

## **CHAPTER II**

### **THEORY REVIEW, FRAME OF THINKING, AND HYPOTHESIS**

#### **2.1 Theory review**

##### **2.1.1 Concept of Self-esteem**

In learning process there are many problems of the students in school to build their self-esteem in learning activities especially in speaking. It causes of their negative perception in speaking. Most of students refuse the chance to speak, they feel afraid before try. Whereas everything is started from a little thing or little case, people can start from our self. We should understand how to appreciate our self, how to manage our self and how important our self in a life so that it can help as to be confident in front and be successful in front of many people, it need much experience in a life.

Self-esteem is a term used to describe a person's sense of worth and personal value for himself. Self-esteem refers to the way individuals respect and like themselves. With conditions of healthy self-esteem, we become more confident in live everyday life. Coopersmith (as cited in Ghaisani, 2016, p. 11) state that, self-esteem is an evaluation carried out by individuals to find out or believe the extent of their abilities. It means that self-esteem is expressing individual attitude to show the extent to which a person believes in his abilities.

Susanti (2017, p. 22) state that, self-esteem as a kind of self-evaluation within a human. Gustaman (2015, p. 122) states, self-esteem is related to feelings

and is one of the factors driving success in speaking English. It means self-esteem can be described as a respect towards his or her self and the students can achieve speaking English if they can do it well.

Based on the explanation above, it can be concluded that, self-esteem is a personal belief or judgement that is given by a person to himself or herself. It is about the certain attitude that she or he expresses as the value of his or her life.

Dariyo and Ling (2002, p. 37) states self-esteem is a result of an individual's assessment of himself which is expressed in attitudes that can be positive and negative. Conger (2001, p. 23) state that, self-esteem is an important construct in everyday life and plays a role in determining a person's behavior, including assessments, feelings or views of the individual about himself or things related to him that are expressed in the positive dimension, namely appreciating one's strengths and accepting existing deficiencies and negative dimensions, namely not being satisfied with one's condition, not appreciating one's strengths and seeing oneself as something that is always lacking. Wong (2004, p. 18) state that, high self-esteem is a feeling that is rooted in unconditional self-acceptance even when making mistakes without feeling important and valuable.

Based on the explanation above, it can be concluded that, Self-esteem is an assessment of the results achieved in the analysis, the extent of behavior, fulfilling the ideal of self. If the individual is always successful, he tends to have high self-esteem, and if he fails, his self-esteem will tend to be low. Individuals with high self-esteem will respect themselves, recognize that they are valuable, and see themselves and with others. They don't pretend to be perfect, they recognize their

limitations, and hope to improve and develop more. Individuals with low self-esteem usually experience self-rejection, dissatisfaction, and contempt.

### **2.1.2 Assessing of Self-Esteem**

According to Plummer (2005, p. 20) there are seven main elements that form of asses the foundation for social and emotional health to lead healthy self-esteem, as follows:

#### **1. Self-knowledge**

Self-knowledge refers to the way someone understands about a strong sense of his or herself. There are some characteristics related to self-knowledge. First, it is developing and maintaining one's personal values. Second, it is about how someone understands differences with others whether in looks or character. In addition, it is also about how he or she has things in common with others, and how he or she can act in different ways according to the situation that he or she is in. The indicator of self-knowledge is knowing personal value and believing in yourself for getting achievement.

#### **2. Self and others**

Self and others refer to the way someone interacts or builds the relationship with others. There are some characteristics related to self and others. First, a person knows how relationships function. Second, he or she is able to develop and maintain his or her own identity as a separate person. Third, he or she understands the difficulties inherent in relationship and in learning to cooperate with each other. Next, he or she sees things from other people's perspective and

develop an understanding of how they might see one self. In addition, he or she is learning respect and tolerance with others and understanding individual's emotions. The indicator of self and others is knowing the difficulties in building relationship with others.

### 3. Self-acceptance

Self-acceptance refers to the way someone accepts everything that he or she has. There are several characteristics related to self-acceptance. First, a person knows his or her own strengths and recognizes the area that he or she finds difficult. Second, he or she accepts all mistakes that he or she has made. In addition, someone knows that he or she is doing the best and feeling comfortable about his or her physical body. The indicator of self-acceptance is accepting the mistakes that have been made.

### 4. Self-reliance

Self-reliance refers to individual's independence. There are several characteristics related to this element. First, a person knows how to take care of his or herself. Second, a person understands that life is often difficult, but there are lots of things that he or she can do for his or herself. Next, a person is able to motivate his or herself. In addition, a person is able to self-monitor and he or she is able to meet challenges. The indicator of self-reliance is being independent and being able to face challenges.

## 5. Self-expression

Self-expression refers to the way someone expresses his or herself to others. There are some characteristics related to self-expression. First, a person understands how he or she communicates with other. It is not only with words but also through facial expression, body posture, intonation, and the clothes he or she wears. Second, a person learns to read the signals beyond the words and develops creativity in self-expression. In addition, a person recognizes and celebrates the unique ways in which he expresses who he is. The indicator of self-expression is using appropriate attitude when communicate with others.

## 6. Self-confidence

Self-confidence refers to strong belief of someone towards his or herself. There are some characteristics of this element. First, a person knows that his or her opinions, thoughts and actions have value, and he or she has the right to express them. Second, a person knows that he or she has the right to be his or her self, and he or she develops a creative approach to solving problems and being confident enough in his or her own abilities. In addition, a person is able to accept challenges and to make choices. The indicator of self-confidence is having a strong belief that can do the best and being able to take decision.

## 7. Self-awareness

Self-awareness refers to the way someone realizes everything in his or herself. There are several characteristics of self-awareness. First, a person develops his or her ability. It includes an awareness of one's feelings. Second,

someone knows what he or she is capable of, and he or she learns to set realistic and struggles to achieve the goals. In addition, someone understands that emotional, mental and physical change is a natural part of his or her life. The indicator of self-awareness is thinking about the future.

### **2.1.3 Aspect of Self-Esteem**

Rosenberg (as cited in Ghaisani, 2016, p. 15-16) state that, there are 3 aspects of individual self-esteem, namely: 1) Physical Self-Esteem, this aspect relates to the physical condition possessed by an individual does someone accept his physical state or is there a physical part that he wants to change. It means when someone who can't accept their own strengths or weaknesses or doesn't get the desired results correctly; 2) Social Self-Esteem, this aspect relates to the ability of individuals to socialize whether an individual limits other to become friends or accepts various kinds of people as friends. It means, this aspect measures the ability of individuals to talk with others in their environment; 3) Performance Self-Esteem, this aspect is related to the ability and achievement of individuals. It means, whether an individual satisfied and feels confident with his abilities or not.

Coopersmith (as cited in Febrita, 2017, p. 12-14) state that, aspects of self-esteem can be divided into four parts, namely; power, *Significance*, *Virtue*, and *Competence*.

#### a. Power

Power shows the ability of a person to be able to regulate and control his own behavior and influence others. that means, in certain circumstances a person

will get the power to control himself in front of others and can give influence to others for what he did.

b. Significance

Significance is aimed at the acceptance, attention and affection shown by others. It means, when someone receives attention and affection from others, then he will cause feelings that are very important and meaningful in him so that the more someone who gives attention and affection, the more likely the confidence that he issued.

c. Virtue

Virtue is shown by adherence to the ethical code, moral ethics and religion of the people who obeys the rules, ethical codes, morals, ethics and religion and then internalizes it, showing positive self-attitude with success in meeting the service goals of noble values. Feelings of worth seem to be colored by sentiments about the truth of honesty and spiritual things

d. Competencies

Competencies demonstrate high performance, with various levels and task for each age group. It means, everyone can show that the experience from baby to old is given biologically and the sense of ability that gives him happiness can bring him to deal with the environment and become the basis for developing motivation to achieve higher competencies.

From the explanation above it can be concluded that the aspects of self-esteem consist of *power, significance, virtue, and competence* which will guide students to apply it in everyday life.

Competent and social values are aspects of self-esteem that have been advanced by a number of theorists more than half a century ago. The most extensive treatment offered by Tafarodi and Swann (as cited in Aisyah, 2015, p. 25-26) explain that, which is characterized by two aspects, namely; "*self-competence*" and "*self-liking*".

#### 1. Self-Competence

Self-competence is an assessment of the experience of each individual as a result of training. This assessment refers to the overall positive and negative orientations of the department itself as a source of strength and efficacy. It means, self-competence is an individual's assessment that he has the ability to be able to act effectively and self-control. Individuals with high self-competence have affective character and positive assessment of themselves.

#### 2. Self-liking

Self-liking is part of self-esteem that is socially clearly related. Where the process appears to see yourself like judgments according to others. It means, liking ourselves is our affective evaluation of our approval or disapproval as a result of internalization of social values. High self liking is characterized by a positive influence full of self-acceptance and comfort in the social environment

but a low self-liking is characterized by negative influence such as disliking oneself or insulting oneself.

#### **2.1.4 Characteristics of Self-Esteem**

A person's self-esteem depends on his own judgment which will influence his behavior in daily life. This individual judgment is expressed in an attitude that can be high and low. According to Maslow (2012, p. 15) there are two forms of self-esteem needs, namely the low and the high. Low form is our need to be respected by others. The need for status, glory, honor, attention, reputation, respect and even dominance. Whereas, the high form is our need for confidence, competence, success, independence and freedom. It means, we as humans have two self-esteem needs, namely the low and the high.

According to Coopersmith (as cited in Sa'diyah, 2012, p. 16) "individuals with high self-esteem are more assertive, independent and creative". It means, individuals with high self-esteem shows that he has a firm personality, independent in doing things, and has creative ideas.

Rosenberg (1965, p. 18) explain that, individuals with low self-esteem often experience depression an unhappiness, have high level of anxiety, exhibit greater aggressiveness implants. Irritable and always suffer from dissatisfaction with everyday life. It means, low self-esteem can make someone depressed and unhappy with what they have and can be bad for themselves.

Based on the explanation above, the researcher can conclude, the characteristic of the self-esteem can be distinguished into the low and high parts.

Low characteristic can describe that someone who has no self-esteem and high characteristics describes the firm and self-esteem and can solve the problem.

### **2.1.5 Self-Esteem in Language Learning**

A person's self-esteem will determine how a person will present himself in his environment. A person's self-esteem will also affect the way a person displays their potential, so that self-esteem also plays a big role in one's achievement. Oxford and Ehrman (as cited in Tayebnik and Puteh, 2012, p. 501) states "self-esteem as one of the effective psychological factors in second language learning. It means, self-esteem has an active role in the physical person to improve the learning process". According to Coopersmith in Tayebnik and Puteh (2012, p. 501-502) self-esteem we refer to the evaluation which an individual makes and customarily maintains with regard to himself. It means, indicates the extent to which an individual believes himself to be capable, significant, successful and worthy.

In general, self-esteem is one of the main drivers in humans because if the level of self-esteem is low then the psychological homeostasis becomes unbalanced and results in insecurity, fear social distancing and other negative situations. Low self-esteem can lead to the need for clinical care. Thus, the teacher himself must master a foreign language to be taught so that students feel comfortable. Students can feel very insecure and even want to leave the classroom if the teacher cannot make the class interesting.

Morrison, Thomas and Weaver (as cited in Habrat, 2018, p. 61) states "propounded a hypothesis that students with low self-esteem would predict

getting lower grades on an examination than those with high self-esteem". It means, students who have high self-esteem will still get high scores, but students with low self-esteem tend to get low grades than before, it can be concluded that self-esteem plays an important role in everyday life in improving our learning outcomes.

Based on the explanation above, the researcher can conclude that self-esteem has an active role in the physical person to improve the learning process and can make students convinced that he can speak in front of the class.

## **2.2 Definition of Anxiety**

Anxiety is one of the most documented psychological phenomena. In general, anxiety arises from the human body in response to certain situations. Generally, anxiety can be identified as feeling threatened, fear, tension, or worry. There are several definitions of anxiety found by researchers. According to Horwitz (2011, p. 23) anxiety is a feeling of worry or catastrophe that is accompanied by certain physiological reactions, such as an increased heart rate, sweaty palms, and tightness in the stomach. Furthermore, basically when someone has an anxiety sign that they are not doing something normal as usual, they will forget about the action, forget about the material more easily, lose courage and so on.

Hawari (2000, p. 120) state that, anxiety implies a normal and normal psychological experience that everyone has experienced in order to spur the individual to solve the problem at hand as well as possible. Anxiety is a natural disorder (affective) which is characterized by a deep and continuous feeling of

fear or worry, does not experience interference in assessing reality (Reality Testing Ability), personality is still intact, and behavior can be disturbed but is still within normal limit. Jadman (2001, p. 35) state that, there are conscious aspects of anxiety itself such as fear, helplessness, surprise, a sense of sin or threat, besides that, aspects that occur outside of consciousness and cannot avoid unpleasant feelings.

Susilowati (2019, p. 20) state that, Anxiety is a feeling of worry, uneasiness, and fear of something. Anxiety arises because of someone's stress, nervousness, and fear. Chen (2007, p. 12) state that, the anxiety response consists of an emotional component, a feeling of tension; cognitive component, worry; physiological response, increased heart rate and blood pressure; and behavioral responses, avoiding certain situations. From some of the above theories, it can be concluded that the researcher tells about the notion of anxiety, so that anxiety is an expression that someone can do anything under normal circumstances, easily loses his mind, over-acts, panics, and much more.

Based on the explanation above, the researcher can conclude that Anxiety is a natural disorder (affective) which is characterized by a deep and continuous feeling of fear or worry, does not experience interference in assessing reality (Reality Testing Ability), personality is still intact, behaviour can be disturbed but is still within normal limit.

### **2.3 Definition of Speaking**

English not used in everyday conversations or written in formal documents but taught in educational fields such as schools and universities because it called a

foreign language in Indonesia. At the school level, English is taught as a compulsory subject included in the national exam. Meanwhile, at university level English is an educational program where students take and study deeper than at school. In learning English, there are four skills to master but, in this case, it can be concluded that will only focus on speaking.

According to Tarigan (2008, p. 181) speaking is an ability to pronounce the articulatory sounds in expressing something, delivering mind, and ideas. It means that speaking is a way to convey something, delivering mind, and ideas with clearer articulation sounds so that the sound produced more beautiful. Meanwhile, Sabarti Ahdiah (1992, p. 3) explain that, speaking is the skill of conveying messages through spoken language. Furthermore, Nurhatim (2009, p. 1) explain that, speaking is a form of verbal communication carried out by humans in order to express ideas and ideas that have been arranged in the mind. Suharyanti (1996, p. 5) explain that, speaking is a system of audible signs that can be seen (visually) which utilizes a number of muscles and muscle tissues of the human body for the purposes and objectives of communicated ideas.

In general, Suhendar (1992, p. 20) state that, speaking is a process of pouring out ideas in the form of utterances. The utterances that appear are the manifestation of previous ideas which are at the level of ideas. Speaking is the process of changing the form of thoughts / feelings into forms of speech. According to Slamet (2007, p. 12) speaking is an activity to express the speaker's ideas, feelings, and desires that need to be expressed to others in the form of speech.

Zuhriyah (2017, p. 122) states “speaking is someone’s way to express something and for communicating”. According to Eliyasun, Rosnija, and Salam (2018, p. 1) speaking is process conveying or sharing ideas orally. It can be concluded, speaking is a tool to communicate with others, can send forth messages or opinions verbally.

From some of the opinions of the experts above it can conclude that speaking is a communication process that conveys information, ideas and opinions between two parties through verbal and oral.

### **2.3.1 Types of Speaking**

According to Brown (2004, p. 213-214) there are 5 types of speaking, namely:

#### 1) Imitative

At one end of a series of types of speaking performances is the ability to simply imitate (imitate) a word or phrase or maybe a sentence. Although this is a purely phonetic oral production level, a number of prosodic, lexical, and grammatical traits of language can be included in the performance criteria.

#### 2) Intensive

The second type of speaking often used in the context of assessment is the production of spoken language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological relationships (such as intonation of prosodic elements, stress, rhythm).

#### 3) Responsive

The responsive assessment task includes interaction and comprehension tests but at a very short conversation level is somewhat limited. Standard greetings and small talk, simple requests and comments, and the like.

#### 4) Interactive

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes many exchanges and / or many participants. Interaction can take two forms of transactional language which aim to exchange certain information.

#### 5) Extensive (monologue)

Extensive oral production tasks include speech, oral presentations, and storytelling, in which the opportunities for oral interaction of the listener are either limited (perhaps for nonverbal responses) or put aside. The style of language is often more deliberative (there is planning) and formal for extensive tasks, but we cannot rule out certain informal monologues such as speeches delivered casually (for example, my vacation in the mountains, the excellent recipe for pasta primavera, telling the plot) from a novel or film.

Broadly speaking, the types of speaking are divided into two types, namely speaking in public and speaking at conferences. According to Tarigan (1983, p. 22-23) put several speaking activities into this category.

#### 1) Public Speaking Types of speech include the following

Speaking in a notifying or reporting situation, informative speaking. Speaking in situations that are persuasive, inviting, or convincing (persuasive speaking), and speaking in a deliberate situation calmly and carefully (deliberate speaking).

#### 2) Group Discussion

Talking in groups includes the following activities.

- a. The official group (formal)

b. Unofficial (informal) group

3) Parliamentary Procedure

4) Debate

Based on its form, purpose and method, debates can be classified into the following types.

a. Parliamentary or assembly debate

b. Re-examination debate

c. Formal debate, conventional debate or educational debate

The above division is clear that speaking has a scope of different listeners. Speaking to the wider community, it means that the scope is also wider. Whereas at the conference the scope is limited.

Based on the explanation above, types of speaking from Brown, which are: Imitative, Intensive, Responsive, Interactive, and Extensive (monologue). and from Tarigan, the types of speaking are divided into two types, namely speaking in public and speaking at conferences.

### **2.3.2 The Classroom Speaking Activities**

Teaching speaking must be taught in interesting and communicative activities. There are many types of class talking activities. Harmer (2007, p. 348-352) state that, observe that there were six speaking activities in the classroom. Such as: acting from scripts, communication games, discussions, preparation of talks, questionnaires, simulations, and role plays.

a. Acting from script

In play scripts, it is important for students to teach them as real acting. The teacher's role in this activity is as a theater director, drawing attention to the right stress, intonation and speed. This means that they will be able to learn directly and be solution to not feel bored when lessons will begin. Giving students practice in this matter will make students add new experiences and languages.

b. Communication Game

The game is structured to follow communication between the two students. This game begins with the principle of information gap so that one student must talk to a partner to solve puzzles, drawings, put objects in the right order, or find similarities and differences between images. This game can be television and radio that can be given to class so that the atmosphere can run smoothly and not tense.

c. Discussion

According to Harmer (2007, p. 272) the discussion takes place at several formal events and at informal events, informal events are discussions with small groups. It means, by discussing we can talk to convey our opinions to others.

d. The talk is prepared

When students want to make a presentation in front of the class, they can prepare in advance what will be conveyed. It means that with a preparation will make students become more confident when they want to talk. By designing in advance can make the conversation better or can make the discussion smoother.

e. Questionnaire

Students can make questionnaire to find out the desired responses from others and the making of questionnaires can be assisted by the teacher. The results of the questionnaire can be used as material for doing assignments, discussion or conversation preparation.

f. Simulation and Role Play

Simulations and role plays can be used to encourage general oral fluency. With the simulation or different roles will be able to help students in fluency in speaking and learning various character roles and can express according to their real life.

It can be concluded that there are many activities that can be applied in class such as: acting from scripts, communication games, and discussions, preparation of talks, questionnaires, simulations, and role plays. Through the activities above that learning to speak English can be done more easily and students do not feel heavy when practicing speaking English when done together.

Riddell (as cited in Charina, 2013, p. 28-29) state that, speaking activities are divided into six parts, namely. The first activity is ranking, such as entering items into a certain order. The second requiring students to provide opinions or argue against opinions using fluent English. The third requires students to understand the content of the material to be discussed in learning. The fourth describe pictures that will make students imagine and improve their speaking skill in class. The fifth interact with each other using everyday language so that it will

make it easier for students to improve their speaking skill. The sixth can make it easier for students in learning process, and teacher should provide topics in a relaxed manner to student interests.

Based on the explanation above, speaking activity into six, which are: ranking, debate, survey or a questionnaire, describing a picture, role play, students' talk and discussion. With a variety of activities can make it easier to learn or apply these ways to practice speaking skill in class.

## **2.4 Teaching Speaking**

### **2.4.1 Definition of Teaching Speaking**

Teaching is in class is an activity that invites students to take an active role in order to gain broad insights. Kayi (as cited in Anwar, 2015, p. 34) state that, English is a second language that students must master: The first able to produce sound with English grammar correctly. The second in speaking, students want to use correct and clear intonation. The third student must choose the right words during the learning process in class. The fourth arrange the ideas to be conveyed so that they are meaningful and logical. The fifth tools used to express opinions. The sixth select clear language.

Teaching a second's language is the most important part of student speaking. With clear communication of the second language, it will result in success for students. Therefore, the role of the teacher is very supportive to pay attention to students in learning to speak in class. Based on the explanation above, to get satisfying results a teacher must provide the best teaching in class so that the students feel comfortable and dare to speak.

Burns and Joyce (as cited in Lestari, 2018, p. 150) states “in teaching speaking skill, teacher need to look for background data such as age, language background, and students’ goals”. It means, this can help the teacher in teaching speaking after knowing the background of students according to the habits of the students’ speaking levels.

Based on the explanation above, teacher must provide support and attention to students and look for students’ backgrounds so that students can speak or argue in clear language in class.

#### **2.4.2 The Principles of Teaching Speaking**

Learning speaking skills must be carried out by creating learning situations that allow students to develop the potential of their speaking skill as much as possible. Hammer (as cited in Anwar, 2015, p. 35) state that, there are six principles of teaching speaking as follows: 1) Assist students in overcoming their initial problem of speaking. Can by encouraging and providing opportunities; 2) Ask students to talk about why they want to talk about; 3) Give appropriate feedback so they can easily understand; 4) Combine speaking with listening and reading; 5) Include speech act teaching in speaking; 6).

Based on the explanation above, the role of the teacher is very important because he must be extra careful in monitoring and assessing students in order to achieve the desired target and help the success of students in improving the ability to speak English.

Brown (as cited in Charina, 2013, p. 31-32) state that, principles for designing speaking techniques as follows:

- 1) The teacher can provide motivational techniques that can encourage students' motivation to learn English intrinsically so that they are more excited.
- 2) The teacher should encourage the students to use the authentic language during the speaking activities so that the activities will be meaningful for them.
- 3) If students make mistakes in activities the teacher can give them appropriate suggestions so as not to make the same mistakes in the next activity and so that they are not afraid to carry out activities to become even better.
- 4) The teacher combines listening and speaking activities. As we know that listening and speaking are closely related because when we want to talk we first listen to other people's conversations.
- 5) The teacher must provide opportunities for student to communicate ask questions or involve students in class conversations so that students can interact smoothly.
- 6) The teacher must have a good strategy for developing student communication skills to achieve certain goals.

Based on the explanation above, principles for designing speaking techniques is the teacher must use student needs techniques, provide encouragement such as motivation, use authentic language, provide feedback, provide listening and speaking activities because they are interconnected and the last must encourage strategy development.

Nunan (as cited in Handayani, 2019, p. 30-31) explain that, there are five principles of teaching speaking: 1) Second language and foreign language differ in the context of learning. 2) Give students time to practice. 3) Students can speak in groups or in pairs. 4) Arrange a packing task that has meaning in it. 5) Make classes more practical and coaching activities.

Based on the explanation above, the teacher's role is very important because he must be extra careful in supervising students, giving encouragements, providing feedback, motivation and giving practice time to students in leaning to speak in order to achieve the desired targets.

### **2.4.3 The Indicators of Successful Instruction Speaking**

Speaking skill in English is a skill for someone to convey their desires and thoughts to anyone orally. However, speaking skill is difficult to develop if not trained continuously and can be done with colleagues in the classroom, English teachers, or other teachers who can speak English. When students decide to learn languages, so they are interested in learning to speak the language fluently.

The factors which influence a person's success in learning a second language are the nature of person's motivation to learn, the quantities of the opportunities to learn and the person's ability to learn. Hornby (as cited in Setyani, 2014, p. 8-9) states "ability means mental, physical capacity, power, skill required to do something". Meanwhile, Littlewood (as cited in Setyani, 2014, p. 8-9) states "that ability is often restricted to cognitive aspects of person ability to learn notably, intelligence, and set of more specific language-learning abilities".

Byrne (as cited in Setyani, 2014, p. 10) states “also states that in order to be able to communicate effectively, the students also need an adequate mastery of grammar and vocabulary”. Ur (as cited in Anwar, 2015, p. 35) states “characteristic of a successful speaking activity which includes students talk a lot, participant is even, motivation is high and language is on the acceptable level”. Each characteristic is explained as follows:

a. Learners talk a lot

Give time to be filled with students’ conversations.

b. Participation is even

All students can participate and have the opportunity to discuss.

c. Motivation is high

The success of student’s speaking is when she/ he can make conversations in the language.

d. Language is of an acceptable level

The students’ speech can be understood, relevant and accepted by one another.

Based on the explanation above, the aim is to facilitate speaking skill, enrich the use of vocabulary, and improve the language order, perfect vocabulary utterances, English sentences and practice listening so that it is easy to catch messages from the speaker. Students are supposed to talk a lot, have high motivation, good participation and use language in acceptable level. Because of these aspects, to communicate effectively.

## 2.5 Assessing Speaking

According to Brown (2004, p. 172-173) there are some aspects in speaking assessment, the aspects of speaking assessment are grammar, vocabulary, comprehension, fluency, and pronunciation. The explanation of each aspect is described in the following table:

**TABLE 2**  
**GRAMMAR ASSESSMENT CRITERIA**

Score	Category
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Control grammar is good. Able to speak the language sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5	Equivalent to that of an educated native speaker.

**TABLE 3**  
**VOCABULARY ASSESSMENT CRITERIA**

Score	Category
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of

	his experience with a high degree of precision of vocabulary.
5	Speech on all level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

**TABLE 4  
COMPREHENSION ASSESSMENT CRITERIA**

<b>Score</b>	<b>Category</b>
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can get gist of most conversation of non tech-nocal subjects (i.e., topics that require no specialized knowledge).
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

**TABLE 5  
FLUENCY ASSESSMENT CRITERIA**

<b>Score</b>	<b>Category</b>
1	(no specific fluency description. Refer to other four language areas for implied level of fluency)
2	Can handle with confidence but not with facility most social situations, including introductions and causal conversations about current events, as well as work, family, and autobiographical information.
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
4	Able to use the language fluently orally levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with high a degree of fluency.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.

**TABLE 6**  
**PRONUNCIATION ASSESSMENT CRITERIA**

Score	Category
1	Errors in pronunciation are frequents but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speakers.

## 2.6 Previous Related Research

As the previous research, several researcher revealed that students self-esteem and speaking ability, Ananda (2017), entitle "*the correlation between students' self esteem and students' speaking skill of the second year students at SMA 2 Bantaeng*". Research conducted by Ananda has similarities with what researcher do, including namely: This study used speaking skill, the sampling technique used was random sampling and in Ananda's research she used data collection techniques with test and questionnaire. But there are differences in Ananda's research with what researcher will do, including: the location of the research conducted by Ananda is at SMA Negeri 2 Bantaeng, but the researcher conducts research in SMKN 03 Kotabumi. Ananda's research population is 260 students while this research population is 405 students. The sample used was 26 students but the researcher used 43 students. Researcher Took this research

because it will help to improve students' learning outcomes in teaching and learning activities and be able to see the effectiveness of teaching.

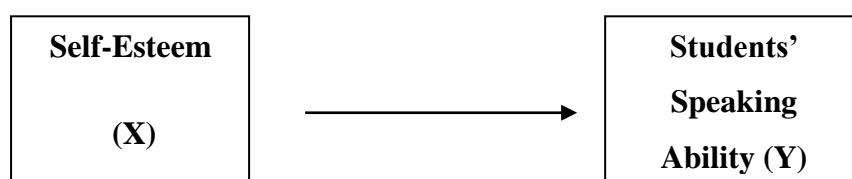
Furthermore, Aisyah (2020) in her thesis entitle "*The correlation between students' self-esteem and students' speaking ability of eleventh grade at SMAN 7 Maros*". The research conducted by Aisyah has similarities with what researcher will do, namely: Using self-esteem, using speaking ability and using a sampling technique that is random sampling, the data collection techniques are using tests and questionnaires. But there are a lot of differences in Aisyah's research with this research. The sample used in Aisyah's research is eleventh grade students while researcher examine the tenth grade. Population in the study of Aisyah is 3 classes but the research population is 12 classes and in Aisyah's research the sample used was 30 students but the researcher uses 43 students. The researcher takes this class to prove that self-esteem is present in many classes, where there are many students who still have self-esteem issues.

Based on the previous related research above, the researcher takes the research about: "The Correlation Self-Esteem and Speaking Ability of The Tenth Grade Students in SMKN 03 Kotabumi Academic Year 2020/2021". Therefore, the researcher will analyze by product moment formula which want to analyze is there significant correlation self-esteem and speaking ability of the tenth grade students in SMKN 03 Kotabumi academic year 2020/2021.

## **2.7 Frame of Thinking**

Based on the theory, researcher is interested to conduct a research in objective to find out the correlation between self-esteem and speaking ability. In

addition, there are two variables in this study, consisting of independent variables and dependent variables. The independent variable of this study is the self-esteem which is symbolized by X, and the dependent variable of this study is the speaking ability of students symbolized by Y. The thinking framework of this study can be illustrated in Figure 1 below:



Picture 1. Frame of Thinking

## 2.8 Hypothesis

Based on the frame theory above, the researcher formulates the hypothesis as follows:

- $H_0$ : There is no significant correlation self-esteem and speaking ability of the tenth grade students in SMKN 03 Kotabumi academic year 2020/2021.
- $H_a$ : There is significant correlation self-esteem and speaking ability of the tenth grade students in SMKN 03 Kotabumi academic year 2020/2021.