Chapter One

Introduction

In this chapter, the researcher presents several points to discuss the main problem of the research. This chapter deals with the background of the study, identification of the problem, delimitation of the problem, research questions, research objective, significance of the research, and organization of the chapter. Those parts are explained as follows.

Background of the Study

Self-esteem plays an essential role in education because it can affect student achievement. According to Dewi and Jimmi (2018), self-esteem can influence a person's choices and decisions. Students can improve their scores in academic achievement if they understand how to choose and decide what they want to do in their studies. Students who lack self-esteem can experience learning difficulties because they do not dare to do something beyond their abilities. Dev and Qiqieh (2016) stated that high self-esteem represents a "healthy" self-view. People with high self-esteem will evaluate themselves positively, explore all their potential, and persist in trying to achieve their goals and aspirations. At the same time, people with low self-esteem will feel negative feelings such as ('I am useless,' 'I do not matter,' and 'I am a failure') so they will have an impact on difficulties adapting both in social and academic environments.

Furthermore, self-esteem is an aspect that must be considered in learning a second language, especially English. Language plays an essential role in human

life because language is a means of human communication in everyday life. With language, one can convey ideas, thoughts, and feelings to others both orally and in writing. However, learning a second language requires high self-esteem to support learning. Basco and Han (2016) stated that self-esteem can result in effective language learning. Several skills must be mastered in learning English, including speaking, listening, writing, and reading. Getting these skills requires high self-esteem because people who have high self-esteem know what they want to learn and how to do it. Thus, they can act according to their thoughts and feelings under certain circumstances without being affected by the opposing views of those around them. Conversely, people with low self-esteem will quickly feel less confident in learning a language. They tend to have difficulty expressing what they know because they need more confidence to become passive in teaching and learning activities in class.

Learning a language takes some basic skills that must be mastered to make learning easier. Among the essential skills that must be mastered are speaking skills. According to Rao (2019), communication skills play an indispensable role, and one must master them to succeed in their respective fields. Speaking skills are language skills in pronouncing articulation sounds or saying words to express, state, and convey ideas, thoughts, opinions, and feelings to others. According to Arung (2016), speaking is giving and asking for information as if two or more people are in dialogue. A person successfully communicates if he can convey what he wants in a language that is easy to understand. However, speaking skills are still challenging to master when students are afraid and not confident about

speaking in public or class. This might affect their speaking skills, so the value they get will not be optimal. Thus, students with high self-esteem typically set higher goals for themselves and speak confidently. On the other hand, students who lack self-esteem may find it challenging to speak in front of the class, which can affect their speaking abilities. The level of students' self-esteem influences their speaking achievement.

Self-esteem is necessary for learning success. Moyano et al. (2020) found that self-esteem and speaking achievement correlate to the same degree as self-esteem and school failure. There are two types of self-esteem: high self-esteem and low self-esteem. Students who perform well have a strong sense of self-esteem, are confident in their abilities, and feel valued. Consequently, the researcher is curious to know if self-esteem and speaking achievement among English Language Education students at a private institution in Yogyakarta are related.

Identification of the Problem

Based on the researcher's observations after participating in the teaching and learning process at the English Department at a university in Yogyakarta. It was found that many students felt less confident when speaking in front of the class or other speaking activities for various reasons. First, they need more confidence in speaking English and doubt their ability. They still need to improve their vocabulary, grammar, and pronunciation. Therefore, they refrain from speaking in front of the class or other activities.

In addition, the researcher also found that students have low self-esteem. Therefore, they always feel less than other active friends. Students with low self-esteem struggle with the problems they face at school by worrying about the views of their friends. In contrast, students with high self-esteem can focus more on their schoolwork and learn more than their peers see them.

Based on two existing phenomena, the researcher focuses on understanding students' self-esteem, which is related to students' attitudes. To succeed in learning, students need to be aware of their ability as a force to achieve learning goals. However, students will not perform optimally in their work when they still think about the views of others. This can prevent students from getting good results in learning. Thus, the researcher is interested in researching the correlation between student self-esteem and the speaking achievement of class 2022 students of English Language Education at a private university in Yogyakarta. It aims to determine whether there is a positive correlation or not.

Delimitation of the Problem

The researcher restricts the issue by concentrating specifically on the correlation between students' self-esteem and speaking achievement of the batch 2022 students of the English Language Education Department in a private institute in Yogyakarta. Besides, the researcher also wants to determine the level of students' self-esteem and speaking achievement in speaking class.

Research Questions

Based on the existing problems, the problems of this research can be formulated as follows:

1. What is the level of self-esteem of college students?

2. How is the college students' achievement in speaking class?

3. Is there any correlation between the college student's self-esteem and speaking class achievement?

Research Objective

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

1. To investigate the level of self-esteem of college students.

2. To analyze the students' achievement in speaking class.

3. To find out the correlation between the student's self-esteem level and students' speaking class achievements.

Significance of the Research

This study presents three practical significances in teaching and learning speaking as follows:

Lecturer. The findings of this study are expected to be a valuable source of information to improve the quality of the English teaching and learning process. This research can help English lecturers determine students' level and achievement in speaking classes in 2022. With this research, it is hoped that it can assist teachers in providing more motivation so that students have high self-esteem and can improve their learning abilities in speaking.

Students. This research can provide additional helpful knowledge, information, and references about the relationship between self-esteem and student achievement in speaking classes. In addition, this research can be used as a reference for self-assessment by knowing their self-esteem and speaking achievement.

Other researchers. This research is expected to be useful for future researchers in similar fields. Further researchers can use sources in this study and can also be linked to research that has similar research.

Organization of the Chapter

This research consists of five chapters. The first chapter is an introduction containing seven subchapters. The background of the research is covered in the introduction, along with the reasons behind the researcher's choice of relevant subjects. When the researcher describes the circumstances that lead to the appropriate topic, the problem statement continues. The problems and research questions developed are also defined, and the research objectives are listed afterwards. The last two are about the importance of research, outlining how it will benefit others, and organizational studies, which will trace the order in which each chapter is presented in this research report.

The second is a literature review that includes theories, concepts, and previous research regarding students' speaking performance in speaking classes and their self-esteem. The definition of self-esteem, speaking achievement and the relationship between self-esteem and students' speaking achievement are

discussed in this section. This chapter also summarizes previous research regarding the correlation between self-esteem and speaking.

The third describes the research approach. This chapter discusses several topics, including the population, sample, and quantitative research methodology. The third chapter also shows researchers' use of questionnaires and document scores to collect data.

The findings and discussion are covered in the fourth chapter. This chapter presents the results with information addressing the study questions after the data was gathered. The final chapter contains the conclusion and advice. The chapter summarizes this research and guides upcoming researchers employing this subject.