

CHAPTER 1

INTRODUCTION

This chapter provides a brief explanation of the introduction of the research which consists of background of the research, scope of the research, statement of problems, aims of the research, significant of the research, research methodology, clarification of terms, and organization of the paper.

1.1 Background of the Research

Language is an important tool of communication among people. Since people over the world use different languages to communicate, English has been selected as a mediator for people from all countries in the world to communicate and to strengthen their relationship each other easier.

Regarding the importance of English at present, people from all countries have been learning English, including Indonesia. English has been officially taught in Indonesian schools since Indonesia declared its independence until now. National Education Curriculum establishes English is a main subject that needs to be learned by students in every school. It also has the students acquire four skills of English, such as listening, speaking, reading, and writing.

Students' success in mastering English is measured from the way they speak and deliver the message orally. The students who feel their English speaking skill are good tend to be active in the classroom and always become a leader in a group discussion.

In a reality, speaking is one of language skills mostly avoided by some students because they find speaking in their language a lot easier than struggling with English (Harmer, 1998). The position of English as a foreign language, not as a second language, is the main reason. In addition, English is not used in daily conversation, consequently many students in public schools have less opportunity to practice; and then they are afraid to speak in English, so they are not willing to speak English. It happens in a real situation where not all of students are brave to speak English in a learning process. In line with Widiati & Cahyono (2006), this concern causes most students at non-speaking English school feel anxious and keep silent in speaking class, this phenomenon happens due to pressure from the speaking tasks which require them to talk within limited time individually and spontaneously and fear of making mistakes. Thus, more practices and exercises in speaking English are required, for instance, the teacher ask the students to use English fully during the lesson so that their speaking skills become better. It is reinforced by Hamm (2006) that since speaking in front of people is a learned skill, to speak well requires practice.

Students have their own encouragement to speak because speaking a foreign language requires thinking and involving affective factors; one of which is self – esteem. Self – esteem is one factor that triggers to the students’ achievement in speaking in English. Self – esteem deals with feelings; how they feel that they are capable of doing something well. Therefore, some students are courageous; some are not to speak in English because they avoid making mistakes in pronouncing the words or delivering ideas orally. Previous experiences like success and failures are the examples that can lead the students to how they value themselves. How people value and feel themselves is called self-esteem. According to Shaalvik (1990) that self-esteem was defined as the individual’s general feeling of doing well in school and his or her satisfaction with his or her achievement. Since students’ self-esteem is heterogeneous, the teacher needs to maintain the students with high self-esteem and enhance the students with low

self-esteem. Many researchers conducted previous studies about the correlation between second language oral production tasks and various personality variables, Brown (1994) lists self-esteem is one of the personality variables.

Self – esteem is individual's positive evaluation or pride of the self; how they are full of capabilities (Rosenberg, 1995). One's beliefs of the self influence their academic achievement, especially in speaking a foreign language. Bandura and (cited in Aregu, 2013), reinforced self-beliefs of capability and self worth are believed to contribute to students' academic achievement. In this regard, Aregu (2013) notes that self-beliefs usually serve students well when they attempt to achieve academic goals, as their feelings of capability to accomplish specific tasks help them keep on investing effort, increase perseverance, especially when challenges are faced.

Aregu (2013) says that the relationships of academic achievement to self – esteem have been examined by various studies in various fields. Language skills, such as speaking skills would be observed in depth because it could be affected by self beliefs. It is clearly stated that the students utter their ideas, opinions, and minds using English is dealing with their self-esteem. This concern is reinforced by Brown (2000) that the students will achieve their success in learning a foreign language if they feel confident and believe in themselves.

In a short, many researchers such as Kalanzadeh et.al (2013), Aregu (2013), Koosha et.al (2011), Nogueras (1996), Rubio (1997), and Wullur (2014) have conducted the relationship between speaking competencies to students' self – esteem in learning English as a foreign or second language. The researcher would like to measure whether or not there is the correlation between students' self-esteem and their speaking competencies and its hypothesis as well based on the measurement of students' self-esteem and their speaking competencies. This study employed 62 students selected from two different classes. The active and less-active classes would be taken into consideration. Class atmosphere and

condition commonly affect students' beliefs to be capable of learning a foreign language, especially in a specific activity.

1.2 Scope of the Research

This research will focus on finding out the correlation between self-esteem and English speaking competency in the eleventh graders of senior high school after they have filled questionnaires and followed the speaking test. There will be 62 students from two classes involved in this recent research.

1.3 Statement of Problems

This research is conducted to answer the following research questions:

1. What level of self-esteem and English speaking competencies are students mostly at?
2. What is the correlation between the students' self-esteem and their English speaking competencies?

1.4 Aims of the Research

In line with the research questions, the aims of this study are listed as follows:

1. To find out the level of the students' self-esteem and English speaking competencies.

2. To find out the correlation between the students' self-esteem and their English speaking competencies.

1.5 Significance of the Research

This research is expected to provide a clear explanation towards the correlation between students' self esteem and their speaking competencies at a Senior High School in Cimahi. This research is counted on giving information to the readers, especially English teachers. When the teachers know that students' self esteem has correlation to their English speaking competency, it may inform them that whether students with high self – esteem or low self – esteem may have good speaking performances or not.

1.6 Hypothesis

When there is a correlation between students' self-esteem and their English speaking competencies; the alternative hypothesis is accepted and null alternative is rejected.

Ho = there is no significant correlation between variable X and Y.

Ha = there is a significant correlation between variable X and Y.

If Ha is accepted, the correlation could be positive or negative. According to Gravetter & Forzano (2012), in a positive relationship, there is a tendency for two variables in the same direction, when one variable increases, the other tends to increase. Meanwhile, in a negative relationship, there is a tendency for two variables to change in opposite directions; increases in one variable tend to be accompanied by decreases in the other.

1.7 Research Methodology

This research would conduct a sample rather than a population. The subjects of this research are 62 eleventh graders from two classes in a Senior High School in Cimahi.

The technique used to gather the data are questionnaire, interview, and speaking test. Relationship between students' self-esteem and their speaking competences will be gained through these instruments:

1. Questionnaire is adapted from many experts (Al-Hattab, 2006; Aregu, 2013; Brown, 2000; Harmer, 1998; Liu, 2005; Rosenberg, 1995; Törnqvist, 2008) to measure students' self-esteem towards their speaking skills.
2. Speaking test matrix is used to assess students' competences at speaking English based on four criteria which are pronunciation, fluency, comprehension and expression. Scale of speaking test used in this study is taken from the Stanford FLOSEM developed by Padilla and Sung (1999, p.37). The Stanford FLOSEM itself stands for Foreign Language Oral Skills Evaluation Matrix which is a more general assessment of the student's ability to communicate in the language being learned, especially English as Foreign Language. Therefore, it was appropriate to assess student's oral proficiency in English.
3. Some questions for interview are adopted from Brachman (cited in Rosenberg, 1995). Interview was held to reinforce and strengthen the questionnaire result and also to compare whether the students filled the questionnaire appropriately.

After all the data needed are collected, each of research questions will be answered. To answer the first question would be gained through distributing questionnaires, interviewing, and giving the speaking test to the students. This

study would like to display and describe in depth the students' self-esteem and their speaking competencies both in high or low level regarding the data collection. The second question would be answered by computing the data gained using IBM SPSS 22 (Statistical Package for Social Science) and Pearson Product Moment which is expected to give the exact result of whether there is a correlation between students' self-esteem and their English speaking competencies.

1.8 Clarification of Main Terms

To avoid misunderstanding concerning the use of terminology related to this topic, these are the linguistic definition of the terms:

- Correlation

A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient (Fraenkel, 2011).

- Students

Students are eleventh graders who are studying in Senior High School in Cimahi.

- Self-Esteem

Self – esteem is the individuals' positive evaluation or pride of the self; how they feel that they are persons of value and capabilities (Rosenberg, 1995).

- Speaking

Richards and Rodgers (1986) says that speaking is important because it is one of the central elements of communication in EFL (English as a Foreign Language) teaching.

- Speaking Competency

According to Harmer (2001), speaking competency is the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language “on the spot” and carry on a conversation reasonably competently.

1.9 Organization of Paper

The paper is presented into five chapters. Each chapter will elaborate subtopics relevant to the topic in details.

CHAPTER I INTRODUCTION

This chapter presents background of the research, scope of the research, statement of problems, aims of the research, significant of the research, research method, clarification of terms, and organization of the paper.

CHAPTER II THEORETICAL FOUNDATION

This chapter provides the supported theories related to the basic framework of the study. This chapter consists of theories of self – esteem, self – esteem in language learning, the nature of speaking, assessing speaking competency, affective factors in speaking English, Indonesian students’ difficulties in speaking English, and previous related researches.

CHAPTER III RESEARCH METHODOLOGY

This chapter describes the methodology and procedures used in this research in order to answer the research questions in Chapter I. This chapter is divided into research design, participant of the research, data collection, the instrument testing, and data analysis.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter provides the results of the study consisting of data presentation, findings, and discussion based on the data collection and computation with some theories to support the findings.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter depicts the conclusions which are the summary of the study and suggestions for teachers and future researchers related to the main topic of the study.