CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the formulation of the research question. It is also followed by the purpose of the study, formulation of hypothesis, significance of the study, scope, and limitation of the study, and definition of key terms.

A. Background of Study

In English, four major skills are speaking, listening, reading, and writing. Among those four skills, speaking becomes the vital aspect because human lives with society in the social environment and social environment happen through speaking. In this case, speaking becomes a vital thing because it is used to communicate with others. Simply, speaking is the ability to express oneself's ideas to others. Supporting that argument, Brown, (1997), Burns, Joyce, and Louma (2004: 2) claimed that speaking is an interactive meaning-building process involving the creation and reception, and processing of information. It can be inferred that speaking includes a process of giving, processing, and responding to information then create the interactive process called communication.

In communication, speaking is used to talk to each other in terms of making someone understand and being understood about a certain topic. Byrne (1984: 8) argues that speaking is a two-way conversations. It includes the process between the speaker and the listener makes use of both productive speaking skills

and listening skills that are receptive. People do not talk or speak to themselves but they talk with others or it can be called two ways of communication but it does not mean that people can not talk with themself. One side produces information through speaking and the other side receives the information. In producing information, several aspects are required to make the other side can understand what topic being talked about.

In speaking, several components contribute to the success of speaking. Harris (1979: 81-82) explains that speaking includes several components such as vocabulary, pronunciation, grammar, fluency, and comprehension. One of those components which shows the speaking quality of someone is fluency. It is happening because the fluency of speaking only happens if someone is accustomed to speaking in English. For someone accustomed to speaking especially in English, automatically the fluency in speaking will develop progressively. Collie and Slater (2005: 8) add their perception that speaking can support the growth of fluency in spoken English. Of course, speaking fluently means speaking sensitively and efficiently with others, but in simple terms, it brings a further implication.

Strengthen the previous discussion, several components which contribute to the success of speaking such as grammar, pronunciation, fluency, vocabulary, and so on. Those aspects are required to consider someone's quality of speaking no exception in education terms of Indonesia. Although English does not act as the first language, it still should be learned by Indonesian students as a foreign language. The students should learn all of the English skills and still, one of them

is speaking. Nunan (2000: 39) found that the most critical part of learning a second or foreign language is speaking. Success can be assessed by the ability of students or learners to perform a conversation and orally engage in that language.

As the EFL (English Foreign Language) students, Indonesian students are expected to master English speaking to increase their competence in English and can complete each other in this globalization era. Unfortunately, not all of them have the same ability in speaking. In some situations, several students feel worried about their speaking ability. Although they already know what they want to talk about, sometimes it will disappear or blank when they start to speak. Typically, this happens to the student who rarely attempts to speak in English because it does not encourage the learning opportunity. Some of them feel doubt if they speak with wrong vocabularies, pronunciation, grammar, and so on. Lightbown and Spada (2006: 12) comments that speaking in the target language requires more than one mental task at a time, including selecting, pronouncing, and stringing words together with the required grammar. As an effect, most of the students decrease activity in speaking English because they regard that they can not speak English well. Ur (1991: 121) proposes that the main issues in speaking practices include inhibition, nothing to say, poor or unequal participation, and the use of the mother tongue. So far, the use of the mother tongue still dominated the teaching-learning activity in language classrooms which is experienced by the majority of teachers and students.

Several problems faced by EFL learners in learning English speaking are relating with psychologycal aspect of the students. The successful of speaking

only can be achieved if there is balance between speaking skill and good self psychologycal. Dealing with this case, Utama et al (2013: 3) argues that two elements prove the success of speaking skills, both linguistic and non-linguistic. The linguistic aspects are grammar, word order, pronunciation, utterance understanding, vocabulary, and fluency. And the dimension of non-linguistic includes the dimension of personality, such as self-esteem, extroversion, motivation, intergroup environment, and self-confidence. It means that self-esteem becomes one of the factors that contribute to speaking achievement, especially for students. Moreover, Brown (2007: 154) claims that without any degree of self-esteem, self-confidence, and self-efficacy, no effective cognitive and emotional activity can be performed. From those statements, it can be inferred that self-esteem includes psychological terms which also decisive how far someone is respecting and trusting on his or her ability especially in speaking. Trusting the owner's ability and being the best version will encourage the development of self quality especially in terms of speaking.

So far, several studies about the correlation between students' self-esteem and their speaking have been conducted. First, Masoud Norbakhsh (2013) entitled "The Relationship between Self-Esteem and Speaking Skills of Intermediate EFL Learners (Intermediate Students of Zabangostar Institute). The result of this study indicated that there is a significant relationship between self-esteem and speaking skill. Second, Joni Gunawan (2017) entitled "The Correlation between Students' Self-Esteem and Speaking Achievement of Undergraduate EFL Students of English Education Study Program of Islamic State University of Raden Fatah

Palembang. The result shows that there was significant relationship between both variables. Third, Ella Noer Faizah Illyun, (2019) conducted similar research entitled "The Correlation between Students' Self-Esteem and Students' Speaking Skill through the Use of Role Play (at SMP Kyai Hasyim Surabaya of 2018/2019 year)". The result indicated that there was a fairly low correlation between students' self–esteem and students' English speaking skill through the use of role-playing. Then, Sri Rahayu in 2020 also conducted a research entitled "The Correlation between Students' Self-Esteem and Their Speaking Ability at Junior High School 10 Tapung Kampar Regency". She found that there is a significant positive correlation between self-esteem and speaking ability of the second-year students of Junior High School 10 Tapung Kampar Regency. In brief, the students' self-esteem level influences their speaking ability.

All of the previous studies about the correlation between self-esteem and speaking above were conducted by offline learning method. But nowadays, we are required to do almost all activities from home because of pandemic situations. It makes almost all aspects of life changes include education, especially in a teaching-learning system or method. So, most schools especially in Indonesia conducting an online learning method in which teaching-learning activities are done by using technology like handphone or PC. The form of the assignments given is also various such as make homework until making a video then send it to the teacher. Commonly, the assignment of making video given by the English teacher to measure the students speaking ability. This condition makes students have longer in front of their smartphone or gadget to finish their assignment.

Consequently, most of them spend more time with gadgets rather than doing other social activities. If left for too long, this condition can cause students to experience a decrease in the quality of their self-esteem when socializing with others. Then, it makes the researcher curious to know wether there is correlation between students' self-esteem and their speaking performance during online learning in pandemic situations. Dealing with that condition, the researcher interest to conduct a similar study as those previous studies entitled "**The Correlation between Students' Self Esteem and Students' Speaking Performance of the Second Grade Students at MTs Ma'arif Udanawu Blitar in Academic Year 2020-2021**".

B. Formulation of Research Question

Based on those descriptions, the research question can be formulated as "Is there any significant correlation between students' self-esteem and students' speaking performance of the second grade students at MTs Ma'arif Udanawu Blitar in academic year 2020-2021?"

C. Purpose of the Study

Based on the research question above, the aim of this study can be stated as "to find out whether there is any significant correlation between students' self-esteem and students speaking performance of the second grade students at MTs Ma'arif Udanawu Blitar in academic year 2020-2021".

D. Formulation of Hypothesis

There are two kinds of hypothesis that be used in this research :

1. Null Hypothesis (H0)

There is no significant correlation between students' self-esteem and students' speaking performance of the second-grade students at MTs Ma'arif Udanawu Blitar in the academic year 2020-2021.

2. Alternative Hypothesis (Ha)

There is a significant correlation between students' self-esteem and students' speaking performance of the second-grade students at MTs Ma'arif Udanawu Blitar in the academic year 2020-2021.

E. Significant of the Study

The results of this study are expected will be useful for :

1. The student

From the result of this study, the students are expected to recognize that when they able to speak, at the same time they learn about what self-esteem is. The braver they speak, the more high their self-esteem quality.

2. The teacher

The teachers are expected to be able to apply the appropriate strategies in teaching speaking and also increasing their self-esteem for their students. The teacher not only teaches the students but at the same time they also learn again in improving their speaking performance with their students. Act as the friend of the students, getting closer with them

and motivating them periodically can make their self-esteem increase not only in speaking subject but also in any condition and situation.

3. Other next researchers

Hoping that other researchers can take the advantages of this research and this research becomes the appropriate references for other researchers who will conduct similar research.

F. Scope and Limitation of the Study

In order to restrain misconception appears in this study, scope and limitation are given by the researcher. The scope of this study covers the correlation between students' self-esteem and students speaking performance. Then, several limitations of this study include :

1. This study is only focused on English speaking performance in oral descriptive activity. In this term, the researcher takes describing person as English speaking material

2. The researcher specifically observes the second grade students in one of excellent program classes at MTs Ma'arif Udanawu Blitar

G. Definition of Key Terms

1. Self-esteem

Self-esteem is one of psychologycal aspect dealing with self' respect about her or his ability in doing something. Rosenberg (1979: 315) describes self esteem as how oneself's positive or negative attitude

towards a spesific object. It can be inferred that self-esteem is self-evaluation that include to the personal aspect of individuals.

2. Speaking Performance

Speaking is an ability to express someone's idea orally. According to Brown (2004: 140), speaking is an activities requiring 2 or more participants where the participants have to act what they listen and give their contribution at fast speed, both the listeners and the speakers. It means that speaking ability is the ability of someone to speak includes two or more persons as the speaker and the listener in case of giving and receiving information.

3. E-learning

E-learning is learning method which use electronic device supported with internet and several applications/programs. In this term, e-learning refers to the programs or applications used on teaching learning process, those are Google Form and Whats App.