware to practice more until they master in speaking skill. Moreover, for the next researchers, the result of this research is expected to give information for further research that decide to do the research in the different school.

1.6 Definition of Key Term

The researcher gives 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.

1. Speaking Skill

Speaking skill in this research means the skill of the Tenth Grade Students of SMA N 1 Gianyar in describing people's appearance and their profession by choosing one of the available five pictures using oral language related to grammar, vocabulary, comprehension, fluency and pronunciation.

2. Self-Esteem

In this research, self-esteem refers to the students' perceptions and assessments of their speaking ability, as well as how they see themselves among their friends based on their power, significance, virtue and competence.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The present study was conducted based on the following theoretical frameworks that were taken from the experts. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical reviews included self-esteem and speaking ability.

2.1.1 Speaking Skill

The ability to communicate successfully is defined by our ability to speak. Speaking can be defined as conversing or expressing one's thoughts and feelings through spoken words. The act of speaking frequently entails the transmission of information. Speaking, according to Turk (2003:35), is a heightened form of everyday interaction. Speaking is described as a form of communication in which the speaker and the listener have a two-way relationship that serves a specific function in social interactions. In most situations, the performance is so ingrained that it is indistinguishable from that of others, including the speaker and listener. People cannot express their ideas and thoughts if they do not talk; moreover, obtaining another person's ideas or thoughts based on their saying some words during conversation would be more difficult. In this research, the researcher focuses on Richard's (2008:19) theory of speaking, which claims that when students communicate, they tend to get something done, explore ideas, sort out certain parts of the world, or simply be together.

Speaking is the most important skill in everyday life. Every individual requires the ability to communicate with others through speech. For foreign language learners, speaking a language is extremely difficult since effective oral communication necessitates the ability to utilize the language effectively in social interactions. Moreover, speaking is not only about how to speak. It can show the students' characteristic. Harmer (2007:343) states if the students want to speak fluently in English, they need to be able pronounce phonemes correctly by using appropriate stress and intonation patterns and speak in connected speech. To sum up, speaking is very useful in the students' daily life because they always speak during their activities such as at home, school, institution, market, and so on. In addition, the students with less speaking skill are not able to convey and express their ideas and thoughts. It will be more difficult and challenging to deliver some information and knowledge to other people. According to Brown (2004: 141-142), there are five basic types of speaking as follows.

1. Imitative

One type of speaking performances is the ability to imitate the word, phrase, and sentence. This is pure of phonetics level of oral production, lexical and grammatical language as the part of performance criterion. This is traditionally focuses on "pronunciation" and not to understand and convey the meaning of sentences to participate in interactive conversation.

2. Intensive

The second type is language designed to demonstrate the competence of relationship among a grammatical, lexical, or phonological. The speaker must pay attention about semantic nature in order to be able to respond to the interactions of

interlocutor or test administrator. Examples of this type are using directed response tasks, reading aloud sentences or completing dialogue, and translating simple sentences.

3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and et cetera.

4. Interactive

Long conversations in complex interactions form among multiple exchanges or many participants. Interactions can take two forms transactional languages which aim as specific information exchanges and interpersonal exchanges aimed at maintaining social relations and using daily language or slang, humour and so on.

5. Extensive (Monologue)

Extensive oral production test includes speeches, oral presentations, and story-telling which the opportunity for oral interaction is limited (for nonverbal responses) or ruled out altogether. Language style is more deliberated and formal for extensive task.

In this research, the researcher focuses on the theory of speaking that is delivered by Richard (2008:19) who states that in speaking the students tend to get something done, explore ideas, working out some aspects of the world, or simply being together. The researcher used picture description by describe one person that choose based on their profession and their appearance in approximately 2-3 minutes. In that point of view, the students who communicate with English define speaking as the way to carry out their feeling through word, conversation with

others. This mean they will unable to convey their ideas and catch everybody's thought and they must be able to understand the pronunciation first before they are communicating to each other. Therefore, mastering speaking skill is really important to make a good conversation and relationship each other.

2.1.2 Self-Esteem

Self-esteem is really important for each student to be held to success life in the future. Furthermore, the questionnaire adopted from Coopersmith (1967). The Coopersmith Self-Esteem Inventory (is one of the most commonly used self-report questionnaires designed to measure attitudes toward the self in a variety of areas (family, peers, school, and general social activities) for adolescents and adults. According to Coopersmith (1967), there are some aspects of self-esteem such as: power, significance, virtue and competence.

a) Power

Power refers to a person's ability to be able to manage and control their own behaviour 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 to their opinion and rights. The effect of the acknowledgment is foster a sense of appreciation of their own views and able to resist pressure to conform without consider 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.

b) Significance

Significance is shown in the acceptance, attention and affection shown by others. Expressions of appreciation and interest in someone include acceptance and

popularity, which is the opposite of rejection and isolation. Acceptance is characterized by warmth, responsiveness, 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.

c) Virtue

Virtue is demonstrated by adherence to the code of ethics, morals, ethics and religion. People who obey the rules, codes of ethics, morals, ethics and religion then 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.

d) Competence

Competence shows a 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 child in foster a feeling of ability and experience in achieving independence can provide reinforcement of personal values and not dependent on external forces.

According to Blascovich and Tomaka in Rosyida (2016), self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioural aspects as well as evaluative or affective ones. While the construct is most often used to refer to a global sense of self-worth, narrower concepts such as self-confidence or body esteem are used to imply a sense of self-esteem in more specific domains. It is also widely assumed that self-esteem functions as a trait that is stable across time within individuals. By self-esteem the students are able performing and showing their self-

confidently without being nervous and it is directly make a good performance. Cohen et al. (2004:193) state that self-esteem is a critical factor in educational and scholastic achievement. It has been defined as the individual's evaluation of the discrepancy between his/her self-image and his/her ideal self. It is a measure of the extent to which the individual cares about the discrepancy.

Since high self-esteem is going to improve the emotional ambience of a classroom, it is in the student teacher's best interest to enhance and develop this factor in individual students, mainly through fostering suitable interpersonal relationships and providing opportunities for success. Furthermore, Galko (2001:108) states that a person's accomplishments in life are dependent upon his personal prediction of his performance. In actuality, anyone can affect his own future, positively or negatively, through truthful evaluation of his self-esteem. Hence, the students should have a high self-esteem in their life.

There are some factors influenced students' self-esteem based on Branden (1994) as follows:

1. Teachers' Self-Esteem

Teacher with high self-esteem will help children develop their problem-solving strategies that to give advice or deny the significance of what children perceive to be problems. Teacher will build trust to students, based on their classroom control on understanding, joint cooperation and involvement, working through problems, caring and mutual respect. It will allow students to learn and grow with confidence and ability to function independently.

2. Expectations

Teachers who want students to give their best must convey what they expect. If teacher know how to convey, students will feel nurtured, supported, and inspired.

3. Class Environment

The way students are treated by the teacher and other children being treated is one factor that has consequences for students' self-esteem.

a) A child dignity

Teacher who treats all students with courtesy and respect send a signal to the class. Teacher can begin to create environment that support self-esteem.

b) Justice in the Classroom

Students are extremely sensitive about to issue of fairness. Teacher should have same rule and apply consistently to everyone. It will encourage feelings of isolation and rejection and diminishes students' feeling if they able to fair.

c) Self-appreciation

Teachers help a child feel visible by offering appropriate feedback, they encourage self-awareness. Teachers offer not judgment but description of what they see will help students to value themselves. When they draw attention to students' strength, they encourage self-appreciation.

d) Attention

Some students need more attention than others. Students who do their work extremely well but shy, retiring and very silent in class need an extra effort to bring child out.

e) Discipline

Discipline problems often result when students come to school with negative expectations concerning the behaviour of adults based on their experiences at home.

4. Understanding emotions

Parents implicitly teach children to repress their feelings and emotions or when parents find disturbing. Emotionally remote and inhibited parents' tend to produce emotionally remote and inhibited children.

5. Competence Skills

Students arrive in any class with significant differences in ability. Effective teachers know that one can learn only by building on strengths, not by focus on weakness.

2.2 Empirical Review

Empirical review provides reviews of previous research which is relevant to the present research. The point of empirical review is to elaborate a deep understanding of the theories previously. It means that empirical review is to review the result of studies which have been done earlier by the other researchers. To their conclusions or statements, various researchers' names must be connected. The researcher wanted to see if there was a correlation between students' self-esteem and their ability to speak. Several studies have been conducted in regard to this issue, with the focus on the relationship between student self-esteem and speaking ability.

In addition, for example the research entitled "The Correlation Between Students' Self-Esteem and Students' Speaking Skill of The Second Year Students at SMA Negeri 2 Bantaeng" that has been conducted by Ananda (2017) to the eleventh-grade students of SMA Negeri 2 Bantaeng, Makassar, in academic year

2017/2018. The objective of this study was to get empirical evidence whether or not there was any relationship between students' self-esteem and their speaking skill.

Kalanzadeh et al (2013), The influence of EFL Students' Self-Esteem on Their Speaking Skills found that to involve themselves in conversation in the classroom and spoken activities in production stories in English. It was found there is significant correlation between students' self-esteem and their verbal performance.

Aregu (2013), Self-efficacy, self- Esteem and Gender as Determinants of Performance in Speaking Task found that self-esteem and self-efficacy have great influence on students' performance in speaking tasks. It showed that there was 40 % variance in students' speaking performance and indicated the speaking self-esteem was the best predictor in speaking performance. For speaking self-efficacy account for 11% variance in speaking performance, but gender did not reach statistically significant means that it was not significant factor in speaking performances.

Based on researches above, the researcher concluded that there was similarity between research above and this study, that discuss about the correlation between students' self-esteem and students' speaking skill but many researches focused only about the relationship between self-esteem and their speaking performance, it was different with this study, this had not only focused with the relationship between two variable but how self-esteem influenced the students' fluency and accuracy in speaking ability.

2.3 Hypothesis

A hypothesis was defined as a tentative statement about the outcome of the research Hatch and Lazaraton (1991). Researcher assumed there were two hypotheses in this correlation research namely H1: There is significant correlation between students' speaking skill of the tenth-grade students of SMA N 1 Gianyar. H0: there is no significant correlation between students' self-esteem and students' speaking skill of the tenth-grade students of SMA N 1 Gianyar.

