AN ANALYSIS OF STUDENTS' SELF ESTEEM ON SPEAKING OF THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM AT FKIP UIR

THESIS

Thesis is Submitted in Partial Fullfilment of Requiretment for Degree of Sarjana of Education

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ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

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2020

SKRIPSI APPROVAL

TITLE

AN ANALYSIS OF STUDENTS' SELF ESTEEM ON SPEAKING OF THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM AT FKIP UIR

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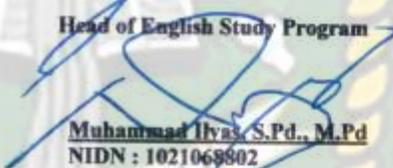Study Program   : English Language Education

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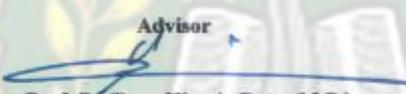NIK.19701007998032002
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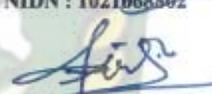**2020**

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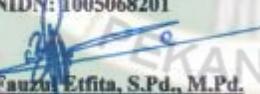Co Advisor

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LETTER OF NOTICE

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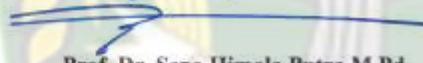
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THESIS GUIDANCE AGENDA
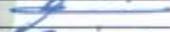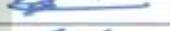
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NO	Date	Guidance Agenda	Signature
1	11-06-2018	Revise chapter I	
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4	16-09-2018	Check all chapter	
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6	13-12-2018	Seminar Proposal	
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8	02-11-2020	Revise chapter IV and V	
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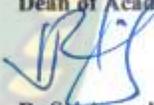
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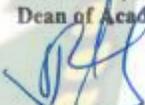
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DECLARATION

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Faculty   : Teacher Training and Education Faculty

I admit that this thesis writing purely derived from my own ideas, expect some question (deliberately or un-deliberately) which were adopted or taken from various sources included in "reference". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, October 2020
The Resea

Rizki Patian Mauludi
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AN ANALYSIS OF STUDENTS' SELF ESTEEM ON SPEAKING OF THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION

STUDY PROGRAM AT FKIP UIR

BY:

RIZKI PATIAN MAULUDI

The objective of the research is to find out how is students' self esteem on Speaking of the third semester at English Language Education Study Program of Islamic University of Riau. This is descriptive qualitative research. This research was conducted at English Study Program Students FKIP UIR The sample of this class is class A. The research instrument of this research is questionnaire. Three types of self-esteem, namely, global self-esteem, situational self-esteem, and task self-esteem. The first type is a fixed characteristic in grown up people which cannot be changed only if there is a wide treatment. It is a general or prevailing assessment one makes of one's own worth over time and across a number of situations. Whereas, situational self-esteem refers to one's personal appraisals in certain life situations such as social interaction, work, education and home, or any particular relatively distinctly defined traits such as intelligence, oral ability, athletic ability or personality characteristics like gregariousness, empathy, flexibility to the circumstances and the specific qualities of personalities. The last type, task self-esteem, has relation with the evaluations one makes of particular situations. Based on the result of the research showed that   global self esteem there were 16 students (53,33%) students have low global self esteem, and the rest of the students 14 students (46,67%) have high global self esteem. In situational Self esteem there were 9 students (39%) students have low global self esteem, and the rest of the students 21 students (70%) have high situational self esteem. In task self esteem there were 15 students (50%) students have low global self esteem, and the rest of the student 15 students (50%) have high situational self esteem.

ACKNOWLEDGEMENT

First of all, the writer would like to say thanks to ALLAH SWT for blessing the writer to complete this thesis with the title "An Analysis of Students' Self Esteem on Speaking of the Third Semester of English Language Education Study Program at FKIP UIR"

This thesis intended to fulfill one of the requirements of Sarjana Degree in English language education faculty of Islamic university of Riau. The writer would like to express her thanks deeply to all people who have helped the writer for completing this thesis.

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7. My beloved friends who have supported me during my study and for my success.

The writer realizes that this thesis may have several weaknesses. Therefore, comments, suggestions or supportive feedback for improvement of this research are really appreciated.
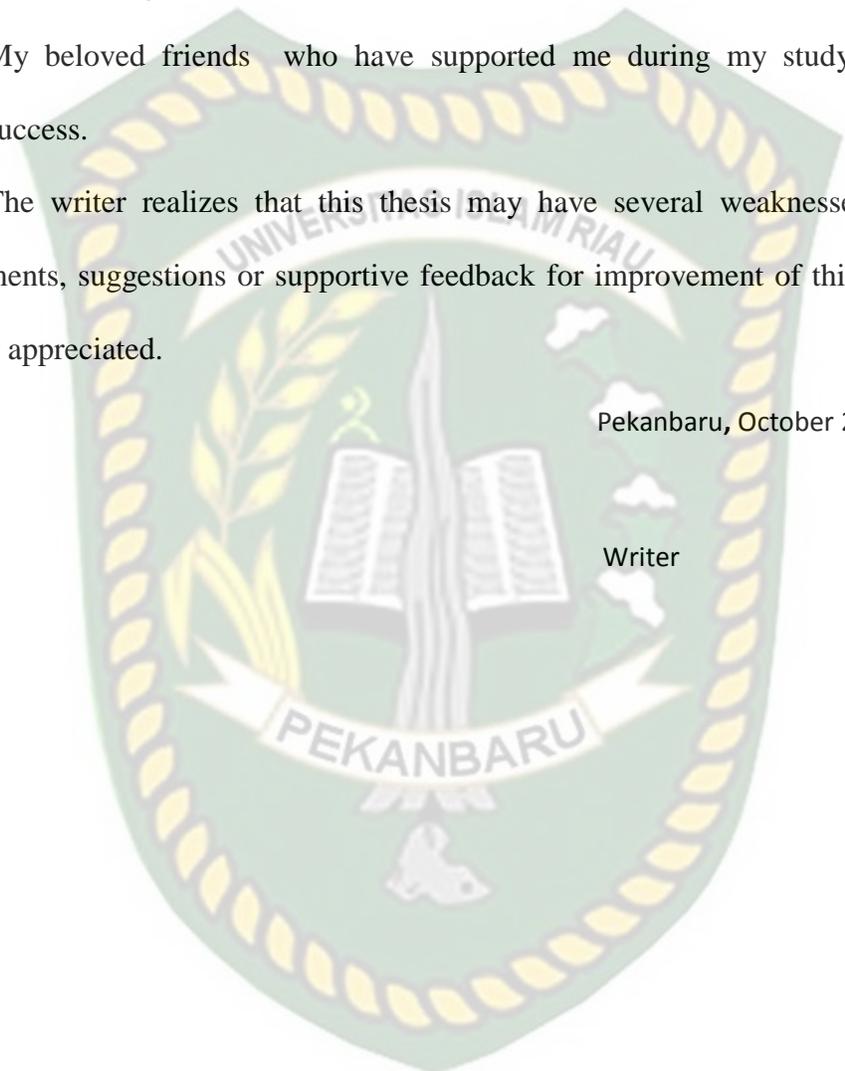
Pekanbaru, October 2020

Writer

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CHAPTER I

INTRODUCTION

1.1 Background of Problem

Speaking for English foreign learners is important to convey information and ideas, and maintain social relationship by communicating with others. In addition, a large percentage of the world's language learners study English in order to be able communicate fluently. Many language learners regard speaking ability as the measure of knowing a language. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency.

However, they face some difficulties to use English because they are not to be used to use English. Nunan (2003) stated that for most people especially English learners, speaking a foreign language has often meant a difficulty. They prefer to use their mother tongues in communicating with others. It is in line with Cameron (2001: 241) who stated "to get the abilities of learning a foreign language, it is different from learning the first language.".

Some aspects influence English speaking ability. Speaking skill requires two aspects, namely linguistic aspect and non linguistic aspect. Linguistic aspect is the main requirement that the English learner should possess in order to speak it well. It involves comprehension, pronunciation, grammar and word order, vocabulary, and

general speed of speech, sentence length and etc. Non linguistic aspect is an aspect to support learners to achieve a success in acquiring speaking skill. This aspect involves personality dimensions, such self-esteem.

In a study carried out by Heyde (1977), three kinds of self-esteem, global or general, situational or specific and task self-esteem had equal and positive effects on oral production of American students learning French as a foreign language. Self-esteem is widely used concept both in popular language and in psychology. It refers to an individual's sense of his value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991).

Self-esteem is Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones (Blascovich & Tomaka, 1991). While the construct is most often used to refer to a global sense of self-worth, narrower concepts such as self-confidence or body-esteem are used to imply a sense of self-esteem in more specific domains. It is also widely assumed that self-esteem functions as a trait that is stable across time within individuals.

Self-esteem is an extremely popular construct within psychology, and has been related to virtually every other psychological concept or domain, including personality, behavioral, cognitive, and clinical concepts. Self-esteem is a personal

judgement of worthiness that is expressed in the attitudes that the individual holds towards himself. By self-esteem, it can be referred to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval and disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy, (Coopersmith, 2007).

Although the third semester Students at English Language Education Study Program of UIR English have learned the English language for many years, the majority of them are still incapable to use English orally. It seems that many students at English study program had problem in speaking. First, students were afraid for speaking English. Students are afraid of making mistakes in front of their friends and their lecturer. Second, the students may not be able to pronounce the words correctly and it may make them feel embarrassed and it can increase their anxiety to speak because they are afraid of making mistakes. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends.

Those happened may be due to having no belief or confidence in the personality abilities which refers to the low self-esteem that learners have. It is an important problem that exists among EFL learners and which affects negatively the speaking skill by reducing learners' oral engagement and performance.

Futhermore, Branden (2001) has stated that positive self-esteem is important because when people experience it, they feel and look good, are effective and productive and they respond to others and themselves in healthy, positive, growing ways. Know that they are lovable and capable, and care about themselves and others. They do not have to build themselves up by tear in others down or by patronizing less competent people. Based on the explanation above, it can be assumed that the students have to build up their self esteem to help them in expressing their idea and using English for communicating. Therefore this study aimed to investigate students' self-esteem in their speaking ability untitle " **An analysis of students' self-esteem on Speaking of the third semester at English English Language Education Study Program of Islamic university of Riau**"

1.2 Identification of Problem

There were some problem faced by the third semester Students at English Language Education Study Program of UIR. First, students were afraid for speaking English. Students are afraid of making mistakes in front of their friends and their lecturer. Second, the students may not be able to pronounce the words correctly and it may make them feel embarrassed and it can increase their anxiety to speak because they are afraid of making mistakes.

1.3 Focus of the Problem

Many students at English study program had problem in speaking. The writer focus on how the self esteem influence their problems in speaking.

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1.4 Research Questions

The research question of this research is: How is students' self-esteem on Speaking of the third semester at English Language Education Study Program of Islamic University of Riau?"

1.5 Objective of the Research

The objective of the research is to find out how is students' self esteem on Speaking of the third semester at English Language Education Study Program of Islamic University of Riau.

1.6 Significant of Research

The result of this research is expected to give theoretical and practical valuable significance. Theoretically, it is expected that the result of this research can enrich the theories of language teaching technique in teaching speaking. Then, practically, it is expected that this research can be a guideline or information for English teacher about how self esteem affecting students' speaking performance.

1.7 Definition of Key Terms

1. Analysis is a detailed examination of anything complex in order to understand its nature or to determine its essential features : a thorough study (Cambridge, 2018).

2. Self esteem is how positively or negatively we feel about ourselves, is a very important aspect of personal well-being, happiness, and adjustment (Passer and Smith, 2007) .

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Self Esteem

Brown and Diener quetod in Passer and Smith (2007) stated that "self esteem, how positively or negatively we feel about ourselves, is a very important aspect of personal well-being, happiness, and adjustment". In line with this opinion, Harter cited in Nurpahmi (2008) has defined "self esteem as the level of global regard that one has for the self of a person". While, Osborne cited in Nurpahmi (2008) defined "self esteem as a relatively permanent positive or negative feeling about self that may become less positive and negatives as individuals encounter and interpret success and failures in their daily lives".

Otherwise, Burns cited in Satriani (2016) "that self-esteem is a positive or negative attitude of an individual towards him or herself. It means a person who has high self esteem is confident". Self-esteem is "defined as the complication of feelings about oneself that guides behavior, influences affective evaluator of individual's evaluator, and drives motivation in learning".

In addition, Beane, Lipka & Richard (1986:6) define self-esteem as, "the evaluation one makes of the self-concept description, and more specifically, to the degree to which one is satisfied or dissatisfied with it, in whole or in part. " In other

words, self-esteem is based on values such as beliefs, attitudes or interests. It reflects the individual's sense of self-worth or self-image manifested in such feelings as 'I am worthy' or 'I do not like myself'. Self-esteem is related to a person's overall emotional evaluation of his self or an attitude toward the self.

In this context, Oxford (1990:141) posits that "it (selfesteem) is a self-judgment of worth or value, based on a feeling of efficacy, a sense of interacting effectively with one's own environment." Self-esteem is considered as an essential affective factor in the learning process. Learners' feelings of self-esteem can have a great influence on their academic achievement.

According to Brown (2007:154) considers that: Self-esteem is probably the most pervasive aspect of human behaviour. It could easily be claimed that no successful cognitive or affective activity can becarriedout without some degree of self-esteem, self-confidence, knowledge of your self and self efficacy belief in your own capacities to successfully perform that activity. Learners' self-esteem in foreign language classes has a relation with the evaluations learners make of themselves in certain situations and the evaluations of their language learning ability in general.

2.1.2 Component of Self Esteem

According to Coopersmith in Ajizah (2013) there are 4 components of self esteem as follow successes, value, aspiration and defences. While these fourth components of self esteem can be a source in build our self esteem.

1) *Successes*

Success has a different meaning in every people. Some of them interpret success as spiritual complacency, and the other interpret success in term of popularity. The differences in interpret the success meaning depend on the individual itself, how an individual see their success according their believe, and also it influenced by the culture condition who given value in a particular type of success. It can be said; in every social place the success have a different meaning.

There are four experiences that try to explain the definition of success, as follow:

a) Success in Power Area

This success is measured by individual competence to influence their action with their own attitude and this action influence the other people. In specific situation, power appears through confession and respect receives by an individual from another, through the quality value on their opinion and their right, and they can against the pressure. The treatments can develop social control, leadership, and the individual independent able to appear the energetic, attitude and exploration.

(1) Power in Significant Area

This success can be measured by acceptance, care and love that showed by the other individual. The expression from the acceptance and interest included in

acceptance and popularity. The acceptance is marked with the warm, response, interest, and love the individual they way they are. The prominent impacts from these are the sense of important in their self.

(2) Success in Competence Area

This success is marked by high achievement level, with the variance levelaccording to their age. There is something that they want to get, and it can be a source of complacency to dominate the environment without suspended on power or social factor.

(3) Successes in virtue area

This success is marked by individual behaviourism that obedient the ethic, morality, and the religion principle. The individual who obedient these will show the positive behaviour and with success in fulfilment of aims.

2) Values

Every individual have a diffrence value in given a definition in experience area of success that they want to get in their life. The factors like acceptance and parents' respect can be a things that given power they feel that they are meaningful in their environment.
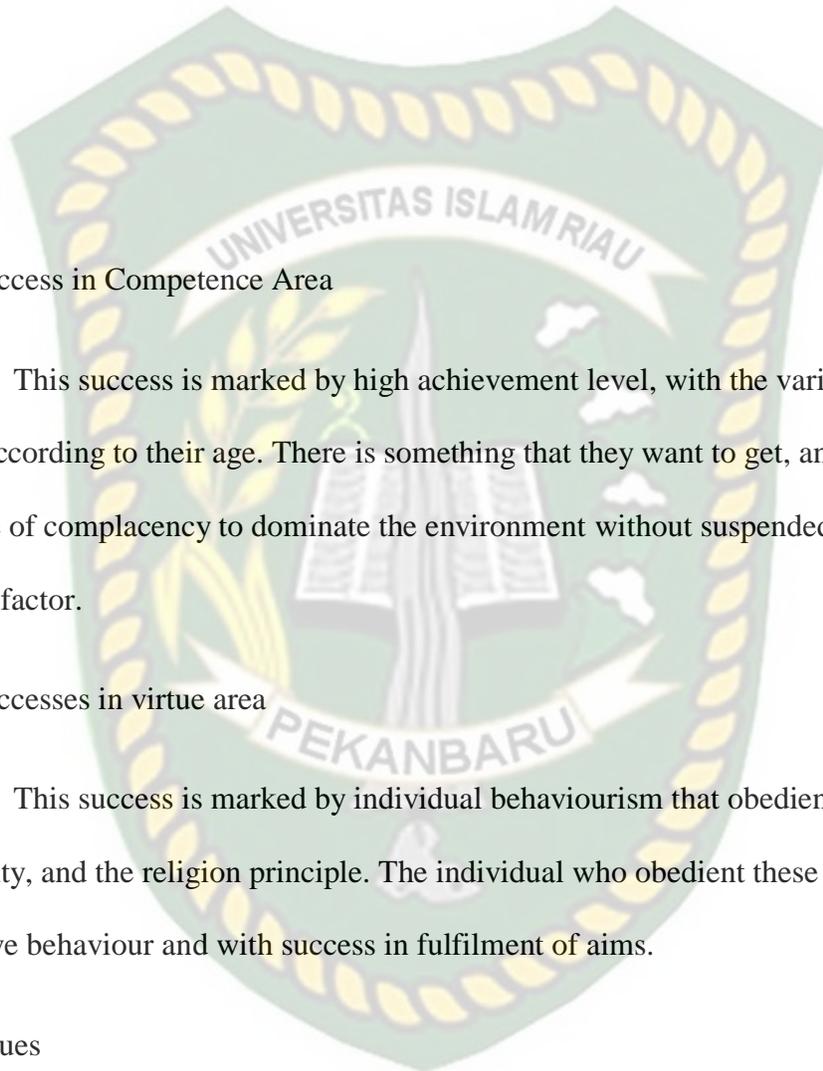
3) Aspiration

Self judgment includes the comparison between performance and the actual capacity with the aspiration and the standard personal. If the standard is reached, the individual will make a conclusion that they are meaningful. An individual who has a high self esteem will make a more expectancy to their self.

2.1.3 Indicator of Self Esteem

Self-esteem can be a positive or a negative factor in the field of language learning because of its high effects on learning a foreign language. There are two types of self-esteem.

a) High self-esteem

High self-esteem enhances initiative and pleasant feelings towards learning. It leads learners to get happier outcomes regardless of stress or other circumstances. Fontana in Halima (2016) considers that, "children with high selfesteem consistently perform better than children of similar ability with low selfesteem. Moreover, they set themselves higher goals, are less deterred by failure, and they have a more realistic view of their own abilities". Hence, the higher selfesteem is, the better worth of the self would be, which in turn will be represented in terms of higher academic achievements.

Roberts quoted in Halima (2016) mentioned three facts concerning high selfesteem. Firstly, high self-esteem is reflected in the possession of a secure sense of

identity, and ability to acknowledge and value our own efforts and achievement. Secondly, high self-esteem provides confidence, energy and optimism. Thirdly, high self-esteem is promoted by positive self-experiences.

b) Low self-esteem

Low self-esteem is a debilitating condition that keeps learners from realizing their full achievement. Reddick as cited in Larson (2009) considers that "low self-esteem will also mean a development of a poor or negative self-image. Such beliefs can become self-fulfilling prophecy of expecting to fail." Therefore, every learner with low self-esteem feels unworthy and incompetent or incapable because of his poor feelings about himself.

Low self-esteem or negative self-esteem can result from various factors. The self-esteem of many learners is threatened when they start learning the foreign language and have to cope in an unfamiliar situation with many other learners and new rules to learn. Problems like fear of being ridiculed fear of taking risks or perfectionist attitude can adversely affect the self-esteem of learners who will lack energy and confidence and feel depressed, inadequate and insecure.

Furthermore, negative feedback from the teacher can increase learners' negative feelings towards themselves. Learners who feel this way often have a low opinion of themselves and their abilities. This problem leads to losing motivation and blocking the ability to reach full potential.

For Brown (2007), there are three levels of self-esteem that have been described in the literature to capture its multidimensions asindicators of self esteem namely, global, situational, and task self-esteem.

1) Global self-esteem

It is a fixed characteristic in grown up people which cannot be changed only if there is a wide treatment. It is a consideration of one's own value across both time and various situations.

2) Situational self-esteem

It refers to one's personal appraisals in certain life situations such as social interaction, work, education and home, or any particular relatively distinctly defined traits such as intelligence, oral ability, athletic ability or personality characteristics like gregariousness, empathy, flexibility to the circumstances and the specific qualities of personalities.

3) Task self-esteem

It has a relation with the evaluations one makes of particular situations. For instance, in scholar education, task self-esteem is related to only one subject-matter area or athletic situations, or certain skill of sport is assessed in connection with task self-esteem. These three levels of self-esteem are correlated positively with foreign

language oral production. Brown (2007) mentions that oral language performance has a strong bearing on global self-esteem. In this respect, Nogueras (1999:4) states that:

Two types of task self-esteem evaluated were errors and comparisons. Errors task self-esteem referred to the evaluations learners made of their performance on a speech based on a general rating of errors they thought they had made. Comparison task self-esteem consisted of the evaluations learners made comparing their expected performance on a speech with the expected performance of other students in their classes.

2.1.4 The Definition of Speaking

Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become a part of daily activities. According to Bygate (2003:12) speaking is an oral expression that involves not only to the use of right patterns of rhythm and intonation but also to the right order to convey the right meaning. One of the basic problems in foreign language teaching is preparing the students to be able to use English. Preparing and considering the objective of the lesson to get successful learning is needed by the teacher. It is also necessary to know a certain amount of grammar and vocabulary in order to be able to speak English. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to others through communication. There are some aspects that need to be acquired by students in order

to have good speaking skill. They are pronunciation, fluency, accuracy and vocabulary (Brown, 2001:268)

Thornbury (2005) statespeaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that. Lewis and Hill (1993: 54) stated speaking is a process that covers many things in addition to the pronunciation of individual sounds. It also covers pronunciation, stress, and intonation. At last,speaking also help the students to deliver a speech confidently.

Based on theories above, it can be concluded that speaking is students' skill to tell the story that includes the skill to express their ideas and content, organize them well in a good statement and use correct language to have a good performan.

2.1.5 Speaking Components

A part of that, to speak English, There some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to syakur.According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

1) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

2.2 Relevance Studies

A lot of researchers had already reported their research about self esteem. Some of findings of related research are presented in section as follows:

1. Hassandeh (2015) in their observation entitled an Investigation of the Relation between Self-esteem, Indirect Strategy Use and Iranian Intermediate EFL Learners' Oral Language Proficiency at English Language Education Study Program of English, Tabriz Branch, Islamic Azad University, Tabriz, Iran. The examination of the correlation between self-esteem and EFL students' speaking skill indicated that there was a significant positive relationship between the two variables.

2. Rahmawati (2016), in her research "The correlation between self-esteem to the students' speaking achievement at the second class of SMP Muhammadiyah 1 Medan academic years 2009/2010. As the result, she concluded that there was correlation between self-esteem to the students' speaking achievement. The other research is from, Halima (2016), "The

importance of self-esteem in enhancingnforeign language learners' speaking skill at The Case of First Year LMD Students of English, University of Biskra". She pointed out that there is a positive relationship between self-esteem and oral proficiency. The positive findings revealed in this study show that high level of self-esteem is an important factor in enhancing English language learners' oral productions.

3. Nurpahmi (2008) in her research "The Contribution of Self Concept and Self Esteem toward Writing Ability at the Fourth Semester Students of Language Study Program of STKIP Muhammadiyah Bone academic year 2007/2008. There were a significant contribution of academic self concept toward process writing and product writing ability with the contribution 68.8% and 63%, but the contribution of students' non academic self concept toward process and product writing ability was not significant. Moreover, there was a significant contribution of uni dimensional self esteem and specific self esteem toward process and product writing with the contribution 61% and 59, 1% and 59, 1 and 53, 3%.

2.3 Conceptual Framewwork

Figure 2.1 Theoretical Frame Work

```
                          ish Students
                    ┌──────────┴──────────┐
                    ▼                      ▼
             Self Esteem            Speaking Performance
                    │                      │
                    ▼                      ▼
      (1) Global Self             (1) Afraid of or anxious
      esteem                      (2) Afraid of making
                                      mistakes
      (2) Situational self-       (3) Lack the motivation
      esteem                          to speak English
```
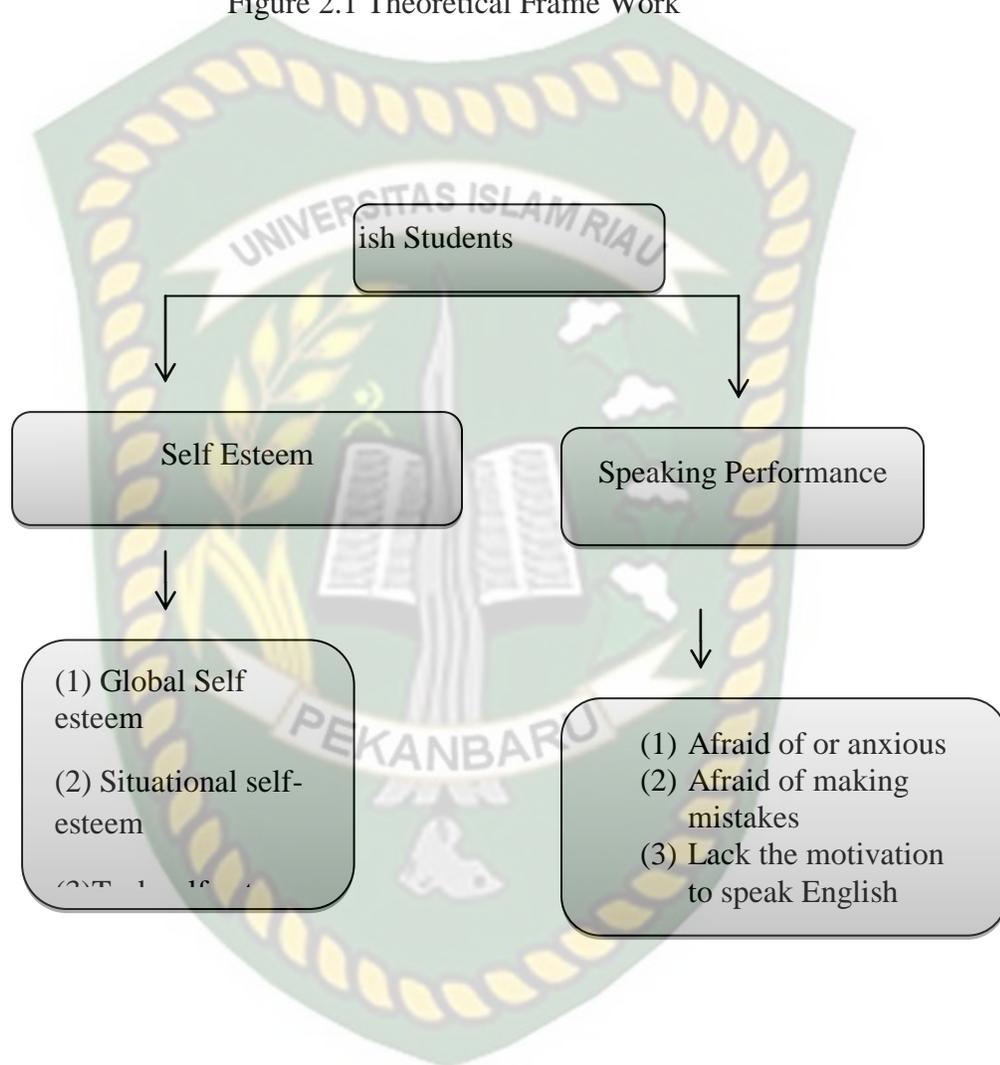
Based on the theoretical frame work it can be seen that English students have
problems uch as motivation, anxiety, that will affect their speaking performance.
The self esteem influence students' speaking performance it because of some students

were afraid of or anxious for speaking English. Most of student got anxiety in speaking English because they did not feel confident; they were afraid to speak English. students may not be able to pronounce the words correctly and it may make them feel embarrassed and it can increase their anxiety. Second, Students are afraid of making mistakes in front of their friends and their lecturer. Those factors, like fear of making mistakes. The feeling of fear of making mistakes, somehow related to the students' lack of self-esteem in using English so that they often combine their speaking with their mother tongue.

2.4 Assumption

Based on the problem of the research above, the writer makes asumes that the third semester of English Language Education Study Program of UIR have low self esteem in global, situasional and task self esteem.

CHAPTER III

RESEARCH METHODOLOGY

3.5   Research Design

This is descriptive qualitative research. Descriptive studies are usually the best methods for collecting information that will demonstrate relationships and describe the world as it exists. According to Bickman and Rog (2008:12) suggest that descriptive studies can answer question such as "what is" or "what was". It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative *research*. In this research the writer use one variable. The variable an analysis of Students; self esteem in speaking of Semester of English Study Program Students FKIP UIR.

3.6   Source of Data

This research was conducted at English Study Program Students FKIP UIR and the time of the research carried out on October 2019. A research participant, also called a human subject or an experiment, trial, or study participant or subject, is a person who participates in human subject research by being the target of observation by researchers (Howel, 2000). The participant of this research will be taken through random sampling technique. Each member of the population has an equal chance of being selected as subject. The entire process is done in a single step where each

subject selected independently of the other members of the participant. The writer

uses lottery to find the class. All participant are written in a roll paper, and the writer

chooses one class to be the samples. The sample of this class is class A.

The research instrument of this research is questionnaire. The researcher

administered the questionnaire to know the students perception about their self. The

kind of the questionnaire was close questionnaire. The questionnaire was adopted

from Coopermith scale Ajizah (2013), while the scoring system were: Satisfied Agree

(SA) =4, Agree (A)=3, Disagree (D)=2, Satisfied Disagree (SD)= 1 for favorable

items. While, the scoring system for unfavorable items were Satisfied Agree (SA) =1,

Agree (A) =2, Disagree (D) =3, Satisfied Disagree (SD)= 4

3.7   Data Collection Technique

Collecting the data is a compulsory activity that is used by the researcher,

because the researcher cannot get conclusion without collecting the data. Collecting

the data is used to answer the research questions (Riduwan, 2012). The instrument

was showed to a jury of experts and specialists in this area. After taking theirnotes,

the instrument was modified and adopted as a final copy. Reliability was checked

using internal consistency, which measures the correlation between items of the

instrument using Cronbach α equation. after that the researcher score the

questionnaire.

3.8   Data Analysis Technique

Data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision (Riduwan, 2012). The researcher use likert scale to anaylse the data. According to Likert five point scale as follows (strongly agree 5 points, agree 4 points, neutral 3 points, disagree 2 points, strongly disagree 1 point).

To clasify the students' self esteem, the reseracher devided the score and catogories it as by using this formula:

Self confidence categories = (Highest score – lowest score) : number of class.

= (12 questions x 5 higest score linkert – 12 questions x 1 lowest score likert) : 2

= (60- 12) : 2

= 48 : 2 = 24

NO	Category	Score	Frequency
1	Low self esteem	0 – 24	
2	High self esteem	25- 48	

CHAPTER IV

RESEARCH FINDING

4.1 Data Description

Three types of self-esteem, namely, global self-esteem, situational self-esteem, and task self-esteem . These types of self-esteem can be jotted down into a level since they are listed in such leveled-like characteristics. The first type is a fixed characteristic in grown up people which cannot be changed only if there is a wide treatment. It is a general or prevailing assessment one makes of one's own worth over time and across a number of situations. This type of self-esteem is a rather fix character of someone that needs long treatments to be changed. Whereas, situational self-esteem refers to one's personal appraisals in certain life situations such as social interaction, work, education and home, or any particular relatively distinctly defined traits such as intelligence, oral ability, athletic ability or personality characteristics like gregariousness, empathy, flexibility to the circumstances and the specific qualities of personalities. The last type, task self-esteem, has relation with the evaluations one makes of particular situations. For instance, in scholar education, task self-esteem is related to only one subject-matter area or athletic situations, or certain skill of sport is assessed in connection with task self-esteem.

To see the How is students' self esteem on Speaking of the third semester at English Department of Islamic university of Riau can be seen in this following table:

Table 1. Students' Self Esteem on Speaking of the third semester at English Department of Islamic University of Riau

NO	Student	Score	Category
1	Student 01	23	Low Self Esteem
2	Student 02	33	High Self Esteem
3	Student 03	37	High Self Esteem
4	Student 04	19	Low Self Esteem
5	Student 05	25	High Self Esteem
6	Student 06	17	Low Self Esteem
7	Student 07	38	High Self Esteem
8	Student 08	34	High Self Esteem
9	Student 09	15	Low Self Esteem
10	Student 10	23	Low Self Esteem
11	Student 11	35	High Self Esteem
12	Student 12	37	High Self Esteem
13	Student 13	23	Low Self Esteem
14	Student 14	14	Low Self Esteem
15	Student 15	33	High Self Esteem
16	Student 16	39	High Self Esteem
17	Student 17	16	Low Self Esteem

18	Student 18	23	Low Self Esteem
19	Student 19	16	Low Self Esteem
20	Student 20	38	High Self Esteem
21	Student 21	33	High Self Esteem
22	Student 22	40	High Self Esteem
23	Student 23	35	High Self Esteem
24	Student 24	21	Low Self Esteem
25	Student 25	24	Low Self Esteem
26	Student 26	33	High Self Esteem
27	Student 27	34	High Self Esteem
28	Student 28	33	High Self Esteem
29	Student 29	23	Low Self Esteem
30	Student 30	21	Low Self Esteem

Based on the 4.1 it can be seen that Students' Self Esteem on speaking of the third semester at English Department of Islamic University of Riau has varied self esteem.

To clasify the students' self esteem, the reseracher devided the score and catogories as follow:

Table 2. Students' Global Self Esteem Categories

NO	Category	Score	Frequency	Percentage
1	Low self esteem	0 – 24	14	46,67%

2	High self esteem	25- 48	16	53,33%
	Total		30	100%

There were 14 students (46,67%) have low self esteem and 16 students (53,33%) have high self esteem. To see the students self esteem in detail can be seen in these following expression;

4.1.1 Global self-esteem

Self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem. Self-esteem has multi-dimensions which are global self-esteem which means general assessment a person makes of one's self.

To see the global self-esteem in on speaking of the third semester at English Department of Islamic University of Riau can be seen in the following table:

Table 3. Students' Global Self Esteem on Speaking of the third semester at English Department of Islamic University of Riau

NO	Student	P1	P2	P3	P4	Total	Score

1	Student 01	2	2	2	1	7	Low Self Esteem
2	Student 02	3	3	2	3	11	High Self Esteem
3	Student 03	4	2	2	4	12	High Self Esteem
4	Student 04	1	2	1	1	5	Low Self Esteem
5	Student 05	2	2	2	1	7	Low Self Esteem
6	Student 06	2	1	1	1	5	Low Self Esteem
7	Student 07	4	3	5	3	15	High Self Esteem
8	Student 08	3	3	3	2	11	High Self Esteem
9	Student 09	1	1	1	1	4	Low Self Esteem
10	Student 10	2	2	2	1	7	Low Self Esteem
11	Student 11	3	3	3	3	12	High Self Esteem
12	Student 12	4	4	4	2	14	High Self Esteem
13	Student 13	2	2	2	1	7	Low Self Esteem
14	Student 14	1	2	1	1	5	Low Self Esteem
15	Student 15	3	3	2	3	11	High Self Esteem
16	Student 16	4	2	2	4	12	High Self Esteem
17	Student 17	1	2	1	1	5	Low Self Esteem
18	Student 18	2	2	2	1	7	Low Self Esteem
19	Student 19	2	1	1	1	5	Low Self Esteem
20	Student 20	4	3	5	3	15	High Self Esteem
21	Student 21	3	2	3	3	11	High Self Esteem
22	Student 22	2	2	4	4	12	High Self Esteem
23	Student 23	1	3	3	3	10	High Self Esteem
24	Student 24	4	2	1	1	8	Low Self Esteem

25	Student 25	1	2	2	2	7	Low Self Esteem
26	Student 26	1	5	3	3	12	High Self Esteem
27	Student 27	1	3	2	3	9	Low Self Esteem
28	Student 28	3	3	3	2	11	High Self Esteem
29	Student 29	1	1	1	3	6	Low Self Esteem
30	Student 30	1	2	1	1	5	Low Self Esteem

Scoring system used in the table above were: Satisfied Agree (SA) =4, Agree (A)=3, Disagree (D)=2, Satisfied Disagree (SD)= 1 for favorable items. While, the scoring system for unfavorable items were Satisfied Agree (SA) =1, Agree (A) =2, Disagree (D) =3, Satisfied Disagree (SD)= 4

Based on the table it can be seen that there were 16 students (53,33%) students have low global self esteem, and the rest of the students 14 students (46,67%) have high global self esteem.

4.2.2 Situational Self Esteem

Situational self-esteem means a specific situation such as foreign language context and task self-esteem that means a particular task within a situation. To see the Situational self-esteem on speaking of the third semester at English Department of Islamic University of Riau can be seen in the following table:

Table 4. Students' Situational Self Esteem on Speaking of the third semester at English Department of Islamic University of Riau

NO	Student	P5	P6	P7	P8	Total	Category
1	Student 01	2	2	3	3	10	High Self Esteem
2	Student 02	3	3	2	2	10	High Self Esteem
3	Student 03	4	4	3	3	14	High Self Esteem
4	Student 04	1	1	3	2	7	Low Self Esteem
5	Student 05	2	2	3	3	10	High Self Esteem
6	Student 06	1	1	3	2	7	Low Self Esteem
7	Student 07	3	2	2	5	12	High Self Esteem
8	Student 08	3	3	3	3	12	High Self Esteem
9	Student 09	1	1	3	2	7	Low Self Esteem
10	Student 10	2	2	3	3	10	High Self Esteem
11	Student 11	2	3	2	4	11	High Self Esteem
12	Student 12	2	4	3	3	12	High Self Esteem
13	Student 13	2	2	3	3	10	High Self Esteem
14	Student 14	2	1	1	1	5	Low Self Esteem
15	Student 15	3	3	2	2	10	High Self Esteem
16	Student 16	4	4	3	2	13	High Self Esteem
17	Student 17	1	1	3	2	7	Low Self Esteem
18	Student 18	2	2	3	3	10	High Self Esteem
19	Student 19	1	1	3	2	7	Low Self Esteem
20	Student 20	3	2	2	5	12	High Self Esteem

21	Student 21	3	2	2	3	10	High Self Esteem
22	Student 22	4	3	3	4	14	High Self Esteem
23	Student 23	3	2	3	3	11	High Self Esteem
24	Student 24	2	1	1	1	5	Low Self Esteem
25	Student 25	2	2	2	2	8	Low Self Esteem
26	Student 26	2	2	3	3	10	High Self Esteem
27	Student 27	3	3	3	2	11	High Self Esteem
28	Student 28	2	3	3	2	10	High Self Esteem
29	Student 29	1	3	3	2	9	Low Self Esteem
30	Student 30	2	2	3	3	10	High Self Esteem

Scoring system used in the table above were: Satisfied Agree (SA) =4, Agree (A)=3, Disagree (D)=2, Satisfied Disagree (SD)= 1 for favorable items. While, the scoring system for unfavorable items were Satisfied Agree (SA) =1, Agree (A) =2, Disagree (D) =3, Satisfied Disagree (SD)= 4

Based on the table it can be seen that there were 9 students (39%) students have low situational l self esteem, and the rest of the students 21 students (70%) have high situational self esteem.

4.2.3 Task self-esteem

Task specific or situational self esteem refers to evaluations of more restricted sets of behaviors in specific situations. This constraint can be conceptualized in one

way as the expectations by the individual of his performance in a task-specific situation.

Table 5. Students' task Self Esteem on Speaking of the third semester at English Department of Islamic University of Riau

NO	Student	P9	P10	P11	P12	Total	Category
1	Student 01	2	2	1	1	6	Low Self Esteem
2	Student 02	3	3	3	3	12	High Self Esteem
3	Student 03	2	3	3	3	11	High Self Esteem
4	Student 04	1	1	1	4	7	Low Self Esteem
5	Student 05	2	2	1	3	8	Low Self Esteem
6	Student 06	1	1	1	2	5	Low Self Esteem
7	Student 07	3	3	3	2	11	High Self Esteem
8	Student 08	3	2	3	3	11	High Self Esteem
9	Student 09	1	1	1	1	4	Low Self Esteem
10	Student 10	2	2	1	1	6	Low Self Esteem
11	Student 11	4	3	2	3	12	High Self Esteem
12	Student 12	3	2	2	4	11	High Self Esteem
13	Student 13	2	2	1	1	6	Low Self Esteem
14	Student 14	1	1	1	1	4	Low Self Esteem
15	Student 15	3	3	3	3	12	High Self Esteem
16	Student 16	4	4	3	3	14	High Self Esteem
17	Student 17	1	1	1	1	4	Low Self Esteem

18	Student 18	2	2	1	1	6	Low Self Esteem
19	Student 19	1	1	1	1	4	Low Self Esteem
20	Student 20	3	3	3	2	11	High Self Esteem
21	Student 21	3	3	3	3	12	High Self Esteem
22	Student 22	4	4	3	3	14	High Self Esteem
23	Student 23	3	3	4	4	14	High Self Esteem
24	Student 24	1	2	2	3	8	Low Self Esteem
25	Student 25	2	3	2	2	9	Low Self Esteem
26	Student 26	2	4	3	2	11	High Self Esteem
27	Student 27	3	4	4	3	14	High Self Esteem
28	Student 28	4	3	3	2	12	High Self Esteem
29	Student 29	3	1	3	1	8	Low Self Esteem
30	Student 30	2	2	1	1	6	Low Self Esteem

Scoring system used in the table above were: Satisfied Agree (SA) =4, Agree (A)=3, Disagree (D)=2, Satisfied Disagree (SD)= 1 for favorable items. While, the scoring system for unfavorable items were Satisfied Agree (SA) =1, Agree (A) =2, Disagree (D) =3, Satisfied Disagree (SD)= 4

Based on the table it can be seen that there were 15 students (50%) students have task self esteem, and the rest of the student 15 students (50%) have high situational self esteem.

4.2 Data Analysis

Among language skills, the relationship between self esteem and speaking skill was investigated in this study. Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know the language are referred to as ―speakers‖ of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. (Ur, 2000 , p. 120). Brown and Yule (1983) believed that many language learners regard speaking skills as the criteria for knowing a language. They defined fluency as the ability to communicate with others much more than the ability to read, write, or comprehend oral language. Most researches on relationships between self esteem and speaking so far insisted on studying self esteem as a uni-dimensional entity or as a generalized self esteem or didn't use standard tests to measure speaking skill.

This is also in line with Kalanzadeh (2014) according to This study aims at investigating the relationship between the EFL intermediate students self – esteem and their speaking skills. By analyzing the data were gathered from the participants. That is to say the high selfesteem students were found to be more inclined to involve themselves in the conversations and other spoken activities on the classroom including the oral production of stories in English. It was found that there is a statistically significant correlation between the students self – esteem and their verbal performance

To see the Students Self Esteem on Speaking of the third semester at English

Department of Islamic University of Riau:

Figure 4.1 Students Self Esteem on Speaking of the third semester at English Department of Islamic University of Riau
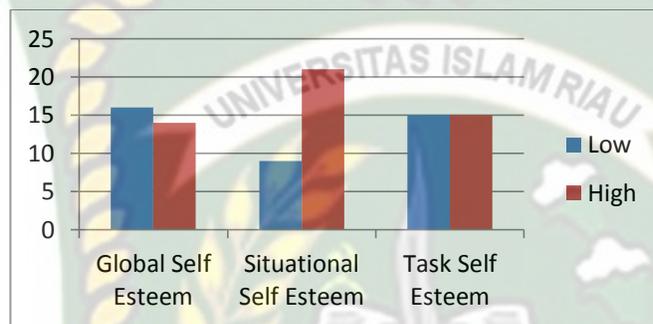
Based on the figure it can be seen that in global self esteem there were 16 students (53,33%) students have low global self esteem, and the rest of the students 14 students (46,67%) have high global self esteem. In situational Self esteem there were 9 students (39%) students have low global self esteem, and the rest of the students 21 students (70%) have high situational self esteem. In task self esteem there were 15 students (50%) students have low global self esteem, and the rest of the student 15 students (50%) have high situational self esteem.

4.2.1 Global Self-Esteem

There were 16 students (53,33%) students have low global self esteem, and the rest of the students 14 students (46,67%) have high global self esteem. Global self

esteem, usually defined as an individual's evaluation of his overall worth as a person, is assumed to be the weighted function of esteem in more specific areas. Specific self esteem refers to evaluations either made in certain life situations (social interaction, male-female relations, education, work) or based on particular aspects of the individual (physique, intelligence, personality, interpersonal competence). But each of these sources is still rather broad, since it includes a multitude of different behaviors and situations.

4.2.2 Situational Self-Esteem

In situational Self esteem there were 9 students (39%) students have low global self esteem, and the rest of the students 21 students (70%) have high situational self esteem. It refers to one's personal appraisals in certain life situations such as social interaction, work, education and home, or any particular relatively distinctly defined traits such as intelligence, oral ability, athletic ability or personality characteristics like gregariousness, empathy, flexibility to the circumstances and the specific qualities of personalities.
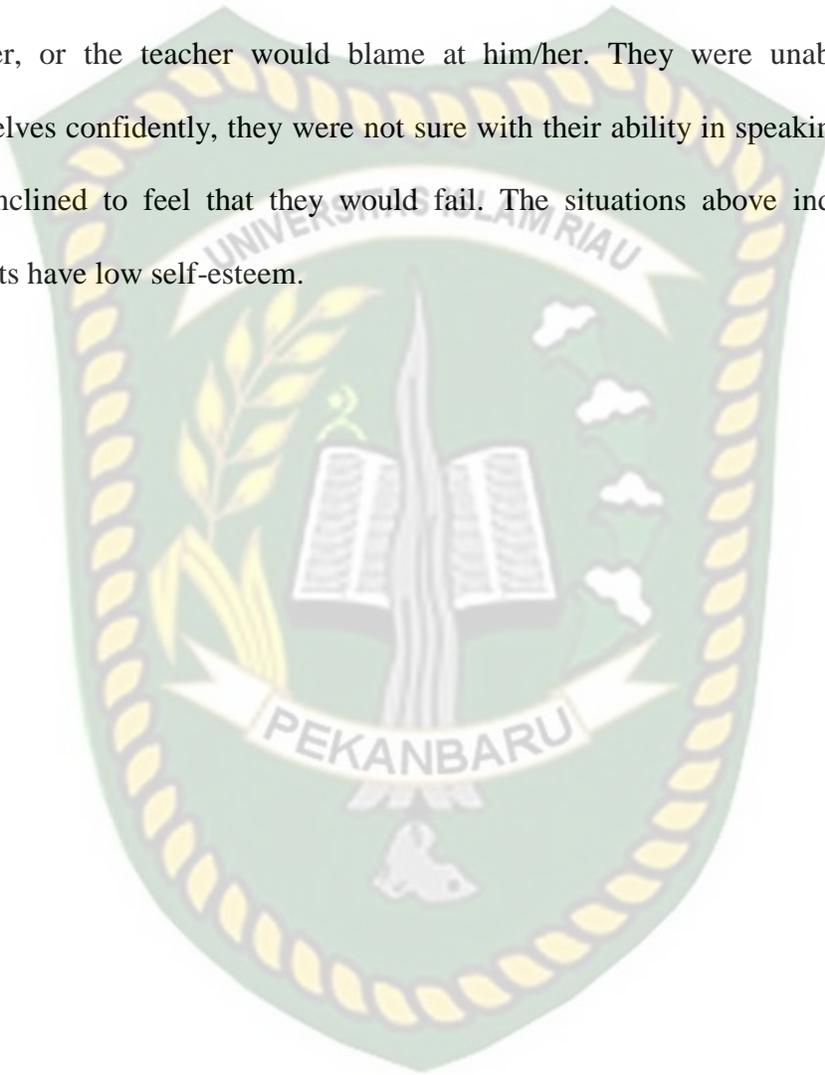
4.2.3 Task self-esteem

In task self esteem there were 15 students (50%) students have low global self esteem, and the rest of the student 15 students (50%) have high situational self esteem. It has a relation with the evaluations one makes of particular situations. For instance, in scholar education, task self-esteem is related to only one subject-matter

area or athletic situations, or certain skill of sport is assessed in connection with task self-esteem. These three levels of self-esteem are correlated positively with foreign language oral production. Brown (2007) mentions that oral language performance has a strong bearing on global self-esteem. In this respect, Nogueras (1999:4) states that: Two types of task self-esteem evaluated were errors and comparisons. Errors task self-esteem referred to the evaluations learners made of their performance on a speech based on a general rating of errors they thought they had made. Comparison task self-esteem consisted of the evaluations learners made comparing their expected performance on a speech with the expected performance of other students in their classes.

Many language learners regard speaking skill as the measure of their language mastery. Therefore, the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and asses their progress in terms of their accomplishments in spoken communication.

English Students' at the third semester at English Department of Islamic university of Riau were particularly reluctant to speak in the classroom. They felt nervous when they were asked to speak English in front of the class. Sometimes they also avoided this chance by giving many excuses, like saying 'I am shy' or 'I cannot do that'. They often shy to say anything or they just listened silently when the teacher asked them. Or even they did what the teacher instructed, sometimes their voice was

slower and softer than what they usually did. Consequently, the teacher could not hear the voice clearly. They were afraid if they made mistakes, they would get negative respond from their friends. For examples other students would laugh at him/her, or the teacher would blame at him/her. They were unable to express themselves confidently, they were not sure with their ability in speaking English and they inclined to feel that they would fail. The situations above indicate that the students have low self-esteem.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Learning speaking in foreign language context is not a simple process. There are many factors affecting such process. One element that can not be neglegted is affective domain of human. People involved in the process of speaking teaching and learning must be aware of self-esteem as a part of affective side of EFL learners. This study depicted the global self esteem there were 16 students (53,33%) students have low global self esteem, and the rest of the students 14 students (46,67%) have high global self esteem. In situational Self esteem there were 9 students (39%) students have low global self esteem, and the rest of the students 21 students (70%) have high situational self esteem. In task self esteem there were 15 students (50%) students have low global self esteem, and the rest of the student 15 students (50%) have high situational self esteem.

5.2 Suggestion

1. For the Readers

It suggest to the readers to learn more about their weakness in speaking and find the solution such as improve their self esteem. Reader are expected to be able to

put themselves in any condition of language learning. Decrease their lack of self esteem and improve theirself confidence, so they are able to produce maximum learning achievement.

2. For the teachers

For teachers thisstudy can help to develop students skill and understanding characteristic of students, so that students can be motated to study English and to increase their braveness to use their skill in speaking class.

2. For the nect reseracher

The researcher suggest another researcher to find another form to test the students self esteem and relate the result with another skill in English.
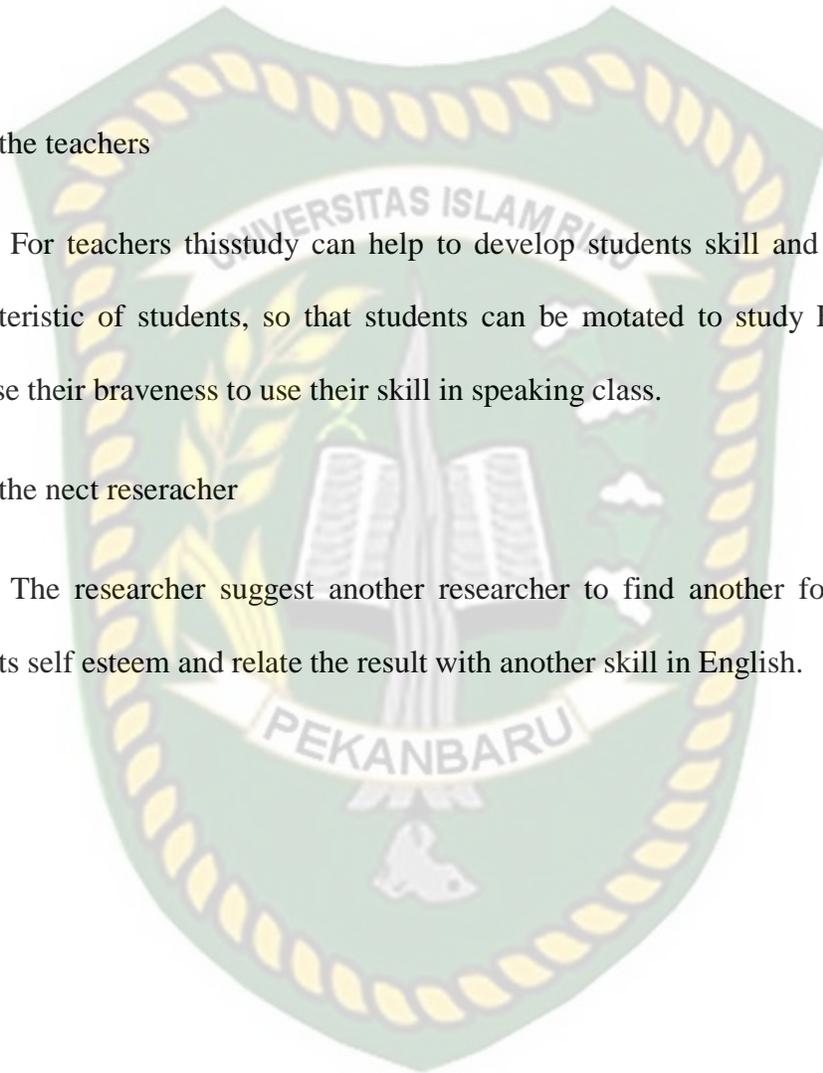
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