

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher will introduce the background of the study, state the problem, outline the objectives, and discuss the significance of the research. It will also present the research questions, the scope and limitations of the study, and define key terms used throughout the research.

### 1.1 The Background of the Study

Students who choose to learn English, there is a process that must complete to become proficient in English. When learning English, students need to master their four skills: listening, reading, writing, and speaking. All these skills play a role in English practice, especially in the learning process in the classroom where children learn English. Speaking is an important skill to develop as an English language learner because English language learners cannot be deterred from learning activities by using their speaking skills. Speaking ability is a fundamental aspect of language ability because it reflects the ability to express ideas, convey information, and communicate effectively. Speaking well is critical to academic, professional, and social success. Therefore, it is important for both educators and learners to understand the factors that influence the development of speaking skills. Therefore, learning speaking skills is very necessary. This is useful for achieving the maximum learning process.

To succeed in speaking skills, two components must be considered: linguistic and nonlinguistic. Grammar, word order, pronunciation, speech comprehension, vocabulary, and fluency are all aspects of linguistics. In addition to linguistics, non-linguistic factors include personality traits Self-esteem, self-confidence, motivation, intergroup climate, and personality are some examples (Aisyah, 2020). Each student has a different background. different social backgrounds, different education, different personalities. This difference gives different colors to each student taking the lesson. Even if teachers offer different learning methods, it does not have a positive impact

on all students. While some students can understand the teacher's method, others find the learning process unrealistic. Another way she activates the learning process is by getting in touch with students' inner lives. Give your students a little flick and they will realize how great they are.

In mastering English, especially speaking, the learners have to acquire either some language components as their technical knowledge to construct the language and the internal factors to support them in delivering it well. Vocabulary as one component of language knowledge is considered as the most essential elements to build a language. It has also been acknowledged that vocabulary knowledge is a good predictor of general language proficiency. Some studies have revealed that a large and rich vocabulary can improve learner's ability to communicate properly. Nevertheless, the writers found a fact that student whose adequate language proficiency on vocabulary or grammar, still have difficulty in speaking. This phenomenon indicates which there are internal factors might hold them to express the ideas.

Self esteem is one of the internal factors that may indirectly influence the students' performances on handling the tasks particularly on speaking skill. It is one of psychology factors which reflects as a judgment of individuals' believes that they are worthy, competence and capable doing the tasks. Based on some previous researches, it seems that self esteem is regarded as impetus to initiate foreign language learning and it could affect students' performances in speaking. According to some researchers, people with high self-esteem are more successful and possess better qualities. They are funny, engaging, and enthusiastic about speaking in groups and critiquing collective approaches. Additionally, in her research on self-esteem and academic achievement, Priti Sharma has proven that students with high self-esteem are better problem solvers and have a strong mindset to improve their grades and achieve success (Sharma & Sharma , 2021). On the other hand, people with low self-esteem are afraid of interacting with others, deny themselves, and are not proud of themselves.

According to Brown (2000), self-esteem contributes to students' oral performance because students can only learn to speak English if they are confident and believe in themselves. It is also defined as an overall positive evaluation of the self. He added that high self-esteem is when an individual respects and values himself (Rosenberg, 1965). And other factors in speaking English is vocabulary mastery. To improve speaking skills, students need a good vocabulary. The quality, quantity and depth of a person's vocabulary are the best personal indicators of intellectual development. Moreover, improving vocabulary is the development of a single concept and is a goal of basic education at any university. Vocabulary development is influenced by age, gender, natural ability, and social status. Geographical factors also influence vocabulary development. Therefore, a person's speaking ability largely depends on the quality and quantity of their vocabulary. Many studies have shown that having a rich vocabulary and a large vocabulary improves learners' communication skills (Cameron 2001). One of them is Nouralian et al. (2013) investigated and investigated the influence of vocabulary knowledge on the speaking skills of Iranian secondary school EFL learners. The research results showed that teaching vocabulary knowledge can improve the speaking ability of her EFL students. The study also found that students were highly satisfied with this approach. It gives them a better chance to improve their English skills. Therefore, teachers need to decide on an appropriate period of time so that learners can realize their potential in preparing vocabulary knowledge for speaking performance.

From the explanation above the researchers attempts to find out the significant correlation among self esteem, vocabulary mastery and speaking skills in MTS Nurul Islam Pongangan.

## **1.2 Research Question**

Based on the limits of the problem, it was formulated as follows: Is there any correlation between self esteem, vocabulary mastery, and speaking skills at the junior high school levels?

### 1.3 Research Objectives

The purpose of this study is to find out whether there is significant correlation among self-esteem, vocabulary mastery and speaking skill.

### 1.4 Hypothesis

The following hypothesis are:

H1: There is a significant positive correlation among self-esteem, vocabulary mastery, and speaking skills in students at MTS Nurul Islam Pongangan.

H0: There is no significant correlation among self-esteem, vocabulary mastery, and speaking skills in students at MTS Nurul Islam Pongangan.

### 1.5 Scope and Limitations of Research

This study only focused on the relationship between student self-esteem, vocabulary mastery and speaking skills at MTS Nurul Islam Pongangan eight grade students.

### 1.6 Significance of the Study

#### ➤ Theoretical

The Findings may have practical implications for language teaching methods, helping educators design interventions to improve speaking skills based on a deeper understanding of the relationship between vocabulary mastery and speaking proficiency.

The result of the study may have implications for educational linguistics, shedding light on effective strategies for vocabulary acquisition

#### ➤ Practical

The results of this study were expected to have some significance for the following parties:

#### **Students**

Understanding the correlation among self-esteem, vocabulary mastery, and speaking skills allows students to tailor their learning strategies. They can focus on building both linguistic competence and confidence, leading to more effective and holistic language acquisition.

## **Teacher**

Teachers can provide more personalized feedback and intervention strategies based on individual students' needs. Understanding the correlations enables educators to identify specific areas for improvement and tailor their guidance accordingly.

### **1.7 Definition of Key Terms**

#### ➤ **Speaking**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. And also described as the ability to express oneself in a situation, the activity of reporting an action or situation in precise words, or the ability to have a conversation or express a set of ideas fluently.

#### ➤ **Vocabulary Mastery**

Vocabulary Mastery is the ability to look up and understand words in the English language. This is the basis of communication, both oral and written, that everyone knows and allows you to convey the correct meaning.

#### ➤ **Self Esteem**

Self-esteem is a view of self-worth that is based on evaluation and can be interpreted as an emotion balanced with behavior. When associated with positivity, it conveys confidence, flexibility, and security. The way people value things that are associated with positivity and bring them confidence, flexibility, and comfort.