

CHAPTER I

INTRODUCTION

This chapter included background of the study, formulation of research problem, 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 the Study

In learning English as a foreign language, there are four skills that need to be considered. These skills are frequently classified as receptive and productive. Listening and reading are examples of receptive skills. Speaking and writing are two productive skills. Among those skills, speaking is one of the important skills that we use to communicate and to understand each other. This implies that speaking is the skill of conveying one's ideas to others. Speaking, according to (Torky, 2006), is how someone interact with others in order to achieve certain goals or to share their thoughts, intentions, hopes, and viewpoints. (Kalanzadeh, 2013) also expressed that people can communicate with others by speaking to convey information, ideas, and maintain social relationships. It can be implied that speaking involves giving, processing, and responding to information, creating an interactive process known as communication.

In communication, speaking is employed to interact with others, ensuring mutual understanding about a particular topic. (Byrne, 1984) states that speaking activities in language classes involve two-way communication, where the speaker interacts with listeners who respond. Essentially, speaking is a form of communication where both speakers and listeners participate to convey and exchange information. Therefore, learning speaking skills is very necessary. Several factors must be considered when producing information so that the other side understands the topic being discussed.

In terms of speaking, several components are involved in the success of speaking. (Harris, 1974) explained that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. These factors are necessary to consider someone's speaking quality, with no exception in Indonesian education. High school students need to master all these aspects, indicating that if a student fails to master the required speaking skills, the teaching of speaking will be unsuccessful. Although English is not the first language of Indonesian students, it should be learned as a foreign language. Students should learn all English skills, especially speaking. (Torky, 2006) argued success in learning a language is measured in terms of the ability to carry out a conversation in the target language. If a student grasps aspects of speaking like comprehension, grammar, vocabulary, pronunciation, and fluency, they will be able to communicate well. In general, students' success in learning English is influenced by their oral communication abilities and their confidence and self-esteem.

Some EFL (English as a Foreign Language) students find it more difficult to deliver speeches compared to their peers. In Indonesia, certain students are reluctant to speak or participate because they fear making mistakes in front of their classmates, leading them to continue using their native language (Febriyanti, 2011). Even if they know what they want to talk about, it will sometimes disappear or go blank when they begin to speak. Some of them are self-conscious when they use incorrect vocabularies, pronunciation, grammar, and so on. Furthermore, (Lightbown & Spada, 2006) explain that speaking in the target language necessitates performing multiple mental tasks at once, such as selecting words, pronouncing them, and stringing them together with the appropriate grammatical structure. On the other hand, most people find speaking to be the most difficult aspect of learning a foreign language. It is related to English, which is not their first language, and speaking is a skill that must be spoken on the spot and cannot be revised, unlike writing. According to (Ur, 1996),

some factors that contribute to difficulty speaking consist of inhibition, a lack of words, low or uneven participation, and the use of the mother tongue. Currently, the majority of teachers and students have observed that the use of mother tongues keeps dominating teaching and learning activity in language classrooms. If students are unable to speak up or speak what they have learned, it can become a problem or even cause them to fail in their proficiencies.

Speaking success requires a balance of speaking skill and good self-psychology. In this case, (Juhana, 2012) contends that certain psychological factors prevent students from practicing their speaking skills in English class. Psychological factors happen within the individual. According to (Mohseni & Ameri, 2010), mentioned that intellectual and psychological are two elements that influence one's speaking ability. They further explained that intellectual factors consist of grammar, word order, pronunciation, utterance understanding, vocabulary, and fluency. While the psychological consist of anxiety, extroversion, motivation, intergroup environment, self-esteem and self-confidence. The explanation shows that self-esteem is one of the psychological factors that affect speaking skill.

Self-esteem is described as a critical element individuals need to assess their own value and ability, whether positively or negatively, in relation to specific actions. Additionally, (Rosenberg, 1965) articulates self-esteem as an evaluation of oneself, encompassing both positive and negative aspects. As a result, (Mazouzi, 2013) believes that self-esteem is an important affective factor in the academic and educational achievement process. The self-esteem of learners influences their thought processes, relationships, psychological health, and overall happiness. In line with Mazouzi, according to (Brown, 2000), self-esteem is essential for successful cognitive and affective activities. In essence, a deficiency in self-esteem can hinder students from achieving their goals, whether in speaking a foreign language or their native tongue. Students with high self-esteem will have great abilities to communicate. According to (Fahim & Rad, 2012), people with high self-esteem are confident, whereas people with low self-esteem are insecure, lack confidence, and are self-critical. Students who have a high sense of self-esteem set higher goals for themselves and speak more confidently.

So far, studies related to self-esteem and their speaking have been carried out by some researchers. (Ananda, 2017) pointed out that there is no correlation between students' self-esteem and students' speaking skill of the second-year students' at SMA Negeri 2 Bantaeng. Meanwhile, (Arifin & Pertiwi, 2017) in their research explained that students' self-esteem gives significant influence in their speaking skill. If the level of self-esteem increases, the speaking grades of the students increase too. Moreover, (Gunawan, 2017; Prasetyo, 2019) finds that there was a significant correlation between students' self-esteem and speaking achievement. Another study by (Su & Fatmawati, 2019) discovered that extending speaking activities on social media improved students' speaking ability as well as their self-esteem in speaking. Then, speaking ability has been strongly related to self-esteem, many studies have demonstrated significant correlation between self-esteem and speaking ability (Narahara, 2022; Puspitasari et al., 2021; Tahmid et al., 2022; Wahyuni, 2021). In brief, the students' self-esteem level influences their speaking skill.

Even though there has been a lot of research on the relationship between self-esteem and speaking skill, those researchers did not specifically discuss certain types of speaking that are the focus at the high school level. (Brown, 2004) mentions six types of speaking skill, which include imitative, intensive, responsive, transactional, interpersonal, and extensive. Based on *Kurikulum Merdeka*, the standard for students' English skill at stage E or first grade in senior high school is that they are expected to be able to use English to express opinions on youth-related issues and to discuss youth-related interests (Kemendikbud, 2022). In the same way, they are also expected to be able to make presentations on appropriate topics related in this stage. In this case, extensive speaking is in accordance with the learning outcomes. Extensive speaking involves more extended discourse, such as storytelling or giving a presentation. (Bahar, 2013) said that this speaking type requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. To fill the gap in the previous research, the researcher in this study is interested in exploring the relationship

between self-esteem and speaking focusing on extensive speaking. Therefore, the researcher would conduct a study entitled “**The Correlation Between Students’ Self-Esteem and Their Speaking Skill of The First Grade at SMAN 1 Tulungagung**”

B. Formulation of Research Problem

Depending on the statement in the background above, the problem can be investigated as “Is there any correlation between students’ self-esteem and students’ speaking skill?”

C. Purpose of the Study

Based on the research problem, the purpose of this research is to find out whether there is any correlation between students’ self-esteem and students’ speaking skill.

D. Formulation of Hypothesis

Hypothesis is a statement about the relationship between two or more variables that are being studied. The hypothesis of the study divided into two:

1. Ho (Null Hypothesis) there is no correlation between students’ self-esteem and students’ speaking skill.
2. Ha (Alternative Hypothesis) there is any correlation between students’ self-esteem and students’ speaking skill.

E. Significance of the Study

The findings of this research are expected to be useful for:

1. The student

As a result of this study, students are expected to recognize that when they are able to speak, they are also learning about self-esteem. The braver they are in speaking, the higher their self-esteem.

2. The Teacher

Teachers are expected to be able to apply suitable strategies for teaching speaking while additionally boosting their students' self-esteem. The teacher not only teaches the students, but they also learn again in order to enhance their ability to talk with their students. Acting as a friend to the students, getting closer to them, and motivating them on a regular basis can boost their self-esteem not only in speaking subjects, but in any condition or situation.

3. The Next Researcher

It is hoped that additional researchers will be able to gain insight from this study and that it will serve as an appropriate source for future researchers conducting related research.

F. Scope and Limitation of the Study

The scope of this study covers the correlation between students’ self-esteem and students’ speaking skill focusing on extensive speaking in speaking skill for the first-grade students at SMAN 1 Tulungagung. Since the English language is a foreign language and mostly not used to speak this language in daily life, it might be a problem for students. The problems itself may come from internal factors that correlate with the psychological aspect that students have which is self-esteem. By this research, researcher will find out the result (score) for each point (self-esteem questionnaire and speaking test). The result of this study will show the correlation between students’ self-esteem and students' speaking skill.

Limitations of this study only focus on one of psychological aspects in language learning which is self-esteem. Self-esteem in this research about students' self-esteem shows how the students feel that they are capable of doing something well. Since the students will achieve success in learning a foreign language if they feel confident and believe in themselves, the researcher observes students' self-esteem in the personality that contributes to the speaking skill. The speaking skill in this study focuses on extensive speaking and selecting procedure text for the topic of the test.

G. Definition of Key Term

1. Self-Esteem

Self-esteem is defined as a set of feelings about oneself that guides behaviour, influences an individual's affective assessor, and motivates learning. Rosenberg (1965) states that self-esteem is people's positive or negative mindset towards their values and capabilities as a person.

2. Extensive Speaking Skill

(Bahar, 2013) stated that extensive speaking is a type of speaking which requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Speaking itself is an ability to express someone's idea orally. The theories of speaking from (McDonough, Jo & Christopher shaw, 2012) speaking is a skill which enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end.