

## **Chapter One**

### **Introduction**

This chapter presents several points. First, the research background contains the reason for selecting the topic. Second, the identification of the problem shows the problems related to the research topic which are then identified. Third, the delimitation of the problem consists of the research focus which has been limited by the researcher. Fourth, the research questions contain structured questions to answer the problems in research. Fifth, the research objective presents purposes which are related to the research questions. Sixth, the significance of research contains the benefits of the research for development of specific scientific theory and some practitioners. Last, the organization of research describes the overall flow of the arrangement of each chapter in the study.

### **Background of the Study**

Self-esteem is a matter related to the feeling in which someone considers himself/herself good or not. As mentioned by Dewi and Jimmi (2018), self-esteem is a psychological factor that can influence people to believe in themselves and feel worthy of their abilities (p. 78). Additionally, Minev et al. (2018) states that self-esteem is someone's overall assessment of his/her worthiness, both seen from positive and negative sides (p. 114). The negative side of one's self-esteem shows the low self-esteem one has while the positive side leads to the high self-esteem one has for someone's abilities. According to Arifin and Pertiwi (2017), someone who has high self-esteem tends to not be afraid of other people's responses and still tries to present things well (p. 47). On the other hand, having low self-esteem

can be shown by excessive negative thoughts about one's ability to carry out activities that make the person reluctant to try actions again (Muthmainnah, 2021, p. 115). It means that someone who has low self-esteem faces problems within themselves, such as insecurity, fear, and other negative situations. Therefore, self-esteem has a significant role in the success of students in improving their language skills. For example, in speaking skills, students have positive feelings about their own ability which affects their confidence when talking about something.

Speaking is the highest targeted skill and the basic skill when learners demand to master how to communicate with other people well. Speaking skills is an ability to use spoken words to express thoughts, ideas, and feelings (Saldaria, Ariawan, & Cahyani, 2019, p. 21). As mentioned by (Wahyuni, 2021) who has the same statement, speaking is one of language skills that learners should develop, which is useful for them to communicate one's feelings, ideas, opinions, and expressions verbally and spontaneously (p. 169). In fact, when learners speak, they do not merely convey their thoughts or ideas, but also must pay attention to the aspects needed in speaking skills. As revealed in the study from Hadijah (2014), students' speaking skills are seen from 5 aspects, namely pronunciation, grammar, vocabulary, fluency, and comprehension (p. 242). Therefore, students must learn and master these five aspects to acquire speaking skills and have good performance.

In addition, one learner's speaking ability also involves his/her personality factor in language learning. As previously mentioned, one of the factors is self-

esteem. Self-esteem is considered as one of the internal personality factors that can trigger students' success in speaking. Self-esteem in speaking encourages them to feel that they are confident and capable of doing things well, including being able to speak in front of people without feeling afraid and shame if they make mistakes. Then, the high or low self-esteem of students in speaking also certainly affects their speaking skills and performance.

When students have high self-esteem then they are also good at speaking skills. Students with high self-esteem tend to be more willing to communicate and perform as well as possible without fear of others' responses. Thus, high self-esteem plays an important role in students' speaking ability. In line with Arifin and Pertiwi (2017), a high level of self-esteem is needed to build when speaking in front of other people comfortably (p. 44). Therefore, high self-esteem is useful for learners who may face challenges speaking a foreign language or even their mother tongue in public. This challenge might occur because speaking is considered a language skill that is not easy for most students to learn and develop.

As found in most students in Indonesia, they perceive speaking as a challenge for them where this happens due to the relatively limited exposure to language and the position of English as a foreign language (EFL) (Marpaung & Widyanotono, 2020, p. 74). Because of learning English as a foreign language, English is not used in everyday conversation. This causes a lack of opportunity for students to practice speaking in English and cause feelings of anxiety and fear to speak in English that is not their native language.

Furthermore, speaking can be challenging for EFL students for a variety of reasons. The challenges that students may face can be linguistic (lack of vocabulary, pronunciation, and grammar knowledge) or non-linguistic (shyness, or lack of confidence and motivation). A study from Hadijah (2014) found that the problem factors faced by students when speaking can come from the lack of their knowledge of the components of speaking such as fluency, limited knowledge of pronunciation, grammar, and vocabulary, or it can be related to personal factors like shyness when speaking, a lack of self-confidence, and lack of experience (p. 245). Due to their lack of proficiency in speaking, EFL learners worry and encounter difficulties. This condition causes a decrease of students' self-esteem towards their ability to speak, which makes students feel uncomfortable speaking in front of others. Thus, to build students' comfort, a good level of self-esteem is needed. Students who feel good about themselves and believe in their abilities might have a high level of self-esteem that makes them confident to speak.

Moreover, there have been several studies that raised the topic of self-esteem and speaking skills. The studies by Arifin and Pertiwi (2017) and Putri, Yufrizal, and Simbolon (2013) concluded that self-esteem provides the effect on students' speaking ability. Every student from a different educational stage has different speaking skills and level of self-esteem. It means that these studies prove that self-esteem influences students' speaking skills at junior and senior high school level. In addition, one of the other abilities that has been studied related to self-esteem is the ability of students in writing. A study from Agata (2013)

revealed that students' self-esteem and their writing ability had significantly positive relationship.

Based on the explanation above, these studies only focus on the effect and the influence of self-esteem on students' speaking skills at junior and senior high school level. Meanwhile, this current research reviews from the other side by looking at the correlation between self-esteem and speaking skills. The researcher investigates the level of ELED students' self-esteem and speaking skills. This research is conducted in ELED which has courses and learning activities that are connected to speaking.

Due to the limited the studies conducted in these contexts, the researcher decides to execute the research entitled "The Correlation between Self-Esteem and Speaking skills among English Language Education Department Students". This research is important to be conducted because ELED has speaking courses. In fact, ELED lecturers always do speaking activities in the class which they also need self-esteem to face it. Furthermore, this research wants to find the type of self-esteem that English language education department students have and their speaking skills during the speaking classes. It also investigates the correlation between the students' self-esteem and their speaking skills.

### **Identification of the Problems**

In speaking skills, students might encounter several problems, including grammatical errors, pronunciation, lack of vocabulary mastery, and low self-esteem.

The first problem is grammatical error. It is a common problem in speaking. This kind of obstacle might come to the students who have lack of grammar proficiency. Rullu and Daburan (2020) found that when students spoke English, they were sometimes confused by grammatical restrictions. Their difficulty is appropriately organizing sentences and employing linguistic patterns (p. 14). Low knowledge and experience in learning grammar could cause errors while speaking. Hence, students can create wrong sentences that cause incompatibility of uttering the sentences.

The second obstacle that students could encounter is related to pronunciation. Based on Rullu and Daburan (2020), One of the problems is students' concern about pronouncing words incorrectly which make students ashamed. Thus, they became worried about making mistakes in speaking. Incorrect pronunciation could make listeners misunderstand the meaning. Students made error pronunciation because they practiced speaking less. It could impact fluency in speaking.

The third is lack of vocabulary mastery. Students who have lack of vocabulary mastery could trap while speaking with interlocutors. According to Bousbai and Hamdini (2019), students usually struggle to articulate themselves and can be at a loss for words. They frequently remained quiet and were unable to communicate in the classroom (p. 375). Vocabulary was needed in speaking because without knowing many vocabularies, students cannot speak freely and fluently. The more vocabulary the students master, the merrier their speaking skills improves.

The last problem is low self-esteem in speaking. Students who have low self-esteem feel that other people are better than them. For instance, they feel unconfident and lost motivation while speaking. According to Arifin and Pertiwi (2017), sometimes students keep silent or find it difficult to express their feelings as they have low self-esteem (p. 44). Thus, those students might feel uncomfortable speaking if they spoke in front of the public.

The researcher found several problems as mentioned above in the Department of English Language Education. The most common speaking problem was students' low self-esteem which affected their speaking which they often felt afraid and unable to speak in front of the class. Therefore, students' speaking ability and self-esteem in front of the class varied; this could be seen from their speaking performance.

### **Delimitation of the Problem**

This current research utilizes the score of speaking assessment from the listening and speaking for formal setting course to identify the students' speaking skills. Based on the speaking activities in this class, the researcher can also investigate self-esteem and speaking skills possessed by the students when speaking in formal setting situation. Additionally, ELED students might have different stages of self-esteem and speaking skills from other students from junior and senior high school in the previous research. Thus, the obtained data in this research were also different from the previous studies.

Regarding the identification of the problem, there are several speaking skills problems faced by students based on some scholars. However, this research

only concerned the correlation between ELED students' self-esteem and speaking skills. The researcher also examines one by one of the two variables and finds whether the two variables have a relationship. This research aims to find out the level of the students' self-esteem, the level of their speaking skills, and the correlation between self-esteem and speaking skills among them. This research was conducted at Islamic private university of Yogyakarta. The researcher used quantitative research, under the correlational design. For collecting the data, the researcher uses two tools, they are questionnaire and document score.

### **Research Questions**

Based on the delimitation above, the research questions are stated as follows:

1. How is the level of the English Language Education Department (ELED) students' self-esteem at an Islamic private university of Yogyakarta?
2. How is the level of the English Language Education Department (ELED) students' speaking skills at an Islamic private university of Yogyakarta?
3. Is there any significant correlation between the students' self-esteem and their speaking skills at Islamic private university in Yogyakarta?

### **Research Objectives**

Regarding the research questions, the research objectives are:



1. To find out the level of the students' self-esteem at Islamic private English in Yogyakarta.
2. To find out the level of the students' speaking skills at Islamic private English in Yogyakarta.
3. To examine the correlation between the students' self-esteem and speaking skills at Islamic private university in Yogyakarta.

### **Significance of the Research**

The researcher expects that the research results can provide benefits to several parties, such as the students, the lecturers, and further researchers. The following benefits are:

#### ***For The Students***

The results of this research are expected to provide knowledge for ELED students about their level of self-esteem and speaking skills. Therefore, the students can be more aware of their self-esteem and speaking skills. Moreover, they can use this knowledge as a self-evaluation to maintain or improve their self-esteem and speaking skills because when speaking in front of others, students need self-esteem to make them more confident and self-respect. The higher they have self-esteem, the more successful they communicate with other people using English. This research is also expected to give the formation to the students about the correlation between self-esteem and speaking skills among English Language Education Department students.

### ***For The Lecturers***

The researcher expects that this research result can inform the lectures about the progress of the students' speaking skills as well as self-esteem level. In addition, the lecturers gain an understanding of the relationship between students' self-esteem and speaking skills. It can be used by the lecturers to decide whether speaking activities or learning methods can be applied to improve the students' speaking skills and self-esteem. They expectedly can assist the students to improve their self-esteem and speaking skills.

### ***For Further Researchers***

The researcher expects that the results can become a reference for other researchers in conducting other research with the similar topic and problems in subsequent studies. Then, the results of the future research are expected to accomplish this study related to same topic of the research.

### **Organization of research**

The research presents five chapters to cover all the important matters related to this topic.

The first chapter discusses the introduction of the research, the background of the study, the identification of the problem, and the delimitation of the problem. Moreover, it also contains the research questions, the research objectives, the significances of the research and the outline of the research. The research questions include the level of the students' self-esteem and speaking skills at Islamic private university in Yogyakarta, and the correlation between their self-esteem and speaking skills.

The second chapter present the literature review which consists of the theories and related references. These related theories and previous studies about the definition of self-esteem, types of self-esteem, importance of self-esteem, definition of speaking, basic type of speaking, elements of speaking, importance of speaking, problems of speaking, strategies in teaching and learning speaking, the correlation between self-esteem and speaking skills, review of related studies, conceptual framework, and hypothesis.

The third chapter explains the research methodology used. This research used quantitative approach under correlational design. It is conducted at an Islamic private University in Yogyakarta. Then, the population and the sample are mentioned in this chapter; the respondents were 100 students. The researcher used two instruments which were questionnaire and the score of speaking assessment. Descriptive statistics were used to answer the first and second research questions. In addition, the inferential statistic was utilized to answer the third research question, which used the Pearson Product Moment Coefficient.

The fourth chapter presents the research results and discussion. The research results contained the answers to the first research question regarding the level of the students' self-esteem, the second research question about the level of their speaking skills, and the third research question about the correlation between their self-esteem and speaking. In addition, there is a discussion section which explains and relates the results obtained to the previous studies and related theories.

The fifth chapter covers the conclusion and recommendations. The conclusion provides an overview of the results of this study that answers the research questions. Then, it also presents recommendations from the results for the lecturers, the students, and future researchers.