The Correlation between Students' Self-Esteem and Ability in Speaking English of Eleventh Grade Students of SMA N 1 Langsa

THESIS

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CHAPTER I

INTRODUCTION

A. Background of the Study

National Education Curriculum demands students to possess proficiency four major skills of English: listening, speaking, reading and writing. Among these four, speaking and writing are productive skills which entail students' ability to generate utterances on their own. Speaking is a common activity in teaching learning process that requires knowledge to deliver the language through the mouth. Based on Encyclopedia.com Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language.[1] Speaking skill might be divided into several sub-skills, among which are pronunciation, grammar, vocabulary and fluency. These four sub skills among others were most widely used among linguists. Speaking is more complicated than it seems at first and involves more than just pronouncing words. Brown and Yule state learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. [2] It is supported by Fitriana that For many young learners or students in secondary schools, learning to speak English is more difficult than other skills, since they never practice English in real situation in spontaneous way.[3]

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[1] http://www.encyclopedia.com/doc/1O999-speaking.html [January 2015]
[2] Brown, Gillian and Yule, George. (1983). *Teaching the Spoken Language.* Cambridge: Cambridge University Press. p.65
[3] Fitriana, Anis. (2011). *Warmer Activity in English Speaking Class as The Teacher's Effort to Reduce Students' Anxiety at The 7th Grade of SMPN 02 Surabaya.* English Education Department Faculty Of Tarbiyah State Institute For Islamic Studies Sunan Ampel Surabaya. p.3

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Using English language as a tool of communication involves the use of four language skills; listening, speaking, reading and writing that should be mastered by people in their ways of telling or expressing the thoughts and ideas. But in communication process speaking skills is the main skill among them. Speaking English is one of the most important skills for students and it will help them find a job in the future. If they cannot speak the language, then they only will keep the language in their brain or thinking and all materials of English that they have learned will have no function. To improve speaking skills in English, certainly to increase student achievement, the students always have been commanded to practice their speaking skill by many ways, such as make a conversation with friends, telling story etc.

The most realistic way to improve speaking skill is to encourage students to practice spoken communication with each other. English teachers should provide chances and channels for them to participate in active communication. However, too many teachers using traditional approach in teaching English, which according to Coelha allow only 20% of the time for student's talk and consider teacher as the only proper person to initiate interaction. The shift of paradigm in English teaching provides a new expectation for better speaking advancement. A modern approach promises better interaction to foster peer learning.[4] Kessler argued that the basic need for good interaction is the sense of interdependence,

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[4] Arnold, Jane (1999) ed. *Affect in language learning*. Cambridge University Press. p.34

and face-to-face confidence, personal responsibility and cooperation among members of a group.[5]

Personality trait might be the barrier to speaking proficiency. Many students are reluctant to communicate, scared that they might not finish their utterances, or embarrassed to make mistake.[6] Arnold stated learners are influenced with feelings that cause them to worry, and hinder them from learning. In addition that Brown details important personal factors in building learning theory and Personal traits such as self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion, and introversion, each has major contribution to students' achievement. Brown continues that, it could be easily claimed that no successful cognitive or affective activitiy can be carried out without some degree of self-esteem, self confidence, knowledge of yourself, and belief in your own capabilities for that activity.[7]

Self-esteem is a personal trait that influences learning. Wenas concludes self-esteem as a judgement toward self-worthiness shown in behaviour. It reflects students' controls toward increase responsibility. People with high self-esteem are those whose parents pleased with their success but also accepted their failure. They share optimistic point of view. On contrary, people with low self-esteem give lower value on what they achieve.[8]

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[5] Kessler, Carolyn (1992) (ed.) *Cooperative language learning*. University of Texas at San Antonio. NJ: Prentice Hall Regents. p.131

[6] Coelha, E (1992). Cooperative Learning Foundation for a Communicative Curriculum. p.45

[7] Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy.* Second edition. NY: Longman.p.20

[8] Wenas, D.S. (2002). *A study of the relationship between self-esteem and the English learning*

The problem in this research is students cannot speak English properly due to several factors, the lack of confidence in themselves and also a sense of respect for themselves, they do not grow. Teachers also be a reason, because students will be more receptive to science is taught if he likes his teachers. Especially students Eleventh grade SMAN 1 langsa, they should be adept at speaking English but still many of these students are not proficient cannot even speak English well.

This research attempts to reveal relationship between self esteem and students' speaking ability in English language. More attention should be given to development of personality traits to make it balance with over exposure on cognitive development. Self esteem was sometimes neglected. After associating self-esteem and speaking skill is found, more attention would expectedly be given to self-esteem and other personal traits.

The same thing happens to students SMA N 1 Langsa. They feel less confident when they speak in English. In the learning process, students must master skills such as listening, speaking, reading and writing. As the above statements speak is one of the causes of the lack of self-esteem in students. Based on this phenomenon, the researchers are interested to find out in depth about students' self esteem towards students' ability in speaking English of Eleventh Grade Students' of SMA N 1 Langsa and to examine the factors that influence students' self esteem that occurs when speaking English.

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achievement of students as SMA Advent Klabat, Manado (online).p.15 https://www.academia.edu/5004817/Self_Esteem_and_Speaking_Skill accessed on : [January, 20 2015]

B. The Problem of Study

Based on the case above, the writer wants to do a research about the correlation between students' self-esteem towards students' ability in speaking English.

The research question of this research is:

Is there any correlation between students' self-esteem towards students' ability in speaking english ?

C. Terminology

Speaking is one of language skill that difficult for the students, speak what researcher mean in this study are speak good English and can communicate with others in English and Self Esteem is a personal trait to influences learning, self esteem researchers mean that students' attitudes in respect themselves where students are becoming more daring, more confident with what he did, in this case how he can speak English in front of his friends and others. So, the researcher wants to know about the correlation between students' self-esteem towards students' ability in speaking English.

D. The Purpose of Study

The purpose of this study is to find out the correlation between students' self-esteem towards students' ability in speaking English.

E. The Significance of Study

By conducting this research the finding gave contribution for:

1. The Teacher

This study is expected to provide information of students' self esteem and their speaking ability.

2. The Students

This study can give information about self esteem for students. It can give them attention for their personal feeling. The students will more confortable in learning English speaking.

3. The Reader

By knowing the result of the study the reader will get valuable information about correlation self esteem and speaking ability in teaching English.

4. The Researcher

The result of this study is also expected to get feedback for the other researchers to conduct the similar study in the different place and with other respondent. Furthermore, by doing this research, the researcher will know English in speaking class because it would be very useful for the researcher when entered educational world as a teacher in the future.

5. The Basic Assumption And Hypothesis

1. Basic Assumption

The basic assumption of the study are :

a. Speaking is one of productive skills which entail students' ability to generate

    Utterances on their own.

b. Speaking is must be taught to the students.

c. Self-Esteem is one of the important aspect in learning process.

2. Hypothesis

There are two types of research hypothesis, between alternative hypothesis (H_a) and null hypothesis (H_o). In this research the hypothesis can be formulated as the following statements:

Ha : there is a correlation between students' self-esteem towards students'

    Ability in speaking English of eleventh grade students of SMA N 1

    Langsa.

Ho : there is no correlation between students' self-esteem towards students'

    Ability in speaking English of eleventh grade students of SMA N 1

    Langsa.

3. Review of the Previous Researches

There was some research by other researcher about self-esteem before. One of them is research by Muharnia Dewi Adilia from University Brawijaya Malang. This study investigated differences between self-esteem in the new

inmates and recidivists. The sample in this study is new inmates and recidivists an occupier in 1 a penitentiary in Malang. The numbers of subjects in each group of subjects are as many as 100 people. Data retrieval technique used is simple random sampling. Analysis of the data in this study is using two sample t test or independent sample t-test. T test value in this study was 0.278, and Ttable is 1,972. The results of this research showed that indicate that there is no difference in self-esteem on the new convicts and recidivist, because self-esteem on the new inmates and recidivism are in high and medium category.[9]

In addition, the research about self-esteem by Rahmania and Ika yuniar from University Airlangga Surabaya. The aim of the study was to examine the relationship between self-esteem and tendency of Body Dysmorphic Disorder (BDD) in female adolescents. Self-esteem is the attitudinal, evaluative component of the self, the affective judgments placed on the self-concept consisting of feelings of worth and acceptance which are developed and maintained as a consequence of awareness of competence and feedback from the external world. BDD is a psychiatric disorder characterized by a preoccupation with an imagined or slight defect causes significant distress or impairment in functioning. The subjects of the research comprise 100 female high school students whose ages between 15-18 (N=100). The instrument used to collect data for the dependent variable is Self-Esteem Questionnaire (SEQ) by Dubois, et.al. that consist 42 items. And the instrument used to collect data for the tendency of body dysmorphic disorder consisting 38 favorable items. The collected data were

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[9] Muharnia Dewi Adilia.(2012). Perbedaan Self Esteem Pada Narapidana Baru dan Residivisidi Lembaga Pemasyarakatan Kelas I Malang. Program Studi Psikologi Universitas Brawijaya Malang. p.3

analyzed by Pearson product moment correlation using SPSS 16.0 statistical analysis program. The results showed that there were significant relationship between self-esteem and tendency of BDD (p=0,000, r=-0,405). The higher self-esteem so the lower tendency of BDD and vice versa, the lower self-esteem so the higher tendency of BDD.[10]

[10] Rahmania, Ika Yuniar (2010). Hubungan Antara Self-Esteem Dengan Kecenderungan Body Dysmorphic Disorder Pada Remaja Putri. Fakultas Psikologi Universitas Airlangga Surabaya. p.4