

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses several theories concern with the correlation between students' self-esteem and students' speaking performance. For self-esteem includes a definition of self-esteem, aspects of self-esteem, factors influencing self-esteem, types of self-esteem, levels of self-esteem, and the importance of self-esteem. Speaking involves the definition of speaking, components of speaking, factors affecting speaking, types of speaking, classroom speaking activities, characteristics of success in speaking activity, the importance of speaking, and problems in speaking.

A. Self-Esteem

1. Definition of Self Esteem

Talking about human life, self-esteem becomes one part of the human's personality. It is related to the point of view about the behavior of oneself which cannot be separated from the human personality. According to Rosenberg (1979: 315), self-esteem is one's positive or negative attitude toward oneself and one's assessment of one's thoughts and feelings concerning oneself in terms of attitude. In simple, self-esteem can be defined as how someone describes and evaluate himself or herself. Self-esteem is also related to the perception or how someone feeling or assessing her or himself. Each person can feel about how positive and

negative his attitude in life. Baron and Byrn (2005: 173) write that self-esteem is a self-evaluation which made by each individuals dealing with one's attitude toward positive and negative dimension. In line with Baron and Byrn, Heatherton and Polivy (1991:899) stated that self-esteem is self-evaluation that includes general ability, social relationships, and physical appearance. It means that self-esteem includes the psychological aspect which becomes one aspect that is learned from then until now.

In the running psychological aspect, several feelings are felt by someone dealing with self-esteem such as sad, angry, shy, happy, and so on. It can be said that self-esteem includes the emotional feelings of self. Abdel Khalek (2016: 3-4) comments that a person's overall or some particular aspect of oneself such as how they feel about their social status, ethnic or cultural group, physical appearance, athletic abilities, work or school results refer to the self-esteem. It means that self-esteem involves the individual's emotional feelings. Commonly, a person can feel about what he or she has done well. Someone can recognize him or herself well from their point of view, towards self-esteem. When someone has a feeling and worries for him or herself, it will happen. It is related to how far individual judges positively or negatively him or herself. Then, self-esteem is often linked to self-efficacy, feeling someone's confidence that he or she can do something well. Bandura (1982: 122) stated that self-efficacy is the basic collection of beliefs of an individual that decide how effectively an action plan can be performed in future situations. From the

statement, it can be inferred that good self-efficacy will stimulate good self-esteem of oneself which affected the big motivation and desire to success of doing something.

In daily life, self-esteem is also associated with how someone recognizes and manages his or her emotions. Many kinds of individuals with their personalities and self-esteem as well. Some people appreciate that they can handle their feelings and do something well and do what they want to do. But some of them also feel do not satisfy and think that they cannot do something as well as they want to do. Sometimes, when someone in a certain condition makes her or him feel uncomfortable and assumes that he or she cannot manage their emotional feelings at that time. It can be inferred that self-esteem acts as the degree of social control of individuals.

2. Aspects of Self Esteem

Some expertise wrote about some aspects of self-esteem. Start from Coopersmith (1967: 83) with his explanation about four aspects of self-esteem, those are :

a. Power

The ability to monitor and control someone's and others' behavior. It can be seen from the appreciation and recognition for their ideas and the human rights of other people.

b. Significance

An appreciation and interest from others and a sign of acceptance and popularity is care, consideration, and affection that a person receives from others. It is shown by the individual's friendliness, desire, and preference for him or herself.

c. Virtue (Goodness)

Implementing moral values, ethical and religious values represented by doing the right thing that required the poor behavior or attitude to be banned by morality, ethics, and religion.

d. Competence (Ability)

The value of someone who has recognized with his or her age in carrying out different activities, roles, or duties from a high level.

Some expertise wrote about some aspects of self-esteem

Another opinion comes from Heatherton and Polivy (1991: 899) who distinguish the aspects of self-esteem become performance self-esteem, social self-esteem, and physical appearance of self-esteem.

a. Performance self esteem

Intellectual ability, academic success, self-capacity, self-confidence, self-efficacy, and self-agency are linked to performance self-esteem.

b. Social self esteem

Associated with how individuals interpret an individual's trust or views of others. If others or society have a good opinion about them or him, a person will have high self-esteem. And if he or she does not

have a good enough opinion about him or her, the person will have low self-esteem.

c. Physical appearance of self esteem

As the name, physical appearance self-esteem relates to how others look at her or her physical appearances, such as talents, charming personality, and body image

3. Factors Influencing Self-Esteem

Several factors which influence self-esteem had been explained by several previous studies. One of them is from Gufron and Rini (2010: 46). They write several factors influencing self-esteem include gender, intelligence, physical appearance, family environment and social environment.

a. Gender

This is considered as one of crucial factor which makes a distinction between men and women. Majority women consider that themselves to be inferior to men. It is raises because of the distinction between the role of parents and the expectations of society both in men and women.

b. Intelligence

Since intelligence is often measured emphasis on educational ability, intelligence is a complete image of an individual's physical functioning that is very closely linked to achievement.

c. Physical appearance

Individuals with high self-esteem can achieve greater academic success than those with low self-esteem. Furthermore, it could be said that people with high self-esteem have higher intelligence, motivation, and always try their hardest.

d. Family environment

The role of the family in the creation of a child's self-esteem is critical. The family must provide a basic requirement for the production of a good child's self-worth. Fair care, providing opportunities for participation, and training a progressive child can come at a high cost.

e. Social environment

Self-esteem is formed by someone who recognizes whether or not he is important. This is the product of a process environment, which includes appreciation, approval, and how others treat him.

4. Types of Self Esteem

The quality of one's self-esteem can be measured with how much he or she appreciates their personality. Previous studies about self-esteem had proven that there are several types of self-esteem, those are :

a. High self-esteem

High self-esteem indicates that a person feels proud of her or his personal quality and anything he or she has done. According to Zeigler and Hill (2013: 17), bad experiences are believed to have less

of an effect on people who have high self-esteem. Additionally, people with high self-esteem can rebound from these types of experiences quicker than people with low self-esteem. Following the trail of Zeigler and Hill, Ella (2019: 12) found that high self-esteem is commonly associated with a person who has a positive attitude toward themselves. She also mentions about five characteristics that represent a person with high self-esteem. Those are the responsibility in taking the result of his action, commitment to achieving goals in his life, easily forgiving for themselves and others, feeling positive, respectful, and grateful toward his life (Ella, 2019: 14-15). It means that self-esteem acts as the degree of social control of individuals. This case commonly happens to the students in the classroom. Some of them are feeling enthusiasm when they should speak up in teaching-learning activities. They assume that they can open their mind, giving their opinion, and explore themselves by speaking. This habit can bring them to become a good personality in the future if it guided with true ways by their parents, the teacher, environment and absolutely themselves.

b. Low self-esteem

Low self-esteem occurs when individuals do not feel grateful or do not appreciate themselves enough. Feelings that they do not have things in themselves to be proud of. Sometimes, when someone in a certain condition makes her or him feel uncomfortable and assumes

that he or she cannot manage their emotional feelings at that time. Rosenberg (1965: 31) explains several symptoms of weak self-esteem include self-rejection, self-dissatisfaction, and self-contempt. It is such a sign that individuals with low self-esteem have several kinds of feeling that makes he or she feels insecure and do not proud of with what he or she has. In the teaching-learning context especially for learners, Soviatu et.al (2019: 51) wrote learners who lack self-esteem are unable to deliver a speech and when they doubt their ability to speak, they are not motivated to speak at all or do not participate in classroom activities that involve more spoken dialect.

5. Levels of Self-Esteem

Heyde (1979: 230) found three levels of self-esteem, those are global self-esteem, domain specific self-esteem and state self-esteem

a. Global self-esteem

This type of self-esteem is referred to by researchers as global self-esteem or characteristic self-esteem, as it is relatively lasting, both through time and circumstances. To refer to a personality variable, self-esteem is often used in reflecting the way individuals typically feel about themselves. Global self-esteem is believed to be a choice people make towards their worth as an individual. Global self-esteem, as it is established, has been said to be stable across adolescence, with a possible biological basis linked to temperament and neuroticism.

b. Domain specific self-esteem

It refers to how people analyze their different characteristics and traits. For instance, it is sometimes said that a person who doubts his ability in school has low academic self-esteem, and a person who believes that she is widely known and well-liked is said to have high social self-esteem. The terms self-confidence and self-efficacy have also been used to refer to these beliefs, and many people equate self-confidence with self-esteem. People prefer to call these beliefs self-evaluations or self-appraisals, as they refer to the way people evaluate or appraise their physical attributes, abilities, and personality characteristics.

c. State self-esteem

Self-esteem relates to mental responses that are somewhat temporary, particularly those resulting from a positive or negative outcome. What individuals know what they're talking about encounters that improve their self-esteem or endanger their self-esteem. It also applies to these feelings as feelings of self-worth.

6. The Contributions of Self-Esteem in English Speaking Achievement

In learning English, the primary aim is for communicative purposes or to speak fluently. Several factors are indicated as the contribution given to the success of speaking. Started with Gilliland (1994: 26) who stated that the most significant element in learning achievement

has come from self-esteem. Supporting Gilliland's argument, Brown (2001: 143) writes about essential personal characteristics that involve self-esteem, inhibition, potential risk, social anxiety, empathy, extroversion, and introversion all play a role in students' success. He emphasizes that self-esteem act as the crucial part because it relates to the psychological aspect which contributes to the success of the speaking activity. In line with Brown, Juyandegan (2016: 305) comments that self-esteem affects many dimensions of people's lives, including academics, family, and interpersonal interactions. Moreover, Soviatu et.al (2019: 51) wrote that learners who lack self-esteem are unable to deliver a speech and when they doubt their ability to speak, they are not motivated to speak at all or do not participate in classroom activities that involve more spoken dialect. It can be inferred that self-esteem can be considered as one of the aspects which are required in speaking performance.

B. Speaking Performance

1. The Definition of Speaking

There are a lot of experts who try to define speaking to make it as understandable as possible. Start with Chafe (2004 :41) notes that speaking is someone's operation that uses their part of their body, such as the lungs, throats, and mouths, creates voices that move through the air and reach the listener's or other people's ears. In this terms, speaking is related with how sounds are produced and finally accepted by the listeners.

Brown, (2004: 140) found that 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. In this term, speaking includes two or more persons as the speaker and the listener in case of giving and receiving information.

When communication happens, speaking is motivated by desire and intention. It means that speaking is the desire to express something to achieve a specific aim. According to Harmer (2001: 269) speaking is the ability to express fluently and requires not only knowledge of language characteristics, but also the ability to process information and language 'on the location'. In this context, speaking not only demands what topics someone want to talk about, but also the ability to understand the information that will be presented. Communication usually happens including two or more participants because it involves two or more participants (speaker and listener). The speaker provides and presents the listener with information, and the listener receives and processes the speaker's information.

Speaking includes some processes which made the utterance can be understood by others. Such as Brown, (1997), Burns, Joyce and Louma (2004: 2) write that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Also, Fulcher, (2003: 23) comments that speaking is the set of language to communicate with others. It means that speaking act as the tool of

communication used by people to interact with others for some particular needs. From those theories about speaking, it can be inferred that speaking is the way of using language to communicate, sharing information with others. Furthermore, the definition of speaking in detail also includes speaking fluently, organizing the idea, and grammar and understandable to deliver it.

2. Components in Speaking

There are some components in speaking which required to fulfill the completement of speaking meaning. Vanderkevent (1990: 8) in his book *Teaching Speaking and Component of Speaking* writes about three components in speaking, those are :

a. The Speakers

This means a person or people who produce the sound. They produce and express opinion or feelings to the hearer

b. The Listeners

This means the person or people who receive or get the speaker's opinion, feeling, or information

c. The Utterances

This means the sets of words or sentences produced by the speaker in producing and stating the feeling and opinion

Meanwhile, Lado (1977: 200) explains that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a. Comprehension

Comprehension means that subject should reply to oral production, to speech as well as to encourage it, and it can be understood. In simple terms, comprehension is necessary to create a possible response to interpret and understand the utterances.

b. Grammar

Grammar talks about how the proper arrangement of sentences created and used in conversation. Since grammar relates to the arrangement of proper statements used in conversation, this component becomes necessary to learn especially in terms of teaching-learning of EFL. In practicing oral speech, grammar is relevant and written in terms of how to develop knowledge the right way.

c. Vocabulary

Vocabulary means the proper word or diction in an oral speech that is used. When communication happens, it is impossible if someone does not use any vocabulary because it is the main key to communication. Also in writing, the writer needs the vocabulary to express his or her idea. Then, it is necessary to use the proper vocabulary to make both the oral and written communication effective.

d. Pronunciation

Pronunciation means the way how words are produced. When someone speaks. It relates to the phonological process that requires the element of a grammar consisting of elements and principles that decide how a language's sounds are distinguished and patterned. When someone speaks, clear pronunciation of each word is needed to make the subject of communication understanding the utterances given in detail.

e. Fluency

Fluency relates to the ability to read, speak, or write easily, smoothly, and expressively. Someone is labeled fluent if he or she can read and produce oral communications with clear pronunciation and briefly in relating the meaning and context with little pause.

3. Factors Affecting Speaking

Previous studies found some various kinds of factors affecting speaking. Wang (2014: 110-111) wrote that several factors affecting fluency in speaking are cognitive factors, linguistic factors, and affective factors.

a. Cognitive factors

This factor dealing with the knowledge term. Richard and Schmitt (2002: 84) claim that the cognitive method, according to, is any psychological process that pupils use in language learning, such as memorization, generalization, deductive understanding, recording, and remembering. In line with Richard and Schmitt, Ahmed (2018:

140-141) in his study entitled *Cognitive Factors Affecting Language Learning and Acquisition of Native and Non-Native Speaking* found that several numerous cognitive factors such as memory (its form, styles, and techniques concentration and understanding), perception of what is read or heard, or metacognitive factors such as preparation, self-monitoring, self-evaluation, and setting goals can be found in learning a second or foreign language. Language output is either high or poor depending on the language. In the EFL learners context, students often feel doubt about what they want to talk about especially in speaking class. This happens to the students who lack speaking practice. Consequently, the students make several errors in a speaking activity. Besides, students' English speaking can be influenced by fluency and accuracy. Supporting that argument, (Hughes, 2002: 77) comments that students' speaking ability is substituted by hesitations, false starts, grammatical inaccuracies, and small vocabulary.

b. Linguistic factors

In the English teaching-learning context, linguistics factors are inseparable from the students speaking activity. Utama et al (2013: 3) point out 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. Pronunciation, grammar, and vocabulary are very significant components of linguistic variables conceived by students in speaking

activities. They should also concentrate on the communication time scenario. Moreover, Cameron (2001: 40-41) added that speaking is the deliberate use of language to convey concepts then other individuals can make sense of them. It can be concluded that the linguistics factor contributes to the success of speaking in terms of giving clear information which can be understood by the hearer.

c. Affective factors

The collection of feelings and behaviors individuals have towards themselves or the social world are included in the affective factors. Such variables play an important role in second language learning, especially for EFL learners. In detail, there are emotions, self-esteem, empathy, anxiety, mood, and motivation which involve some types of affective factors related to native language learning. It is often anxiety-provoking to speak a foreign language in public, especially in front of native speakers. Sometimes, when English language learners are tongue-bound or lost for words in an unexpected situation, intense anxiety happens, which also leads to discouragement and a general sense of disappointment. Unlike kids, grown-ups are obsessed with how others judge them. Moreover, Brown (2001: 269) added that students or EFL learners sometimes thinking about being "false, foolish, or unintelligible" which affects the efficiency of speaking learners.

4. Types of Speaking

Brown (2001: 141-145) writes about several types of speaking as follow :

a. Imitative

This means the ability to imitate a word or phrase or a sentence is at one end of a continuum of kinds of speaking ability. These types not only a purely phonetic level of oral production but also include several language prosodic, lexical, and grammatical features in the output criterion.

b. Intensive

This means the creation of short oral language parts to show competence in a limited range of grammatical, phrasal, lexical, or phonological relationships.

c. Responsive

Responsive involves contact and test comprehension, yet rather brief talks, regular greetings, and small talk, basic questions, and feedback at a very restricted level. This is a type of short answers to questions or comments initiated by the teacher or student, providing guidance and directions. Typically, these answers are adequate and substantive.

d. Interactive.

In communication, interaction can take the two forms of transactional language, the object of which is to exchange relevant information or to exchange interpersonal information with a focus on strengthening

community connections. Duration and scope of the interaction which involves multiple exchanges and or multiple participants include to the distinction between responsive and interactive speaking

e. Extensive (monologue)

This means the opportunity for individual oral production which involves speeches, oral representations, storytelling, and so on. Usually, the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or excluded together.

5. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are several types of classroom speaking activities which should be considered as the appropriate one that used to teach in EFL classroom. Harmer (2001: 348-352) writes about six classroom speaking activities, those are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

It is appropriate for the students to teach it as actual acting in the playing scripts. In this task, the teacher's position is as director of the performance, drawing attention to appropriate tension, intonation, and tempo. This implies that there would be an actual purpose in the expressions they speak. The teacher ensures that acting out is both a

learning activity and a language generating activity by offering students practice in these things before they give their final performances. In playing the script, if they are given time to prepare their dialogues before the presentation, the students would be quite helped. This means that the lines they speak will have real meaning. Moreover, the students would learn even more from the whole experience in the end.

b. Communication games

Games are designed to provoke interaction between learners. Based on the theory of the knowledge gap, the games are made so that one student has to speak to a partner to solve a puzzle, draw a picture, place a thing in the right order, or find similarities and differences between images. Television and radio sports, which are imported into the classroom, also provide strong fluency.

c. Discussion

In the oral skills class, discussion is probably the most widely used practice. The students are expected to share their true views here. Harmer (2001: 272) claims that the conversation spectrum is split into several phases from highly structured, whole-group staged gatherings to informal small-group interactions. The first is the buzz classes that can be used for a whole spectrum of debate. In this activity, the students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they

have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends.

d. Prepared talks

In prepared talks, students are allowed to give presentations on their own choice of a theme. For casual spontaneous discussions, such talks are not intended because they are planned and more 'writing like'. However, students should talk from notes rather than from a script, if required.

e. Questionnaires

Questionnaires are very valuable because they guarantee that both the questioner and the respondent have something to say to each other. In this case, students may design questionnaires on any subject that is relevant. When they do, the instructor will serve as a guide to support them in the planning process. The results gathered from the questionnaires will then form the basis for written work, debates, or discussions.

f. Simulation of role play

Simulation and role-play could also be used to improve good oral fluency or to prepare students in particular circumstances. Students can behave in simulation as they do, or take on the role of an opposite character, and convey emotions and opinions as they do in the real world. Teachers will use these exercises to teach speaking. Teachers

may select an activity relevant to the subject and the goal of the lesson. Besides, they must understand the situation, the state of the students, and the materials to be learned.

Moreover, Harmer (2007: 129) found several types of classroom speaking activities :

a. Information-gap activities

Means that when two speakers have different snippets of knowledge, and by exchanging the information, there is a difference between them, they can only achieve the entire picture. Finally, they can get the data that is perfect for the pictures by holding the debate. When explaining the photos, the students are asked to use English.

b. Story telling

Means that the students are required to tell stories in the target language, (English). Teachers may inspire students to retell stories they have read or find in their books in newspapers or on the internet. Then, the best stories are the ones the students relate to themselves and their friends or relatives.

c. Favorite objects

This activity allows the students to explore their favorite objects and it can be done in pairs or groups. The teacher also can use this kind of activity although for individual activity. Each student is invited to explain their favorite thing about its characteristics, while other students or the audience try to guess what the favorite thing is.

d. Meeting and greeting

This activity requires the students' role-plays a formal or company social event in which a variety of individuals meet and present themselves. EFL learners at the beginners level are typically taught by using this activity. Students try to use meeting and greeting gestures for two or three students in front of the class.

e. Describing things or person

This activity requires the students to describe something or someone to other students with comprehensive or detailed characteristics. In front of the class or pairs of two students, they will explain it. It is almost the same as identifying favorite objects, but in this activity, other students or viewers are not required to guess what the object is. The teachers may often include certain items or people, and then students will explain those kinds of things or person.

f. Students presentation

In this activity, each student gives a presentation about a subject or person which is given by the teacher. In front of the class, the students present a certain subject while other students listen to the presentation and give input, suggestions or critics on the presentation. Some prefer the interview, which is means to develop organizational and time management skills.

g. Debate

In this activity, the students are organized into a certain group. Then a subject is given to them and they should prepare it as well as possible. After that, the students discuss at a certain time. Much time is needed to plan for this operation. Besides, the advanced standard can be extended to language learners such as upper high school senior level.

h. Describing pictures

This activity involves several groups of students made by the teachers. Each group has a picture that can be seen by each member. They should say as much as they can for a certain minute when explains it. The sentences must be suitable for the image. It can be a sort of single pictures or even a strip image. Then the students will define the picture according to the strip pictures.

i. Picture differences

In this activity, there are students in pairs. Each member of the pair has to discover the differences between the images given. The pictures are nearly the same. Before introducing this form of practice, teachers must find the pictures by themselves. The teacher will give more details of the distinction between the pictures given to the students in the last section.

j. Things in common

This activity is started with the students who are arranged in pairs. They talk to each other to discovers as many things that they have in

common as they can. There must be stuff that can be learned around the class. It can be the characteristics of animals, school and education, and human characteristics.

k. Solving a problem

The teacher asks the students to become an educational advisory committee, which has to give the suggestion or advice the principal of a school on a problem with the students. They have to discuss the recommendation together with the principal.

l. Discussion

In certain groups, the pupils are grouped. Then, each group is given a certain subject by the teacher. Students are given several times to explore the topic given. In the end, there will be a delegation from each group who speak in front of the class about the results of the discussion. Then, the teacher will make some corrections about the students who speak.

6. Characteristic of Successful Speaking Activity

When speaking happens, some characteristics should be required to become a success in speaking activity, especially for students. In this term, Underhil (1987: 120) found that there are some characteristics of successful speaking activity such as talking a lot, equal participation, having high motivation, and language is of an acceptable level.

a. Talking a lot

The students are provided time allocated to the task occupied by students talking is as much as possible. This is clear, but teacher conferences or pauses are also taken up most of the time. It implies that students have to be involved to discuss as much as possible with their peers. The students are very busy, it is obvious, but they rarely spend their time talking to their teacher.

b. Equally participation

A control of talkative participants does not dominate classroom discussion, so all students get a chance to speak up, and contributions are spread reasonably equally. It can be concluded that the conversation in the classroom is not dominated by any one person, but all students have the same opportunity to speak.

c. Having high motivation

Students with high motivation are willing to speak because they have something new to say about the subject and are interested in it, or because they want to contribute to completing an objective task. This suggests that learners are highly inspired to speak English. The students will be interested in learning English, specifically in speaking, by having high motivation. They also attempt to confidently offer their concept.

d. Language is of an acceptable level

Students express themselves in appropriate phrases, easily understood by others, and with a reasonable degree of adequate control. This

ensures that the components of speaking that are important to the appropriate standard of languages, such as pronunciation, grammar, fluency, and comprehensibility, are used. Thus, in the actual conversation, students also attempt to pronounce English correctly.

7. Problem in Speaking

In delivering informations, sometimes several problems are faced by speaker. According to Brown (2001: 270-271), there are some causes which indicates speaking become difficult as follows:

a. Clustering Fluent

Talking, not word by word, is phrasal. Via such clustering, learners can organize their performance both cognitively and physically (in-breath groups) by talking by phrasal, not word by word.

b. Redundancy

Through the redundancy of language, the speaker has a chance to make sense simpler and easy to understand.

c. Reduced Forms

Several problems dealing with teaching spoken English include contractions, elisions, diminished vowels, etc. Sometimes, students who do not learn colloquial contractions may develop a stilted, bookish speaking quality that stigmatizes them in turn.

d. Performance Variables

One of the benefits of spoken language is that the thought process when you speak helps you to show a certain amount of hesitation in results, delays, backtracking, and corrections.

e. Colloquial Language

Ensuring that students know the vocabulary, idioms, and phrases of colloquial language fairly well and that they are educated in the development of these types.

f. Rate of Delivery

The pace of delivery is another salient feature of fluency. One of the teacher's tasks is to help learners reach an appropriate pace along with other fluency attributes.

g. Stress, Rhythm, and Intonation

The significant messages are conveyed by the stress-timed rhythm of spoken English and the patterns of its intonation. Then, this part becomes the most important characteristic of English pronunciation.

h. Interaction

The ability to talk from its richest part, the imagination of conversational negotiation will be stoled by learning to create language waves without interlocutors in a vacuum.

8. The Relationship between Students' Speaking Performance and Their Self-Esteem

Dealing with the tool communicate, speaking becomes one of the important things in a human's life. While there is no set curriculum in most academic institutions, it has been found that speaking skills are a fundamental skill required for the success of a student in life. On the level of how much they believe they have strengthened their spoken language skills, learners also measure their performance in language learning. Several theories had discovered the importance of speaking. Tarigan (1981: 15) stated that comprehension is the main point of the speech, since we need to adequately communicate thinking and feeling, and the speaker requires to understand the meaning to be transmitted to make others understand what they are talking about. It means that the main goal of speaking is making someone understand and being understood about what we are talking about. Speaking skills are needed everywhere from basic communication to formal public speaking.

In the EFL context, students are considered to be more successful in school if they can translate their ideas and thoughts into words or sentences. Rivers (1968: 20) pointed out that the ability to speak English also plays an essential part in improving the ability to speak and write. When students speak, at the same time the quality of their self-esteem is shown. This case typically happens in the classroom, especially in teaching-learning activities. That is why speaking plays one of the important roles in students' achievement in the future.

C. Previous Study

In this study, some previous studies are presented in order to find and show the gap or the differences between the related previous studies and this study. The differences between the previous studies and this study can be seen in this following table.

Table 2.1 Previous Studies

No.	NAME	TITLE	FINDING	DIFFERENCES
1.	Bahareh Koosha, Saeed Ketabi and Zohreh Kassaian (2011)	<i>The Effect of Self-Esteem, Age and Gender on the Speaking Skills of Intermediate University EFL Learners (Undergraduate of EFL Students at Islamic Azad University, Khorasgan Branch)</i>	There was a significant relationship between self-esteem and speaking skill.	<ul style="list-style-type: none"> - The subject and location of the research - Different title but the same research design - Using “speaking skills” as dependent variable - There are two additional variables (age and gender) - Offline learning method in collecting the data
2.	Masoud Noorbakhs h (2013)	<i>The Relationship between Self-Esteem and Speaking Skills of Intermediate EFL Learners (Intermediate students of Zabangostar institute)</i>	There was a significant relationship between self-esteem and speaking skill.	<ul style="list-style-type: none"> - The subject and location of the research - Different title but the same research design - Using “speaking skills” as dependent variable - Offline learning method in collecting the data
3.	Gholam-Ali Kalanzadeh , Farshad Mahnegar, Esmaeil Hasannejad	<i>The Influence of EFL Students’ Self Esteem on their Speaking Skill</i>	There is a statistically significant correlation between the students self – esteem and their	<ul style="list-style-type: none"> - The subject and location of the research - Different title but the same research design - Using “speaking

	and Morteza Bakhtiarvand, (2013)		verbal performance	skills” as dependent variable - Offline learning method in collecting the data
4.	Rahmawati, (2014)	<i>The Correlation of Students’ Self-Esteem to the Students’ Speaking Achievement (the second class of SMP Muhammadiyah 1 Medan academic years 2009/2010)</i>	There was a correlation between self-esteem to the students’ speaking achievement.	- The subject and location of the research - Using “speaking achievement” as dependent variable - Offline learning method in collecting the data
5.	Wenni Wulandari Gustaman, (2015)	<i>The Correlation between Students’ Self-esteem and Their Speaking Competencies (A Study of Elevent Grade Students at a Public Senior High School in Cimahi)</i>	There was a positive significant correlation between self esteem and their English speaking competencies at the moderate level	- The subject and location of the reasearch - Using “speaking competencies” as dependent variable - Offline learning method in collecting the data
6.	Smita Dev and Saura Qiqieh (2016)	<i>The Relationship between English Language Proficiency, Academic Achievement and Self-Esteem of Non-Native-English-Speaking Students (In Abu Dhabi University)</i>	There is no positive relationship among English Language Proficiency, Academic Achievement and Self-Esteem of Non-Native-English-Speaking Students (In Abu Dhabi University)	- The subject and location of the research - Different title but the same research design - There are four variables (English language proficiency, academic achievement, self-esteem and non-native English speaking - Offline learning method in collecting the data
7.	Riska Ananda (2017)	<i>The Correlation between Students’ Self</i>	There was no correlation between	- The subject and location of research

		<i>Esteem and Student's Speaking Skill of the Second Year Students at SMA Negeri 2 Bantaeng</i>	students' self esteem and students' speaking skill of the second year students SMA Negeri 2 Bantaeng 2016/2017.	<ul style="list-style-type: none"> - Using "speaking skills" as dependent variable - Offline learning method in collecting the data
8.	Joni Gunawan (2017)	<i>The Correlation between Student's Self-esteem and speaking achievement of undergraduate EFL Students of English Education Study Program of Islamic State University of Raden Fatah Palembang</i>	Indicated that a significant relationship between self-esteem and speaking skill with fluency exerting the most influence	<ul style="list-style-type: none"> - The subject and location of research - Using "speaking achievement" as dependent variable - Offline learning method in collecting the data
9.	Samsul Arifin and Linda Pratiwi (2017)	<i>The Influence of Self-Esteem in Speaking Skill at the Second Grade Students of MAN 2 Madiun</i>	The result shows that students' self-esteem give significant influence in their speaking skill.	<ul style="list-style-type: none"> - The subject and location of research - Different title but the same research design - Using "speaking skills" as dependent variable - Offline learning method in collecting the data
10.	Ella Noer Faizah Illyun (2019)	<i>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)</i>	There was fairly low correlation between students' self-esteem and students' English speaking skill through the use of role play	<ul style="list-style-type: none"> - The subject and location of the research - There is an additional variable "role play" as the testing media - Using "speaking skills" as dependent variable - Offline learning method in collecting the data
11.	Desti Viani	<i>The Correlation</i>	there is a	- The subject and

	Fauziah (2019)	<i>between Self-Esteem and EFL Speaking Ability (A Correlational Study in the 12th Grade Students at SMK 21 Al-Misbah</i>	significant correlation between self-esteem and EFL speaking ability	location of the research - Using “speaking ability” as dependent variable - Offline learning method in collecting the data
12.	Sri Rahayu (2020)	<i>The Correlation between Students’ Self-Esteem and Their Speaking Ability at Junior High School 10 Tapung Kampar Regency</i>	There is significant positive correlation between self-esteem and speaking ability at the second year students of Junior High School 10 Tapung Kampar Regency.	- The subject and location of the research - Using “speaking ability” as dependent variable - Offline learning method in collecting the data
13.	Siti Aisyah (2020)	<i>The Correlation between Students’ Self-Esteem and Students’ Speaking Ability of Eleventh Grade at SMAN 7 Maros</i>	The students’ self-esteem and students’ speaking ability had significant correlation of eleventh grade at SMAN 7 Maros.	- The subject and location of the research - Using “speaking ability” as dependent variable - Offline learning method in collecting the data
14.	Ana Wahyuni (2020)	<i>The Correlation between Self-Esteem and Speaking Ability of the Tenth Grade Students in SMKN 3 Kotabumi Academic Year 2020/2021</i>	There is a significant correlation between students’ self-esteem and speaking ability of th tenth grade students in SMKN Kotabumi academic year 2020/2021	- The subject and location of the research - Using “speaking ability” as dependent variable - Speaking material is describing national monuments while the speaking material of this research is describing several Indonesian actors and actrees
15.	Bill Glenny Wullur	<i>The Relationship between Self Esteem and Speaking Skill of</i>	There is positive significant correlation between	- The subject and location of the research - Different title but

		<i>SMA Students (grade 11 in North Minahasa Regency)</i>	students' self esteem their speaking skill	the same research design - Using "speaking skills" as dependent variable - Offline learning method in collecting the data
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From the brief explanation on the table above, it can be inferred that this research has different points which make it different from those previous studies are the different of dependent variable, the way in conducting the study and collecting the data. Those previous studies above was conducted by offline method while this study was conducted by online method.