THE STUDENTS' SELF-ESTEEM LEVEL IN CONTRIBUTING TO ENGLISH SPEAKING SKILL

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Abstract – Some aspects related to the learners' personality of language learning, one of the personality factors is self-esteem. This study aims to determine the difference whether students who have a high or low level of self-esteem have significant success or not in contributing to the English speaking ability of students in the class. This study was undertaken at the undergraduate students of Economic Faculty, in the Management department, at one of the universities in Jakarta. The method used in this study through several data collection techniques, namely questionnaires, classroom observations, speaking tests, and interviews. Based on the findings showed that the students must also build up their self-esteem level as a basic to have more motivation in improving their English speaking skill. This possible strategy is beneficial and helpful for the learners, especially for those who have low self-esteem level in order to improve their speaking English skill better. The study suggests that EFL practitioners pay attention to self-esteem aspect to obtain the optimum results of teaching-learning processes.

Keywords: low self-esteem, high self-esteem, speaking skill

INTRODUCTION

Language is a tool for communication to interact, transfer knowledge, share ideas, exchange information, and solve problems. Communication can be done through the spoken and written forms. However, speaking is considered as the easiest way to communicate. Especially in the global era nowadays, English is used as a universal language to communicate with each other all over the world. In Indonesia, as one country which places English as a foreign language puts English as one of the important subjects.

The essential of English can be seen from the fact that English in Indonesia is taught starting from kindergarten through the university. Even though students have been learning for years, many students still encounter problems in the mastery of English, and some of them still have difficulties in using that language especially spoken English. Meanwhile, the English subject at this Economic faculty is important for them that will work in the business world after they have graduated from university. A good businessperson must be also supported with a proper language especially English speaking skill is often used as a promotion tool and also marketing media to influence others, for instance; when they launch or communicate their new products to their customer or do transaction and negotiation.

Moreover, the international language used in the business world is English. In the global market (AFTA) then they will not be able to lose competitiveness and ability to survive. We realize as non-native speakers who live in Indonesia that English as a second

language gets difficulty to master all words and phrases or terminologies of the English language. Especially in an authentic communication situation, not only low-proficiency learners but also high language proficiency ones are sometimes faced with communicative problems. Those problems above can be categorized into linguistic and non-linguistic problems. Linguistic Problems can be difficulties in pronunciation, vocabulary, and grammatical. Non-linguistic problems relate to the learner's personality. It might be the barrier to speaking proficiency so that teacher must think about some aspects related to the learners' personality of language learning; one of the personality factors is self-esteem. Based on the preliminary study, students with high self-esteem can be associated with successful language acquisition while conversely; students with low self-esteem may be associated with students whose language acquisition is less successful.

LITERATURE REVIEW

Definition of Self-Esteem

Self-esteem is an abstract that cannot be seen but it can be felt. Something that can make a person judge himself whether is good or not before another person giving an opinion on him. They are based on the experiences you've had in life and the messages that these experiences have given us the kind of person we are. If our experiences have been negative, our beliefs about ourselves are likely to be negative too. Compelling experiences that help to form our beliefs about ourselves often (not always) happened early in life. What we saw, heard and experienced in childhood in our family, in the wider community and at school - will have influenced the way we see ourselves. There are some definitions of self-esteem.

Self-esteem can be defined as how one sees, judges, and respects himself. It is therefore very important to know self-esteem to find out if there may be emotional and social effects, including in the field of EFL. Some studies (Bagheri & Faghih, 2012; Fahim & Rad, 2012; Ghaith, 2010; Juyandegan; 2016; Mei & Nathalang, 2010; Nakatani, 2010) have investigated communication strategies and self-esteem. Nakatani (2010) conducted a study at a Japanese college to investigate if the application of specific communication strategies helps increase EFL students' proficiency in communicative tasks. It found that 'maintaining discourse' and 'meaning negotiation' strategies helped promote students' communicative ability. On the other hand, Mei and Nathalang (2010) investigated non-English-major undergraduate students studying English at a Chinese university. The study investigated CSs used by the students, and it found the CSs were affected by three aspects: the type of task, their language proficiency, and academic major.

Regarding self-esteem, Bagheri and Faghih (2012) and Juyandegan (2016) conducted a correlational study investigating the relationship between self-esteem and reading comprehension in Iran. With the samples of EFL students being 55 in Bagheri and Faghih's study and 45 in Juyandegan's study, both studies found a positive relationship between reading comprehension and self-esteem. Another correlation study was conducted by Fahim and Rad (2012), who investigated the relationship between self-esteem and paragraph writing. The study also found that there was a relationship between the variables. On the other hand,

Ghaith (2010), who conducted the study on the effects of 'Learning Together' teaching model in improving EFL students' reading achievement and academic self-esteem, argues that there is no significant difference between the model and self-esteem, while there is a significant difference between the model and reading achievement.

Rubio defines, "Self-esteem as a psychological or social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances."

In Suparman's book, "Self-esteem as a personal judgment of worthiness that is expressed in the attitude that the individual holds toward himself." From the explanation above, the researcher concludes that self-esteem is as a judgment about how you feel of yourself or feeling having respect and pride of yourself and your ability.

Dean and Naomi described that there are two sides of high and low self-esteem that are intrapersonal and interpersonal characteristics. They have influenced both for parents and friends as goals to work toward. The intrapersonal and interpersonal aspects provide some guidelines to develop activities that encourage high self-esteem and its resultant behaviors. The following are:

1.	**High self-esteem**

Intrapersonal characteristics.

This kind of characteristic for high self-esteem level describes the person such as; respecting and accepting of self with an appropriate and love of self, not worrying too much about tomorrow's problems, today's event or yesterday's mistake, having confidence in their own perceptions and judgement, and expecting to be successful.

Interpersonal characteristics.

People with high self-esteem in this characteristic possess personality such as; Accepting criticism more readily, taking more active in social groups, judging themselves to be competitive relative to members of their group.

2.	**Low self-esteem**

Intrapersonal characteristics.

This personal for low self-esteem level possess the characteristics such as; having more dependents accommodating and complaint, Experiencing high anxiety and frustration, being more frequently encountering failure, being preoccupied with personal problems and difficulties, feeling they are not of value.

Interpersonal characteristics.

The person with low self-esteem tends to possess characteristic such as; having a poor relationship, feeling self-conscious, preferring passive, demonstrating a reluctance to engage in competition, fearing failure.

RMIT Counseling service explained that people with high self-esteem usually possess the following characteristics: they like to meet new people, they don't concern about how others will judge them, they have the courage to express themselves, their lives are enriched with each new encounter, and people with high self-esteem have an "I think I can do" attitude. On the other hand, People with low self-esteem possess the following characteristics: they don't believe in themselves, they see themselves failing before they begin, they have a hard time forgiving their mistakes and make themselves pay the price forever, they spend most of their time alone, they with low self-esteem have an "I can't do it" attitude.

There are steps to build high self-esteem in ourselves such as, first is forgive yourself for past mistakes, second, focus on your positive attributes, thirdly, follow the example of successful people, then fourth, practice your talents, and the last is to become a self-talker. In the classroom, a teacher can create or promote high self-esteem for students; choose a task and set a goal that the children can achieve in a week. This can be something simple such as putting bags away neatly or lining up. Help them to achieve it and praise them when they do. They will want this praise again. Mention their success in assembly or to the principal in front of the class.

The demand for communication in the modern language classes may enhance students' self-esteem in speaking a foreign language as there are more enhances for their weaknesses to be exposed in front of others. Consideration learner self-esteem in learning a language in the classroom is expected to help the learner to develop their communication skill because self-esteem has a crucial part of the learning process and as a critical factor of the human affective domain, has been found to play an extremely important role.

In academic, self-esteem aspect contributes to school performance. There is a significant relationship between self-esteem and achievement in second language acquisition, especially in this case, is English speaking skill. Language learners must have self-esteem because they have their own potentials to study. They might intensify the use of self-esteem in language practice or study. They must believe it because they have innate abilities that may support their self-esteem. They also can develop and improve their self-esteem to be proportionally standardized.

Self-esteem is proved to be a very important variable in second language acquisition, particularly in view of cross-cultural factors of second language learning. Therefore, self-esteem plays an important role in language learning. To make use, students must be aware of their existence. Students may increase their self-esteem through several ways.

Definition of Speaking Skill

Speaking involved some skills such as accuracy, appropriateness, fluency, and vocabulary building. Learning English does not mean just learning about the structure and vocabulary, but also learning how to speak the language for communication to one another. Students get involved in communication because they have ideas and feelings they want to share. This sharing cannot be done in one way, but there must be senders and receivers to build a conversation.

There are some definitions of speaking. Akmajian stated that speaking is viewed as an oral production which needs movements from every part in the mouth, which result in sounds or speech. Meanwhile, Slobin defined speaking or a speech is noticeable which trigger physical process run smoothly to produce sounds. From those definitions stated clearly that when a learner learns to speak, it means that the learner is activating their oral function that results in speech to be used to communicate with others. Besides that, other definitions also said from,

Savage and Bailey define as:

"Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language."

According to Fulcher, "Speaking is the verbal use of language to communicate with others". Speaking requires that learners not only know how to produce a specific point of language such a grammar, pronunciation or vocabulary but also they understand when, why, and in what ways to produce language. Meanwhile, Kayi says "Speaking is a crucial part of second language learning and teaching". In teaching and learning process also is important for teachers to avoid misunderstanding information for students.

Based on some explanation above, it can be concluded that speaking is not easy to practice because it does not only express ideas and feeling but also they must have the skill to use language appropriately. Nunan also confirmed that speaking is difficult for foreign learners because to make oral communication become effective, it needs an ability to use the language appropriately in social interactions.

There are many components that are needed in order for a person to be a proficient speaker. As a student learning the English language need to know and also as a teacher needs to determine what skills and knowledge a student already has and what areas needs support and development. If an ESL student is not able to appropriately use speaking skills, the message to a listener will not be able to be understood. Whether an ESL student is in or out of a classroom, language functions are used to express meaning.

Brown classified components of speaking into five aspects. The first is grammar which includes about tense, the second is vocabulary which covers the choice of words used in speaking, the third is comprehension that includes how well students can explain the content of information in detail when speaking, the fourth is fluency which is about students' ability to speak fluently in saying word, and the last is pronunciation which focuses on students' ability in uttering word. Thus, speaking is a process to convey and sharing ideas and feelings orally. In other words, it is an activity that is needed to make the speaker and listener understand what they want to speak or express their ideas.

Based on the explanation above, it is possible to identify a problem that will serve as a point departure for the present investigation. As has been noted above and is clarified in the later review of literature section, the first problem is the fact that many students in that management class face difficulties in expressing their ideas and thought because of their own limited resources of the target language or lack of their communication competence. The

second is that they have no intention to communicate in English during speaking performance task in the classroom. The third is they do not know the solution to overcome their limitation of speaking ability that caused the process of communication gets stuck and there was misinterpretation meaning between interlocutors. This study is therefore interested in exploring the topic qualitatively, and it poses the following research question: What are the differences in communication strategies between students with the high and low level of self-esteem?

METHOD

The researcher applied a qualitative method. Creswell says, "Qualitative method is used to identify the participants and sites on purposeful sampling to help the researcher understand the central phenomenon." The specific design of this study is a case study. The researcher used case study because the researcher investigated the case in-depth and detail by using multiple sources. Yin explains, "As a research strategy, the case study is used in many situations to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena."

This study was undertaken at the undergraduate students of Economic Faculty, in Management department, at one of private university in South-Jakarta. This site has been chosen for the reason of the accessibility of the researcher to carry out the study, the major was chosen because management graduate is expected as representative to change economic situation in Indonesia better by having a good English capability and the researcher also find out the problem in that major that has been conducted a preliminary study before.

The participants taken are different from the preliminary study because their class did not get English subject more in the next semester. In this study, the researcher chose the participant from the first semester at Economic Faculty students, in Management Department. The course is English 1. There are six students as the target in the study to collect research data.

Data collection methods adopted were observation, speaking test, interview, and questionnaire. This study focused on communication strategies in speaking. In the observation stage, the researcher investigated the students' behavior, for example, what students do in the classroom during speaking class, do they look confident or shy when speaking English etc. In the speaking test, the researcher analyzed data from video recording to find out their speaking skill related to the self-esteem level. The data were matched with the data from questionnaire and interview. To determine students' self-esteem, questionnaire from Rosenberg was used.

Table 1. Rosenberg Self-Esteem Questionnaire (1965)

No	Statements	Scale			
		SA	A	D	SD
1	On the whole, I am satisfied with my self				
2	At times I think I am no good at all				
3	I feel that I have a number of good qualities				
4	I am able to do things as well as most other people				
5	I feel I do not have much to be proud of				
6	I certainly feel useless at times				
7	I feel that I'm a person of worth, at least on an				

Scores are calculated as follows:

For items 1, 2, 4, 6, and 7: Strongly agree = 3, agree = 2, disagree = 1, strongly disagree = 0. For items 3, 5, 8, 9, and 10 (which are reversed in valence): Strongly agree = 0, agree = 1, disagree = 2 strongly disagree = 3, the scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem.

DISCUSSION

From the students' answers, there were three students with low self-esteem level and three students with high self-esteem level.

Table 2. The Result of Students' Self-esteem Questionnaire

No	Student	Score	Level
1	T	11	Low
2	D	12	Low
3	S	13	Low
4	F	16	High
5	K	16	High
6	M	17	High

Then, the researcher used the data to investigate the differences of each students' skill with low and high levels of self-esteem and what is mostly used by the both of the students with low and high level of self-esteem during observation field note and speaking test.

The results are the students with low self-esteem level tend to passive and reluctant to speak English both to the lecturer and friend. If they must speak English, they often used non-linguistic means or body language, and appeal for help strategies to their friends about the vocabulary used that they do not know. Besides that, the students with low self-esteem level also never gave an opinion or involved in every discussion or group work in the classroom. They always choose silent and listening to the lecturer or just listening to other friends are speaking English. They will speak English or give an opinion in English just because the lecturer asked them or forced them so that they did it without self-initiative. The researcher also found that the students with low self-esteem level have lower speaking performance score than the students with high self-esteem level. They only have few efforts when speaking English. They frequently were silent and did not say anything.

On the other hand, the students with high self-esteem level tent to be more active and motivated to learn or speak English both to the lecturer and friends. In the group discussion, students with high self-esteem level were more active to give the opinion to other groups about the topic discussed. They tried to minimize using Bahasa Indonesia. They only used or mixed one word in Bahasa Indonesia when they did not know the vocabulary. they tried hard to create word or sentence in English as he can. The students showed their big effort to speak English and avoid using Bahasa Indonesia although the structure in English is not too good. He thought that it does not matter as long as that person understood what he said. This is reflected that students did not have any idea more about the vocabulary or continue the sentence but he tried to keep going the conversation by finding other ideas of message.

CONCLUSION

Based on the findings, the researcher concluded from the results of the data analysis that the students with low self-esteem level did not have big effort and motivation like the students with high self-esteem did at speaking performance or during the conversation. Besides that, students must also build up their self-esteem level as a basic to have more motivation in improving their English speaking skill. This possible strategy is very useful and helpful for the learners especially for those who have low self-esteem level in order to improve their speaking English skill better.

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