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.

1.1 Background of the Study

Speaking skills, more precisely English language has numerous challenges in its operation, similar to the way people change information with other people, and understand what each other means because everyone communicates in different ways (Manchester: Lottery Funded 2011). at last, The purpose of speaking is to convey the speaker's understanding and what the speaker wants to convey. In speaking skills, self-confidence and self-esteem are some of the many factors that can hinder speaking skills if they are not taught with the right strategy. In the process of literacy in public speaking, it will definitely create feelings of embarrassment and upset about doing the wrong thing has become a challenge faced by students. research shows that at the age of 13-18 years, most students experience uncontrolled emotional processes (Iswah Adriana 2008). This has an impact on their communication because they are embarrassed to ask each other questions, making psychological factors have an impact on language development (Thomas M Wilson 2017). This is because in speaking skill practice, students have to speak collectively in front of the class to convey their performance or dialogue. Students who give their performances mostly feel embarrassed and upset to limit their alert.

In the context of speaking learning, Brown (2000) emphasized that self-esteem plays a significant role in students' oral production success. Students are more likely to succeed in learning to speak English when they feel confident and believe in their abilities. In the realm of successful learning, Smelser, as cited in Satriani (2014), identified three components influenced by self-esteem: cognitive, affective, and evaluative elements. The cognitive

aspect, which includes characteristics such as strength, self-confidence, and a sense of agency, is closely related to English language proficiency.

In addition, Dedmond, as referred to in Hisken (2017), describes self-esteem as a complex mixture of feelings about oneself that guide behavior, influence attitudes, and drive motivation. Coopersmith (1967), argues that self-esteem is essential to personal identity and self-awareness, noting that high and low levels of self-esteem significantly affect behavior in positive or negative ways. as Brown (2007), One should evaluate their performance positively and maintain confidence in their achievements, because such evaluations serve as a motivator to master the skill. Conversely, low self-esteem can have a negative impact on language learning, especially in oral communication.

Snyder and Tice, as cited in Mruk (2006), explain that individuals with high self-esteem often feel sufficiently competent to take risks and confident enough to endure potential failures, which enables them to set ambitious goals from the outset. Conversely, those with lower self-esteem are typically more focused on avoiding potential damage to their self-worth rather than striving for achievement. They may employ "self-inhibition strategies," even when attempting to succeed.

Furthermore, Burns, as referenced in Fahim and Rad (2012), argues that individuals with high self-esteem display confidence, whereas those with low self-esteem tend to experience insecurity, lack self-assurance, and are often self-critical. Students with high self-esteem are more likely to set challenging goals for themselves and demonstrate greater confidence in their speaking abilities. On the other hand, students with low self-esteem may struggle with the courage to speak in front of the class, which negatively impacts their speaking skills. Thus, self-esteem plays a critical role in shaping students' speaking performance.

From this advance, the researcher tried to observe another correlation between students' self-esteem and students' speaking skills using role-play activities. Because in the previous study by Syarillah stated that there is a positive correlation between students' anxiety level and their speaking ability (Syarillah 2021). Students who experience a high level of anxiety about their speaking ability can succeed in the speaking test if they carry out role-playing exercises in the learning process. Syarillah's research shows that although previously students' anxiety was related to speaking ability, this research found a positive relationship between the two. And Syarillah's research suggests that anxiety has a relationship with self-esteem. When an individual has a high level of anxiety, his self-esteem will be damaged, so he tends to feel inferior. On the other hand, if their self-esteem is low and they feel useless, they tend to experience anxiety in various conditions. To test this hypothesis further, the researcher intends to observe whether there is a correlation between students' self-esteem and their speaking abilities through of role-playing in learning English in the classroom.

In previous research conducted by Ikhwanur Romadhoni, it was concluded that the role play technique is correlated with speaking skills, not only in terms of appearance when speaking, but also in their efforts and concentration when studying. The results of research by Ikhwanur Romadhoni show that the application of role play techniques can improve students' speaking skills, this means that role play makes a positive contribution to students in their learning process to master English language skills. The use of role play helps students to increase their self-confidence when speaking in front of the class (Romadhoni Ikhwanur 2022).

Based on previous research (Romadhoni Ikhwanur 2022) and (Syarillah 2021), discusses and emphasizes the importance of speaking skills and physical obstacles that students commonly encounter, especially those related to anxiety. where this anxiety can affect self-esteem and conversely low self-esteem can also be a contributing factor to anxiety. Researchers took

references from previous research and added other perspectives, especially regarding self-esteem. In this research, self-esteem refers to students' self-confidence when carrying out tasks such as speaking or telling stories in front of many people, including how they manage nervousness. Researchers are interested in investigating whether students' self-esteem really influences their speaking abilities or not using Roleplay in research entitled: "The Correlation Between Students' Self-Esteem and Students' Speaking Skills in Class 9 MTsN 10 Blitar."

1.2 Formulation of Research Problem

This research question is Is there any Correlation Between Students' Self-Esteem and Students Speaking Skill in English Class at Class 9 MTsN 10 Blitar?

1.3 Purpose of the Study

To find out whether there is The Correlation Between Students' Self-Esteem and Students Speaking Skill in English Class at Class 9 MTsN 10 Blitar

1.4 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 in English Class

2. Ha (Alternative Hypothesis)

   There is any Ccorrelation Between Students' Self-Esteem and Students Speaking Skill in English Class

1.5 Significance of the Research

Researchers hope that this research is important to help English teachers and students at MTsN 10 Blitar. The advantages are explained as follows:

1. Teacher

The results of this research are for teachers a tool that needs to be considered in teaching English speaking. Another advantage is that teachers can evaluate their teaching in speaking. This research can help teachers to organize activities that have a positive correlation to improving speaking and self-esteem. This research proves that if English teachers want to improve their students' English speaking skills, it means English teachers also need to improve their self-esteem.

2. Students

For students, the results of this research help them to realize that their self-esteem influences the way they speak, so they can find the best way to solve their problems in speaking that suits their self-esteem problems.

3. Reader

For readers, the results of this research can be a reference for further research related to students' self-esteem and speaking skills using different strategies, such as using vlogs or telling stories.

1.5 Scope and Limitation of the Research

The scope of this research is focused on general self-esteem taken from the Coopersmith scale and speaking is focused on the roleplay method with the theme "Market Transactions", the value system is focused on finding Fluency, Vocabullary, Grammar, Pronounciation, Cohorence, and Communication Ability.

The Limtation this study focuses on Correlation between students' self-esteem and Speaking Skill. This study was conducted on Third Grade (IX) students of the MTsN 10 Ponggok Blitar. In this Research. especially in foreign language learning. They found that students tend to be more successful in learning a foreign language if they have self-confidence and confidence in their speaking abilities. Apart from that, researchers also observed students' speaking skills in role situations. They focus on how students communicate and convey their messages to others in these situations.

1.6 Definition of Key Term

1. Self-esteem

    Self-esteem is a central construct in developmental, personality, and social psychology. Self-esteem also refers to an individual's subjective perception or assessment of his/her self-worth, self-respect, and self-confidence, and the extent to which the individual has a positive or negative view of himself/herself (Ahmed M Abdel-khalek 2016). In this study, self-esteem refers to students' confidence when speaking or telling stories in front of an audience, including how they manage their worries. Therefore, self-esteem in this study is the belief of extracurricular English class students if they can do tasks well such as: dialogues, conversations, and other oral performances.

2. Student Speaking Skill

    In this research, students' speaking skills are how students explain the language they want to share about what they want to explain. Jo McDonough and Christopher Shaw. Speaking is the ability to produce speech. When spoken effectively, they arise from our desires and goals. In other words, we want to communicate something sincerely to achieve certain goals (Jo McDonough 2013). Then the students' speaking skills in this research concentrate on how students convey their sentences, through the role-playing method and their skills in carrying out dialogue in oral performances.

3. Role-Play Method

    Role play is a method of taking a role in a drama/scenario by practicing what needs to be done and said in a safe situation. Role playing activities are preceded by the teacher's direction regarding some information including descriptions of roles, concerns, goals, responsibilities, emotions, etc. In this research, the role of playing as a method of teaching English by teachers is not considered as a variable. Role play is a technique where students can practice real situations even though they are only acting in those situations.