

Chapter One

Introduction

This chapter presents several things underlying this research. This chapter serves as the introduction of the research which includes the background of the research, identification of the problems, delimitation of the problems, research questions, the objective of the research, and the significance of the research.

Background of the Study

Speaking is an important skill in learning English. The way the students speak and the way they deliver the message are often used to measure the success of students in mastering English. Through speaking, students can get information, share ideas, and build up a social relationship by communicating with others. Speaking is used to convey intention and purpose to other people. As argued by Al-Hosni (2016), speaking is a dynamic utilize of language to convey a precise meaning. In addition, it is a medium in which a new language is encountered, understood, practiced, and learned.

The main purpose of speaking is to create effective communication between the speaker and the interlocutor in order to understand each other's conversations by using the same language. It is in line with Gustman (2015), which states that speaking is a two-way communication between listener and speaker. However, in English for Foreign Language (EFL) classroom situations, students still prefer using their first language rather than practicing speaking English. Doing so helps the students understand each other's conversations.

Consequently, this means they are giving up a chance to practice and achieving their target in learning a language.

Meanwhile, speaking issues can be the main challenges for EFL students. Fauzan (2016) finds that speaking is the main challenge for EFL students. It is because the EFL students only get the opportunity to practice English while studying in the class. At university level, EFL students do not use English in daily conversation. Consequently, they cannot speak English comfortably because of their lack of practice. Therefore, even though some students feel confident and brave to speak English, some are still nervous and afraid to make mistakes when speaking English because they focus on avoiding making grammatical mistakes and miss-pronunciation.

Learning a foreign language especially in speaking skills will not be successful without paying attention to students' psychological factors. One of those physical factors is self-esteem. Navita (2016) claims that the ability to speak confidently in front of an audience is achieved by having high self-esteem. Self-esteem is an important factor in learning English that should be taken into consideration. Kalanzadeh et al. (2013) considers self-esteem as one of the important factors of the human affective domain which plays a significant role in Second Language Acquisition (SLA). Self-esteem is a form of respect for oneself and believes that one is capable, important, successful, and valuable. According to Dedmond (2011), self-esteem is the complication of feelings regarding ourselves that guide our behavior, influence our attitudes, and drive our motivation.

Inevitably, be it high or low, self-esteem will affect the success of students in achieving speaking skills.

Self-esteem may influence students' academic performance. Therefore, students with high self-esteem have a better chance of having a good academics performace. High self-esteem can affect language learning positively, especially in oral communication. Students with high self-esteem are more confident in speaking English as they have more faith in their ability. Halima (2016) considered that students with high self-esteem consistently perform better than students of similar ability with low self-esteem. On another note, students with low self-esteem tend to lack the confidence to speak English. Low self-esteem influences students' competence in speaking skills.

The role of self-esteem is very important and should be taken into consideration while working on escalating students' achievement in speaking English. Wullur (2016) also agrees that learning English is influenced by self-esteem. Self-esteem supports students in achieving speaking skills. It is significantly related to how much the students are motivated to master their speaking skills. At university levels, particularly at the Department of English Language Education, students need better self-esteem to achieve their target competence in speaking English.

The researcher's initial observation discovers that some students at the English Education Department at one of the private universities in Yogyakarta have low self-esteem. It can easily be spotted when the learning process happened. Some students stay silent in respond to the teacher asking them to

speak English, indicating their low self-esteem. It is because the students feel nervous and anxious to speak English. In addition, they are unable to express themselves with confidence, always worried about making mistakes, embarrassed to expose themselves to anything new or a particular situation, hyper-sensitive, hyper-alert to signs of rejection, depressed, unhappy, and shows a greater degree of anxiety and aggression. Usually, these problems occur because of the students' different levels of self-esteem.

Based on the explanations above, the researcher conducted a research investigating the correlation between self-esteem and speaking skills of EFL students at EED in one private university in Yogyakarta.

Identification of the Problem

Based on the results of the observations in the foreign language class, the researcher found an imbalance of students in the classroom. Some students already look confident when speaking English. Those students are eager to practice, answer questions in English, and speak English in general in front of the class. However, the contrast also happens in the same class. Some students seem reluctant to speak English. It shows every time students feel afraid to answer questions using English. Some students hesitate to present their opinions using English and are shy to practice English with their friends. It can happen because of differences in the level of self-esteem that each student has. It also suggests a factor that might cause this phenomenon to occur. Apart from that, their speaking skills are also likely to be different. Students who have fluent skills in speaking English will be more courageous to speak in English. Meanwhile, students with

non-fluent abilities in speaking English are more likely to be afraid to speak in English.

Delimitation of the Research

The researcher was able to identify a few problems. The problems vary as such: students feel afraid to answer questions using English, not confident to express their opinions using English, and reluctant to practice English with their friends.

The first problem is students feel afraid to answer the question using English. In the learning process, some of students do not answer the question and decide to keep silent. In this case, it is not because the students do not know to the answer of the question. It is happened because the students feel afraid to answer the question using English.

The second problem is students not confident to express their opinion using English. In EFL classroom, students encourage to share their idea and opinion using. In this situation, some of students do not confidence toward their language. So, they just keep their opinion in their mind because they do not have more confidence using English.

The last problem is students reluctant to practice English with their friends. In the classroom, practice is one of effective way to improve students' speaking skills. For some students they do not want to practice their speaking with their friends. This makes their speaking ability unable to improve because they are lazy to practice

In this research, the researcher is interested in investigating the level of self-esteem, students' speaking abilities, and how students' self-esteem correlates with their speaking skills. The participants of this research are college students, especially from the English Education Department. In this research, the data is collected by using a questionnaire to determine the level of the students' level of self-esteem. The result of the self-esteem questionnaire will be compared to the documentation of the assessment score, especially of the students' score in the Listening and Speaking for Daily Conversation class.

Research Question

To conduct this research, three research questions are used as a guideline.

These three research questions are as follows:

1. How is the level of the self-esteem of EFL students?
2. How is the level of the speaking skills of EFL students?
3. What is the correlation between self-esteem and the speaking skills of EFL students?

The objectives of the Research

Related to the research questions, there are two objectives of the research.

These objectives are as follows:

1. To investigate the level of EFL students' self-esteem.
2. To investigate the level of EFL students' speaking skills.
3. To investigate the correlation between self-esteem and the speaking skills of EFL students.

Significance of Problem

This study has several advantages. These advantages are as follows:

For Students. This study can provide information to students about the level of self-esteem, the level of speaking skills of EFL students, and the correlation between self-esteem and speaking skills. By knowing these things, students with lower level of motivation are to be more motivated in their self-esteem as well as working on their speaking skills.

For Teachers. This research gives information to the teacher about the contribution of self-esteem toward speaking skills. This research can help teachers increase their knowledge about the correlation between self-esteem and speaking skills of EFL students. Ultimately, teachers can use the information in this research to help their students develop their speaking skills.

For other researchers. This research helps other researchers to obtain information about the correlation between self-esteem and students' speaking skills. This research can be used to find out what are the levels of self-esteem and the level of speaking skills of EFL learners. Furthermore, this research can also be used to support upcoming similar studies. The next researcher can use the information provided by this study as well as learning from the limitations and strengths to further improve their research.