

CHAPTER I

INTRODUCTION

A. Research Background

The progress of life and world civilization that is happening right now is leading to a very rapid process of change in various aspects of life, such as changes in social, religious, economic, political, defense and security issues, science, and technology. The advancement of communication and information technology has led human life towards global life. Competition between individuals and groups colors human life in various aspects of life.

Positive response that occur the government gets is excellent human resources in any level of society. Unpreparedness in dealing with this condition psychologically leads to negative behaviors, such as; low self-esteem, blurred future orientation, aggressive behavior and thuggery, low-achieving young generation motives, strong instant desire in all things as well as a weak work ethic. However, if all levels of society can deal with it through the superior quality of human resources, then the progress that occurs can be the basis for achieving a standard of life with dignity, peace, independence, happiness, and prosperity both physically and mentally.

For this reason, the Indonesian government develops various pathways, types, and levels of education by considering the quality relevant to the needs of the times and the linkages with other sectors, especially with the strategic plan for national development and the development going forward. Efforts to realize this plan require optimal community participation in the administration of national education to prepare and improve the quality of life of the nation.

Junior High School is one of the government efforts in developing education levels. Students at this level are in the age range of 12 to 15 years. In this age, students are known as the adolescence phase. In the adolescent phase of life segments that are important in a person's development cycle and a transition period that can be directed to the development of healthy adult life (Sadovnikova, 2016). In adolescence, every individual experiences rapid

growth both physically and psychologically towards the next development. Most students are developing their identity of being who they are in the time of Junior High School. Through many pressure and daunting responsibilities of being a student, those learn and understands the importance of having high self-esteem in the school.

Self-esteem is important to everyone, especially for students in Junior High School (Moradi Sheykhjan et al., 2014). They need high self-esteem to feel good about themselves. Having high self-esteem has many positive effects and benefits, especially among Junior High School students. Positive self-esteem is one of the building blocks of academic achievement; it provides a firm foundation for learning (Arifin, 2017). Positive self-esteem in academic achievement can relate to all subjects in the school. Furthermore, English is one the subjects of academic achievement that relate to self-esteem.

English is one of the compulsory lessons at many levels of school in Indonesia. It becomes crucial to be mastered by students. In teaching and learning English language, there are four skills to be got by students. The skills are listening, reading, speaking, and writing. Among four skills, speaking is a productive skill that can be directly and empirically (Brown, 2007). Also, that demands students' ability to speak in their way. As argued by Ananda (2017), speaking as productive skills focus on how students use and communicate in English language. In reality, the students hard to speak in the class because they speak much awareness and other communicative considerations as awareness to make mistakes in pronunciation, fluency, and grammar. (Maryansyah & Wadison, 2017).

In speaking skills, self-esteem is important. It is an effective factor in students' speaking ability (Maryansyah & Wadison, 2017). Also, self-esteem is one of the personal traits, which is a factor that influences speaking ability. It can make students succeed or fail in mastering English speaking skills. In order, this will be more complicated when the students' mother tongue is not English (Maryansyah & Wadison, 2017). Besides, most students have wrong pronunciation the words, grammatical errors, and lack of English.

There are some reasons why this study is conducted. One of the reasons is that the teachers can not speak English well. Some teacher teaches or says the vocabulary with a wrong pronunciation, and this is a continuing mistake for students. Second, the students' stigma that English is a painful lesson like mathematics. This is one of the problems why students lack English proficiency due to difficulties in learning English. Third, the students are afraid when speak English in front of the class, if they are wrong other students will be laugh. It is a habit in our circles, if someone make a mistake so the other laughed at him. Related to self-esteem, the teacher ignores students' self-esteem, and the students are not aware of their self-esteem performance. Supported by Branden (1994), students' self-esteem can make them successful and happy, the feeling of being worthy, deserving, entitled to assert their needs and wants, achieve their language learning and speaking abilities. It shows that the students' self-esteem factors potentially influence their speaking ability.

Numerous studies have shown that there was a high correlation between EFL students' self-esteem and their speaking skills (Kalanzadeh et al., 2013). Considering the issue that students with higher self-esteem are more successful and competent in performing (Koosha et al., 2011).

All of those studies indicate the same conclusion that self-esteem is related to speaking ability. Thus, there seems to be limited research on this area, particularly in MTs Al-Mishbah Bandung. This research investigates the effect of students' self-esteem on their speaking ability by the title **“The Correlation between Students' Self-Esteem and Their Speaking Skill at Indonesian Seventh-Grade Students of Islamic Junior High School”**.

B. Research Questions

Based on the research background, there are some questions as follows:

1. How is the students' self-esteem of seventh-grade students in MTs Al-Mishbah Bandung?
2. How is the students' speaking skills of seventh-grade students in MTs Al-Mishbah Bandung?

3. How significant is the correlation between students' self-esteem and their speaking skills of seventh-grade students in MTs Al-Mishbah Bandung?

C. Research Purposes

Based on the research questions, there are research purposes as follows:

1. To find out the students' self-esteem of seventh-grade students in MTs Al-Mishbah Bandung.
2. To reveal the students' speaking skills of seventh-grade students in MTs Al-Mishbah Bandung.
3. To investigate the correlation between the students' self-esteem and their speaking skills of seventh-grade students in MTs Al-Mishbah Bandung.

D. Research Significances

The field of this study is intensely expected to carry out some significance of teaching and learning speaking as follows:

1. Theoretical Significance

Theoretically, this study could add existing evidence to prop up the contribution of self-esteem in teaching and learning English process, especially in speaking skill. Also, this study can contribute the knowledge in developing understanding and education related to self-esteem and speaking performance.

2. Practical Significance

Practically, this study is expected to help students improve their speaking skills with higher self-esteem through their knowledge. Also, give students an advantage about the problems they usually face in speaking, and they become aware of practicing English speaking more. This study is expected to help teachers to dig up more information about the importance of students' self-esteem knowledge in learning activities. This study is also expected to help future research and general knowledge as a reference to identify students' self-esteem in their speaking skills by providing valid data that build upon the matter.

E. Research Framework

As stated in the previous section, this study aims to find out the relationship that exists between students' self-esteem and their speaking skills. Therefore, there are two variables in this study; they are students' self-esteem as the dependent variable and students' speaking ability as the independent variable.

According to Coopersmith in Brown as cited in Maryansyah & Wadison (2017), self-esteem is a personal judgment of worthiness that expressed in attitudes that individuals hold towards themselves. It reflects students' control toward increased responsibility. Students with high self-esteem are not only happy with their success but also happy with their failure (Juyandegan, 2016). They share an optimistic point of view.

In the context of learning speaking, self-esteem is one of the personal traits that become an influencing factor. It may either make students succeeded or fail to master English speaking skills. Self-esteem also is an effective aspect of self, which refers to one's feelings of self-worth. Students with poor self-esteem, they are lack of knowledge in their academic achievement and exhibit disrupting behavior in the classroom (Witzel & Mercer as cited in Arifin, 2017). Also, it is more fundamental and is about the feeling of being worth something, just because of who they are, and not because they have done something.

According to Maryansyah & Wadison (2017), speaking is a productive oral skill that demands students' ability to speak in their way. Speaking is considered the most difficult skill that language learners have to face. It supported by Brown (2006) who labels speaking as the most challenging skill for students because of the set of features that characterize oral discourse such as contractions, vowel reductions and elision, the use of slang and idioms, stress, rythm and intonation, the need to interct with at least one other speaker also. The students have limited exposure to speaking. Related with this theory, students who learn English as a foreign language (EFL) usually have limited opportunities to speak English outside of the classroom and also limited exposure to English speakers or members of the international community

(Zhang, 2009 as cited in Suryani & Argawati, 2018). Moreover, Brown (2003) said about six components to measuring speaking ability in English are grammar, vocabulary, comprehension, fluency, pronunciation, and task.

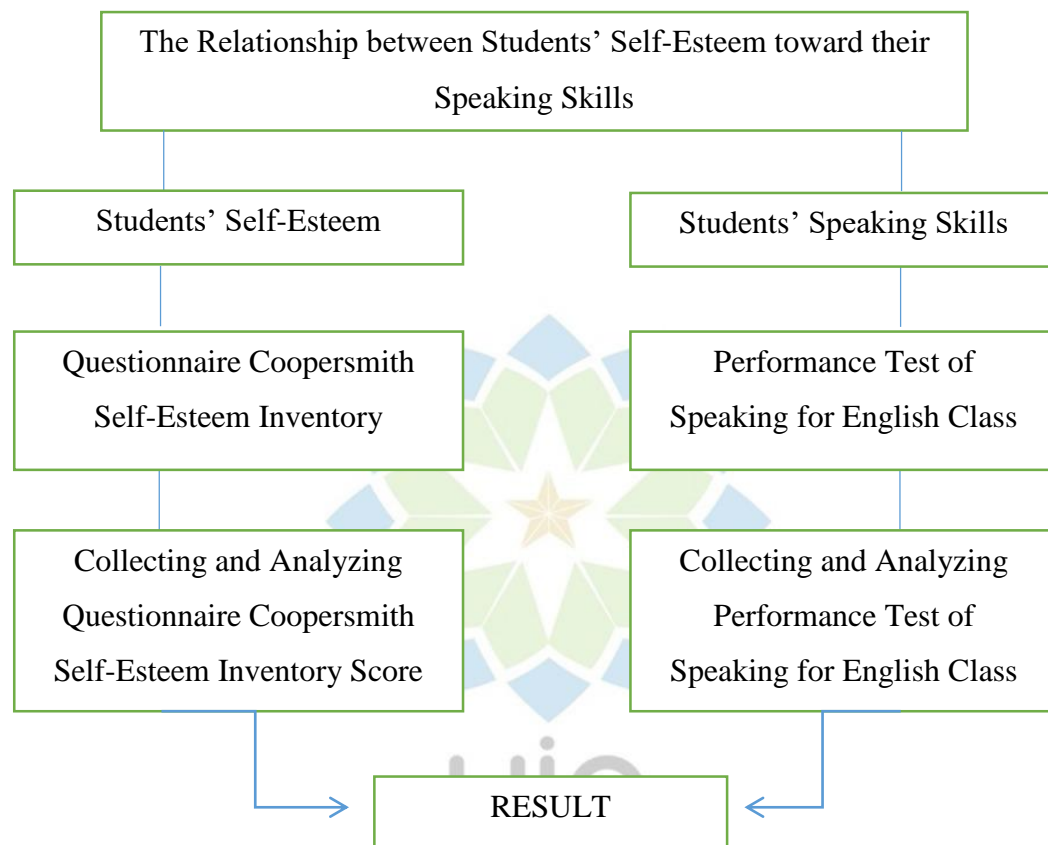


Figure 1.1

Schema of Research

F. Hypothesis

The hypothesis in this study is an alternative hypothesis (Ha) and a null hypothesis (Ho).

The hypothesis of this study are as follows:

1. Ha: There is a significant correlation between students' self-esteem and students' speaking skills.
2. Ho: There is no significant correlation between students' self-esteem and students' speaking skills.

G. Previous Study

Several types of research have been conducted in several subjects. The first, previous research carried out by Koosha et al., (2011), the primary purpose of this research was to investigate the relationship between self-esteem, age, gender, on the one hand, and speaking skills. This research used Sorensen's questionnaire for measuring self-esteem and oral production of short stories by using a modified version of Farhadi et al. (1995) as cited in Kalanzadeh et al., (2013). The results of this research showed a significant relationship between self-esteem and speaking skills with fluency exerting the most influenced. There was also a reverse relationship between age and speaking skills. Concerning the relationship between gender and speaking skills, no statistically significant association was found.

The second, a study by Maryansyah & Wadison (2017) this research aimed to elaborate on students' self-esteem and speaking skills at English Study Program of University of Muhammadiyah Bengkulu (UMB). This study uses two instruments, and there are questionnaire and interview. The primary purpose of this research is the majority of EFL learners possessed *task* self-esteem while they are performing speaking tasks in class.

The third, a research conducted by Kalanzadeh et al., (2013) the research objectives are to investigate the relationship between the EFL students' self-esteem and their speaking skills. This research used a questionnaire developed by Lui et al. (2005) to measure students' self-esteem and oral proficiency test based on the scales provided by Farhadi et al. (1995). The result shows that there was a high correlation between EFL students' self-esteem and their speaking skills.

The fourth, an investigation by Gunawan (2017) this research aimed to empirically investigate the possible correlation and the influence between students' self-esteem and speaking achievement. This research used oral proficiency categories from Brown (2004) and Coopersmith Self-Esteem Inventory (CSEI) which modified by Ryden (1978). The result showed that there was a significant correlation between students' self-esteem and speaking

achievement with $r = .635$. Besides, there was also a substantial influence of self-esteem on speaking performance with 40%.

This study has several differences with previous studies. The first is in the title itself. The second is the participants. In this study the participants are EYL or students in Junior High School, while in the previous studies are EFL. The last is the research applied in this study conducted in MTs Al-Mishbah Bandung, Indonesia. Whereas, the previous studies applied in Iran, Bengkulu (Indonesia), and China.

