

Picture of Students' Self-Esteem in Learning Speaking

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Abstract-Self-esteem is one of affective factors on students' speaking performance. Accordingly, this study elaborates students' self-esteem while they perform speaking tasks at English Study Program of University of Muhammadiyah Bengkulu (UMB). The current study is set in frame of descriptive study in order to gain in-depth qualitative explanation on students' self-esteem. It mainly questions both on types of students' self-esteem and on how the self-esteem description based on gender of students. The study took a massive number of study subjects consisted of students learning speaking from several semesters. The researchers administered questionnaire and interview to collect data of the study. These two instruments were composed based on theories of self-esteem. Data obtained from the two instruments sketched in detail the state of self-esteem of male and female students at English Study Program of UMB. The finding of the study shows that majority of EFL learners at UMB are possessing task self-esteem with the highest percentage of 67% compared to two other types of self-esteem. In addition, there were no firm difference between male and female learners' self-esteem when they are learning speaking. The result of this study becomes an informative acknowledgement to the field of teaching speaking in term of students' self-esteem when they learn speaking. It also becomes an important information for teachers who teach speaking either at Muhammadiyah University of Bengkulu or at other universities that give speaking subject. In addition, the result also gives broader insight on male and female students' self-esteem in learning speaking.

Keywords: *self-esteem, speaking skill, male student, and female student.*

I. INTRODUCTION

English Study Program of Universitas Muhammadiyah of Bengkulu (UMB) obliges students to possess proficiency on four skills of English (speaking, reading, writing and reading) when they finish their study at UMB. Among the four skills, speaking is a productive skill which demands students' ability to produce utterances on their own way. Speaking is considered to be the most difficult English skill to master because it includes awareness and other communicative considerations. It seems not an easy work for students to learn English speaking. Students need to be accustomed to speak in English. This will be more complicated when students' mother tongue is not English. In addition, students need to pay attention to many related factors like learning environment and affective domain. Learning English speaking in the area like Bengkulu is very challenging since there are not many people can speak in English. In this

context, students must have had a very strong determination to learn in order to be an effective and fluent speaker of English.

According to the university statistic most of students at English study program of UMB are from local regencies of Bengkulu province. There are more than 90% of learners at English study program of UMB are from local regions of Bengkulu. The statistic depiction, at least, may explain students' English educational background and prior knowledge. As broadly known, students from rural areas like regencies in Bengkulu province have less competency than those are from urban areas. The state of students' English mastery and knowledge when they register to be a student at the study program is frequently very low. This condition will affect their development in learning English.

Based on researchers' observation, students' achievement in speaking subject shows no uplifting result. Many students have very little improvement in speaking mastery. The researchers frequently notice students present their undergraduate thesis with poor English speaking skill. Even worse, they sometimes explain their research in Indonesian language. When they are asked to elaborate the thesis in English, they admit that they are afraid of making mistake. As the result, they can not deliver good English presentation. This will affect their grade in the examination at the end.

In context of learning speaking, self-esteem is one of personal traits that becomes an influencing factor. It may either make students succeed or fail to master good English speaking skill. Students with good self-esteem will be confident to utter English sentences and words. They are more active and want to talk everytime. Contrastly, Students who have low self-esteem will be less motivated to speak and tend to have slower development in speaking because they are frequently reluctant to speak, shy, and not sure to say particular words in English.

According to Coopersmith in Brown, self-esteem is personal judgment of worthiness that is expressed in attitudes that individual hold towards themselves [1]. It reflects students' controls toward increase responsibility. People with high self-esteem are not only happy with their success but also happy with their failure [2]. They share optimistic point of view.

Students' self-esteem while learning speaking needs to be studied in deeper sense in order to fully understand the real state of their self-esteem. This is important to do since it is influential in conducting teaching speaking at class. If teacher know that he will be teaching at class that is full of students



whose self-esteem is in very low level, then he must prepare himself to be equipped with various teaching strategies that may lift up students' self-esteem. A teacher should also be aware of self-esteem types possessed by students at class he teaches because each of self-esteem type has its own specific characters and specific ways to deal with. For instance, a student with *global* self-esteem will need long treatment and need more time to adjust with the environment.

In line with the prior statements, this study explained the state of students' self-esteem in terms of what level of self-esteem that students are at English study program of UMB. In addition, the study also studied the gap between male and female students' self-esteem while performing speaking tasks at classes. At the end, the current study also explored reasons beyond students' self-esteem status.

Speaking is one of four skills of English language that mostly become priority to be learned by language learners [3]. Students who want to master English completely, can not neglect speaking as one of four important skills of English. Unless, he or she is only able to write, read, and listen, without having an ability to execute oral communication. Speaking skill is the most important skill of English among the other three, reading, writing, and listening [4]. This is because the main indicator to be called as competent in English language is that a person is able to speak in English, as if the speaking skill involves almost all of language knowledge of a particular language.

Learning speaking is a quite tough and time-consuming process. According to Spolsky, only 5% of learners of English as a foreign language can have native-like mastery on speaking, especially for pronunciation and intonation of English [5]. Harmer states that one may be able to speak fluently if both language features and mental processes are involved when he is speaking [6]. In order to speak fluently, a speaker of English must equip himself with a lot of features of English like connected speech, expressive devices, lexis and grammar, and negotiation language. A good speaker must be able to employ and recognize modified sounds process like contraction, elision, or assimilation. Paralinguistic elements are also important to support meaning conveyance. Whereas, lexis and grammar are beneficial to enable speaker to use specific expression in English. The negotiation languages are needed to seek clarification and to exhibit the structure of what a speaker is uttering. These all components are called as knowledge of language skills.

An English speaker also must understand some mental processes occurring during speaking, which are language processing, interaction processing, and information processing. The first is taking place when a speaker is dealing with vocabulary in his own brain to produce comprehensible and meaningful utterances. This process involves retrieval of words and phrases from long term memory and then assembled into syntactical form and sequences. Interaction process is a mental process occurring when a speaker is understanding, listening to others, comprehending what others mean, and knowing when to allow others to speak. So this is a process due to communicative behavior of a speaker of a language. The last, information processing, is a process dealing with the on-spot response toward one's intention. A conversation will be effective if both speaker and listener build a smooth spontaneous response one another. The longer the information is processed the less communicative the conversation will be.

One of affecting factors in learning speaking is affective domain [7]. This domain refers to emotion or feeling. It is an emotional side of human and it may be side by side with cognitive domain. The affective domain of human affects both feeling about our self and feeling about others we in contact to [21]. This domain plays a significant role upon second or foreign language learners in the sense of the ability to be receptive to

people they are talking to and the context of communication itself. The domain is also influential in learners' readiness to put value to the communicative act involved in interpersonal exchange in communication.

Self-esteem as the feelings an individual has about him/her self that affect the way he/she views him/her self [8]. Self-esteem is how much value people place on themselves, so it is the evaluative component of self knowledge. Richards and Schmidt notes that self-esteem as a person's judgment of their own worth or value, based on a feeling of efficacy, a sense of interacting effectively with one's own environment [10]. While Self-esteem as value which people place on their own characteristics, abilities and behaviors [11]. Finally, Self-esteem one affective factor that influence human's production among many others [1]. These wide range of statements covers both self-esteem in psychology and self-esteem in education sense. All in all, they are implying that self-esteem is an affective domain a person has that will affect his/her attitude, behavior and the way he/she deals with life. As a part of affective domain of human, self-esteem is mostly taking part in most of human's activities including speaking to others.

Three types of self-esteem, namely, *global* self-esteem, *situational* self-esteem, and *task* self-esteem [1]. 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 fixed 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.

Many researchers have done studies on self-esteem. They conducted many studies in order to learn self-esteem in various contexts including the context of English teaching and learning [12, 13]. There are several studies on self-esteem in speaking and oral communication have been conducted. First is the one by Koosha, Ketabi, and Kassaian (2011). They investigated connection between self-esteem, age, and gender in speaking skill on undergraduate EFL students. They found that there was a significant relationship between self-esteem and speaking skill, also there was a reverse relationship between age and speaking skills, and there was not relationship between gender and speaking skill [14]. Aregu (2013) studied the effects of self efficacy, self-esteem and gender on performances in speaking tasks among first year university students [15]. The study found that male students exceeded female students in all the variables. He also found that all the variables are interrelated positively. Among these, speaking self-esteem and speaking efficacy were found to have great effects on performance in speaking tasks.

In addition, Milivojevic (2014) examined effect between language speaking with self-esteem, self-efficacy, anxiety, confidence, and stress within secondary language speakers [16]. The result of Milivojevic's study shows that there were significant differences on the outcomes between groups and their use of the English language where beginners show the least self-esteem, confidence, and self-efficacy and more anxiety while the advanced users show the most self-esteem, confidence

and self-efficacy and least anxiety with their use and abilities in comprehending and speaking the English language, but there was no difference in stress levels between groups. This study shows that there was a direct correlation between the abilities of a language and its social implications on its use as a secondary language. Naouel (2015) explored relationship between Algerian second year LMD english students' self-esteem and their oral production at the University of Constantine 01, Algeria. He found that that there was a positive relationship between students' self-esteem and their foreign language speaking performance. He noticed that the relationship found affects directly students' level of academic achievement [17].

Recently, Navita (2016) conducted a research to find out relationship between self-esteem and english speaking skill among adolescent learners. Navita revealed that there was a significant and positive correlation between learners' self-esteem and their english speaking skill [18]. The most recent study conducted by Nurdini (2017) who studied communication strategies (CSs) used by EFL students with low and high self-esteem in speaking English. The findings of the study showed that students with low self-esteem employed fewer CSs compared to those with high self-esteem. Students with low self-esteem only used the strategies such as non-linguistic means, appeal for help, and fillers or hesitation device, while the students with high self-esteem level used six kinds of communication strategies such as message abandonment, non-linguistic means, literal translation, code switching, appeal for help, and fillers or hesitation device [19].

II.METHOD

This current research is a descriptive study that revealed types of students' self-esteem in performing speaking tasks at english speaking class. It also explained different classification of self-esteem between male and female students. In order to be able to explain the two inquiries, the researchers had distributed questionnaire and conducted interviews to the samples of the study. There were 150 students of English Education Study Program of Universitas Muhammadiyah Bengkulu (UMB) had participated in completing the questionnaire and taken part in the interview. They were from semester I, III, V, and VII of 2016/2017 academic year. There were 31 males and 31 females in first semester, 17 males and 17 females in third, 18 males and 18 females in fifth semester and 9 males and 9 females in seventh semester. Over all semester, there were 75 male and 75 female students were taken as sample of the study.

The instruments used in this study were questionnaire and interview guide. The questionnaire was a set of likert-like questionnaire related to three types of self-esteem proposed by Brown [1]. There were 60 items on the questionnaire. Each item has been marked with range of 1, 2, 3, 4, and 5. These 60 items comprised of three parts; 20 items for *global* self-esteem, 20 items for *situational* self-esteem, and 20 items for *task* self-esteem. At the first part of the questionnaire, researchers focused on examining students' global self-esteem by administering items stating the *general* self-esteem. In other word, the statements in this part were intended to dig students' *global* self-esteem related to their whole life activities. Further, the second part of the questionnaire has been aimed to investigate students' self-esteem in *situational* context. The last part of the questionnaire was administered to find out students' self-esteem in term of doing a *task*. These all statements have been rated as Likert scale does.

In order to crosscheck the data that was obtained from questionnaires, researchers also interviewed several samples. The interview consisted of three pairs of questions which covered the above three levels of self-esteem. Every classification of self-esteem has 2 questions, 1 was a question that used to check

participants' affirmation on the class of self-esteem where he or she was classified, and another one was a question used to check students' negation on the classification of self-esteem where he or she was grouped. This instrument was primarily used to support the data obtained from the questionnaires.

The timing in administering both questionnaire was separated. First, the researchers distributed questionnaire to the students. Soon after the data from the questionnaire has been obtained and the students' self-esteem has been identified, the second instrument, the interview then administered. The phases of data collection was intended to separate students with their self-esteem. Students are classified to have highest percentage on the *global* self-esteem were asked about their self-esteem to ensure that their self-esteem was really at the *global* one, so as with the other two. Then, the data from the interview, has been used qualitatively to prove students' self-esteem types. At the end, qualitative difference of self-esteem between male and female students can be determined from students' percentages of self-esteem types and the supporting data from interview.

III.FINDING AND DISCUSSION

Finding of the study shows that most of first semester students were identified in the *task* self-esteem classification with 70% (43 out of 62 students). While *situational* self-esteem has 20% (13 out of 62 students), and *global* self-esteem only has 10% (6 students of 62 students) who were included into. Just like first semester, the highest percentage in the third semester was also in the *task* self-esteem classification which reached 70% (24 out of 34 students). The other two, *situational* and *global* self-esteem had exactly the same percentage, 15% (5 students out of 34 students) for each. The fifth semester was dominated by students with *task* self-esteem with the percentage of 63% (22 out of 36 students). Also, at this semester, there were 27% (10 out of 36 students) included into *situational* self-esteem, and 10% (4 out of 36 students) were in the *global* self-esteem classification. In the last semester, which was the seventh semester, 12 students (70%) were in the *task* self-esteem, 2 students (10%) were in the *situational* self-esteem, and 4 (20%) were in the *global* self-esteem. The trend of this finding indicate that majority of students from the four semesters possessed the *task* self-esteem. This can be seen from the percentages gained. All of the highest percentages were in the *task* self-esteem classification (table 1).

Table.1

percentages of students per-semester

smt	Global Self-esteem	Situational Self-esteem	Task Self-esteem	Num. Students	Total Percentages
I	10%(6 students)	20% (13 students)	70%(43 students)	62	100%
III	15%(5 students)	15% (5 students)	70%(24 students)	34	100%
V	10%(4 students)	27%(10 students)	63%(22 students)	36	100%
VII	20%(4 students)	10%(2 students)	70%(12 students)	18	100%
Total	19 students	30 students	101 students	150 students	100%

As a whole finding, from the total of students from all semesters (150 students), 67% students or 101 students were found to have *task* self-esteem classification. Meanwhile, 20% of students (30 students) have been included into the *situational* self-esteem classification. The other 19 students (13% out of 150) were at *global* self-esteem group (table2).

Table.2

total percentages of students self-esteem

No	Self-esteem	Percentages	Number of students
1	Global Self-esteem	13%	19
2	Situational Self-esteem	20%	30
3	Task Self-esteem	67%	101
Total		100%	150

Regarding the students' gender and the classification of self-esteem, it was found that more male students have *global* self-esteem than female. Among 19 students who were at *global* self-esteem classification, 11 of them are male, and 8 were female. Furthermore, the *situational* self-esteem has got the same portion of number of male and female students, which was 15 students. It was also found that there were more female students found to have *task* self-esteem classification than male, 52 students for female students and 49 for male students (table 3). It can be seen that male students dominated in the *global* self-esteem. Both male and female students had the same portion in the *situational* self-esteem. And, in contrast with the *global* self-esteem, the *task* self-esteem has been dominated by female students.

Table 3

portion of male and female students' self-esteem

No	Self-esteem	Portion of male and female students Self-esteem			
		Percentage from total students self-esteem	Male	Female	Total
1	Global Self-esteem	13%	11	8	19
2	Situational Self-esteem	20%	15	15	30
3	Task Self-esteem	67%	49	52	101
Total		100%	75	75	150

In supporting the data obtained from the questionnaires, the data obtained from interview was properly beneficial. The researchers asked 15 students to attend interview on the three classifications of self-esteem. 5 students were taken from the students whose questionnaire result were in *global* self-esteem, 5 were from *situational* self-esteem, and another 5 were from *task* self-esteem. In order to check their self-esteem classification while performing speaking tasks, they were asked about their behavior. All of the 5 students those are from the *global* self-esteem stated that they tended to be reluctant to do many things, especially something they do not completely understand. Similarly, the 5 students from *situational* self-esteem group who were asked whether they are nervous or not if they are asked to speak publicly, said that they were mostly afraid of speaking in public. They also added that they were nervous even they were about to speak in Indonesian language in front of audiences. The other 5 students from *task* self-esteem group mentioned that they have an anxiety of mispronouncing English words in performing speaking tasks at class.

This scheme of finding explains implies that most of students' self-esteem were at *task* self-esteem. This indicates that students are having a kind of self-esteem related to one specific subject matter (Brown, 2007). In learning of speaking skill point of view, this kind of self-esteem could be positive to support speaking achievement. Students could take benefit of self-esteem if it is high. So this is a good sign for lecturers who teach speaking. They must be able to create supporting environment to encourage students to utilize their *task* self-esteem.

The key point is how to make the task in speaking subject enjoyable and exciting for students. It is also hoped that in the context of second language acquisition and learning

speaking at class, learners can encourage themselves to perform better in their oral performance by enhancing their self-esteem related to their task. Such enhancement will help them have better conceptions of their abilities in their oral skills.

As can be seen in the current study's finding, female students had dominated the *task* self-esteem classification. Although studies on gender in foreign language learning show inconsistent result, task self-esteem possessed by female students might be the trigger of their domination in learning. *Task* self-esteem allows them to be more confident in learning speaking. In other hand, male students dominated the *global* self-esteem. This is an alert for people involved in teaching speaking at UMB to make bigger effort to deal with these students as *global* self-esteem is tightly related to the humans' general temperament or personality. As Robins, Norem and Cheek (1999) mention that a person's consistent pattern of thought, feeling, and behaviour should influence how they feel about themselves [20]. Additionally, this type of self-esteem needs long range of treatment to change [1].

IV.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 neglected 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 state of self-esteem at English study program of Universitas Muhammadiyah Bengkulu, at Bengkulu Province, Indonesia. This research found that majority of EFL learners possessed *task* self-esteem while they are performing speaking tasks at class. One thing that can be highlighted in this sense, which is majority of learners have a good chance to be success in learning speaking because they adopted a fit self-esteem on performing their tasks. Another thing that can be underlined is the differentiation on male and female EFL learners' self-esteem. This picture of self-esteem will challenge speaking lecturers to be able to teach speaking to students with diversity on self-esteem level. However, the lecturers of speaking at UMB are required to boost supporting environment in learning by utilizing any resources they have.

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