

Chapter One

Introduction

This chapter discusses the introduction of this research about the correlation between students' self-esteem and students' speaking achievement. The researcher explains the background of the research, identification of the problem, and delimitation of the problem. Then, the researcher formulates the research questions and the research objectives. At the end of this chapter, the researcher presents the organization of the research.

Background of the Research

Concerning living a human life, self-esteem has an important role. Self-esteem is the way a person views, respects, and loves himself. Therefore, this can influence a person's behaviour to achieve success. Moreover, Abdel-Khalek (2016) stated that self-esteem is the primary key to success in one's life, and the development of healthy self-esteem is significant for reasonable personal and social adjustment. It is also in line with Branden (1992) who argued that "the single most important key to human motivation is self-esteem" (p.10). On the other hand, someone who has low self-esteem will face some difficulties to accept his weakness and lack self-confidence. Consequently, it can be assumed that low self-esteem can hinder someone in achieving their goals. Abdel-Khalek (2016) also stated that a high level of self-esteem supports individuals obtaining happy situations, dealing with unpleasant situations, facing challenges, taking part in social relationships, and improving their strengths. Thus, it can be concluded that self-esteem plays a vital

role in someone's life. Furthermore, it is closely related to one's self-development and the ways to achieve the goals.

In language learning, self-esteem has a significant role particularly in learning English as a foreign language. It is because learning English involves four language skills, namely listening, speaking, reading, and writing. One of the goals of learning the language is to be able to use that language. Language learning involves the activities like self-expression and expressing ideas through language. Therefore, high self-esteem is needed to support the learning process, which can foster learners' self-confidence, not to be afraid in making mistakes, and having the desire to continue developing their potential and skills. Additionally, Rubio (2007) also mentioned that self-esteem brings serious consequences in language learning. In general, self-esteem is one of the main drivers in humans related to feelings of security or insecurity, confidence, fear, and social relationship (Rubio, 2007). Consequently, when the self-esteem is low, students may avoid taking risks in acquiring communicative competence in the target language, and they may feel insecure and uncomfortable in the classroom (Rubio, 2007). Therefore, self-esteem is essential to be considered in language learning.

Furthermore, in foreign language learning, students should learn the four language skills. Those skills are important and they are complete with each other. Moreover, speaking skill is one of the important skills to be acquired as it is beneficial for communication goals. Through speaking, people or students can communicate and interact with each other and express their feelings and opinions. Richard argued that speaking is a productive skill that can determine the success of

teaching and learning in the classroom (as cited in Ariyanti, 2016, p.78). Moreover, mastering speaking skills is a pivotal aspect for most people. Besides, the achievement of foreign language learning can be measured by looking at the ability to take the conversation using that language (Nunan, 1991, as cited in Gani et al., 2015, p.17). In addition, Rao (2019) mentioned that speaking skill is very important because an individual cannot achieve his goals in any field without communicating using language. Therefore, being able to speak using language properly is the skill needed. Furthermore, mastering English speaking skills is essential because it can be used in various fields and communicate with people from all over the world as it is an international language. Thus, it can be assumed that speaking achievement must have great attention in studying a new language.

However, speaking is not an easy task for some students because of many factors. According to Leong and Ahmadi (2017), there are several problems in the class when students speak. For instance, students are inhibited, worry about making mistakes, feel ashamed when noticed by friends, lack of motivation, and lack of participation (Leong & Ahmadi, 2017). They also found that although students are good at linguistics, if they have low self-esteem, high anxiety, and low motivation, they have serious problems and difficulties in speaking (Leong & Ahmadi, 2017).

Furthermore, there are the previous studies which found different results regarding the correlation between students' self-esteem and students' speaking skills. A study conducted by Satriani (2019) found that there is a correlation between students' self-esteem and students' speaking performance. However, another study conducted by Aliyah (2019) revealed that there is no significant

correlation between students' self-esteem and speaking ability. Besides, in the English Language Education Department, the researcher found that some students face the problems while they are required to speak in the speaking class. Based on the informal conversations with some students, they stated that they less trust in their English abilities, they are still worried in making mistakes and worried about people's judgment while they speak. Therefore, the researcher is interested in finding out whether there is a correlation between students' self-esteem and students' speaking achievement of the Batch 2020 students of the English Language Education Department in a private university in Yogyakarta or not.

Identification of the Problem

Based on the researcher's observation and after doing informal conversations with the colleagues who took the same speaking class in the 2018-2019 academic year, some problems arose in speaking class. For instance, some students feel not confident enough when they are required to speak in front of the classroom or any speaking activity for many reasons. The first problem is they do not feel confident when speaking because they do not believe in their abilities. They thought that they still lacked vocabulary, grammar, and pronunciation.

The second problem is that their lack of self-confidence in speaking is caused by their thoughts about other people's views towards themselves. They are worried about people's judgment, including being laughed by their classmates. So, they are afraid about making mistakes while speaking.

The third problem is caused by personality factor. Some of them feel that they are shy people. They do not really like speaking activities because they feel uncomfortable and shy especially speaking in front of many people.

Delimitation of the Problem

The researcher limits the problem only by focusing on the correlation between students' self-esteem and students' speaking achievement of the Batch 2020 students of the English Language Education Department in a private university in Yogyakarta. Besides, the researcher also wants find out the level of students' self-esteem and speaking achievement in speaking class.

Research Questions

Based on the background above, the researcher formulates the research questions as follow:

1. How is the level of students' self-esteem?
2. How is the students' achievement in speaking class?
3. Is there any correlation between the level of students' self-esteem and students' achievement in speaking class?

Objectives of the Research

Based on the research questions, the objectives of the research are:

1. To investigate the level of students' self-esteem.
2. To investigate the students' achievement in speaking class.
3. To find out the correlation between the level of students' self-esteem and students' achievement in speaking class.

Significance of the Research

By conducting this research, hopefully this research will give some benefits to certain parts of teaching and learning activities. Therefore, the significance of this research is presented as follows:

For the students. By reading this research, the students will be able to know the correlation between students' self-esteem and students' achievement in speaking class. This research may give understanding to students about the role of self-esteem in English language learning, especially in speaking. The result of this research may be used for students as a self-assessment by knowing the level of their self-esteem and their speaking achievement.

For the teachers. The current research may help the lecturers record students' self-esteem and speaking achievement of Batch 2020. The results of this research are probably used as a consideration for the lecturers in motivating students to have high self-esteem and improving students' speaking achievement.

For the future researchers. The result of this research may be used as a reference for future researchers who are interested in conducting research on the same topic.

Organization of the Research

There are five chapters in this research. The first is the introduction. Introduction elaborates some parts including the background of the research, the problem, delimitation of problem, three research questions, the purpose of the research, significance of the research, and the organization of the research. The second is the literature review which presents some references and theories related

to self-esteem, speaking skills, students' speaking achievement, and discusses some previous related studies about the correlation between self-esteem and speaking skills. The third chapter explains the methodology used in this research. It is divided into several sections which are research design, research setting, research population and sample, research instrument, validity and reliability, data collection procedure, and data analysis. The fourth chapter presents the result and discussion of this current research. The last chapter is the conclusion which covers the summary of this research and the recommendation.