CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher will review relevant literature to provide a theoretical foundation for the study. This includes discussing key theories and reviewing previous research studies.

2.1 Self Esteem

2.1.1 Definition of self esteem

Rosernberg (1965), one of the pioneers in this domain, states that self esteem refers to an individual overall positive evaluation to the self. He added that high self-esteem consists of an individual respecting himself and considering himself worthy. Also Sedikides and Gress (2003) define self-esteem as an individual's perception or subjective perception of his or her worth, feelings of self-worth and confidence, and the extent to which the individual has a positive or negative view of himself or herself. It states that it refers to evaluation. Self-esteem is related to an individual's abilities, skills, and social relationships.

Another definition comes from Branden (1992) who argues that self-esteem is a strong human need. He added that self-esteem is the experience of being sufficient for life and its demands. More specifically, self-esteem is: 1) Confidence in our ability to think through and meet life's challenges; 2) Feeling worthy, worthy, and entitled to be happy, to assert our needs and desires, and to enjoy the fruits of our efforts. Confidence in the right to feel certain. This means that it is the basic human needs that contribute significantly to the processes of life. Acharya and Deshmukh (2012) define self-esteem as a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values. From the two definitions above, it can be concluded that self esteem is how's person respect and evaluate themselves that influences psychology, guides behavior, controls feeling and drives motivation.Self-esteem also means

how people feel about themselves and expect to be accepted and valued by others who are important for them. It means that self-esteem as one of affective factors has important role in life. It can affect many things. including in driving motivation to be successful person both in relationship with others and learning achievement.

2.1.2 Aspect of self esteem

According to Branden (1992), self-esteem consists of two interrelated aspect, there are:

a. Sense of Personal Efficacy (Confidence)

Self-efficacy refers to confidence in the functioning of our minds and confidence in our ability to think in the process by which we judge, choose, and decide. Confidence in our ability to understand the facts of reality that are within our interests and needs, Cognitive confidence and Cognitive independence.

b. Sense of Personal Value (Sand elf-Esteem)

Self-esteem means belief in one's worth. A positive attitude towards the right to live and be happy. Feeling safe in appropriately asserting your thoughts, desires, and needs. The feeling that joy is our birthright. Self-efficacy and self-esteem are two pillars of healthy self-esteem. If any of these are lacking, your self-esteem will be affected. They are fundamental, which is why they characterize this term.They do not represent a derivative or secondary meaning of self-esteem, but rather their essence.Both have their own categories. The experience of self-efficacy creates a sense of control over one's life We associate it with psychological well-being, a feeling of being at the center of one's existence rather than being a passive bystander and the victim of the incident. The experience of self-respect is characterized by a benevolent and non-neurotic sense of community with other people, a community of independence and mutual consideration, as opposed to, on the one hand, a feeling of alienation from humanity and unconscious immersion in society.

2.1.3 Component of self esteem

Branden (1969) argues that self-esteem consists of two components, there are:

Firstly, See themselves as competent and have confidence in their ability to think, learn, make choices, make good decisions, overcome challenges, and bring about change.

Secondly, respect yourself, believe in your right to be happy, and believe that people are worthy of respect, love, and self-actualization that occur in their lives.

More recently, Reasoner (2005) considered self-esteem to be composed of two distinct aspects: her abilities and his worth. Based on these two elements, he defines self-esteem as "the experience of being able to overcome life's challenges and worthy.

According to Coopersmith (1967 in Robson, 1988), there are 4 components of self-esteem, namely:

a. Success

Success means different things to different people. Some of them interpret success as spiritual self-satisfaction, while others interpret success as popularity. Differences in the interpretation of the meaning of success depend on the individuals themselves and how they view their success based on their beliefs, and are also influenced by the culture that values certain types of success.

b. Values

Each person interprets success in different areas of experience in their own way. These differences are the result of values internalized by parents and other important people in their lives. Acceptance and respect from parents can increase perceptions of their importance. It also shows that the circumstances that influence the formation of self-esteem influence the emergence of realistic and stable values. Such factors can give them the strength to feel that their environment has meaning.

c. Aspiration

Self-evaluation involves comparing performance and actual performance to expectations and personal standards. Once a criterion is achieved, the individual concludes that it makes sense. People with high self-esteem have more expectations for themselves, have greater expectations of success in specific or general areas, and realize their wishes rather than achieving their own.

d. Defense

Experiences can be a source of positive feelings as well as negative evaluations of people. People with high self-esteem have the opportunity to overcome fear. More precisely, there is a belief in one's abilities and ability to overcome difficulties, and an opportunity to maintain self-esteem through devaluation.

To increase self-esteem during the learning process, students must meet all of the components that have been stated .These components help students build self-esteem during the learning process. Increasing self-esteem is difficult, but when students know themselves better and are aware of their weaknesses, it becomes easier to continue increasing their self-esteem.

2.1.4 Types of self esteem

Self esteem is classified into two types:

a. High self esteem

Self-esteem promotes initiative and positive attitudes towards learning. It leads to happier outcomes for students, regardless of stress or other factors. Students with high self-esteem have a positive attitude towards themselves. Roberts published his three facts about high self-esteem in his Sanidaya (Febrianto, 2019). First, a stable sense of identity and the ability to recognize and evaluate one's own efforts and successes indicate high self-esteem. Second, high self-esteem gives confidence, energy, and optimism. Third, pleasurable self-experiences create strong self-esteem.

According to Sherman (2015) the student with high self-esteem is as in the followings. She/he :

- Believing can placed values and principles and being able to defend or assert his/her self in the face of opposition to people. Even if old values no longer fit after learning something new, people with positive self-esteem have no difficulty changing their beliefs.

- Being able to decide choices, trust his/her ideas, and not feel guilty about decisions even if someone disagrees with them.

- Not living in the past or future, not worrying about "what if 's." Living fully in the present.

- Believing in his/her capacity to solve problems, adjust to failures, and ask forassistance.

- Contributing in and enjoy many activities and hobbies.

- Believing that is valuable, and that others will enjoy spending time with him/her.

- Resisting manipulation by others.

- Being sensitive to the feelings and needs of others; accept and abide by social norms.

- Considering her/his self-worthy and equal to others, regardless of differences in finance and personal success.

b. Low self esteem

Low self-esteem is a desirable emotion that prevents individuals from reaching their full potential. Low self-esteem can be a significant handicap for a person, even under the best of circumstances. This is supported by the statement (Orth & Robins, 2013) that people with low self-esteem are more likely to suffer from depression, both severe and mild, and that depressed people are more likely to feel worthless, incompetent, and inadequate.

Low self-esteem can have many causes. The self-esteem of many learners is affected when they start learning a foreign

language and find themselves in an unfamiliar environment with many other learners and new learning rules. Fear of shame, fear of taking risks, or a perfectionist mentality can negatively impact students' self-esteem, making them feel resentful, helpless, and anxious. Additionally, teachers' unfavorable comments can reinforce students' low self-esteem. Learners who think this way often have low self-esteem and lack confidence in their abilities. People with this disease lose motivation and are unable to reach their full potential.

According to Brown (2000) the students with low self-esteem is as in the following. She/he:

- Feels uncomfortable, shy, standing out, and unable to express herself confidently.
- Afraid of making mistakes and always shy about doing something new or being exposed to certain situations.
- Hypersensitive and sensitive to signs of rejection.
- Approach life in a protective and defensive manner.
- Depressed, unhappy and exhibit higher levels of anxiety and aggression.
- Dissatisfied with her life and underestimate her abilities.
- Tend to be criticized and have a lot of social anxiety.
- Feeling inferior or worthless to others.
- Don't like leadership roles or volunteer work.
- Behave inconsistently.
- Very bothered by personal mistakes and considers failures to be the result of a lack of ability.

High self-esteem is conducive to initiative and positive learning attitudes, leading to happier outcomes for students. Roberts identifies three factors indicative of high self-esteem: a stable sense of identity, confidence, and pleasurable self-experiences. Sherman

outlines characteristics of students with high self-esteem, including their ability to assert themselves, trust their ideas, live in the present, solve problems, contribute to activities, resist manipulation, and empathize with others.

On the other hand, low self-esteem can hinder individuals from reaching their full potential and is associated with depression, feelings of worthlessness, and incompetence. Fear of shame, risk-taking, or perfectionism can contribute to low self-esteem, especially in learning environments. Brown describes characteristics of students with low self-esteem, such as feeling uncomfortable, avoiding new situations, being hypersensitive to rejection, exhibiting defensive behavior, experiencing depression and anxiety, feeling dissatisfied with life, avoiding leadership roles, and being overly critical of themselves.

These additional details further emphasize the impact of self-esteem on various aspects of individuals' lives, including learning, social interactions, and emotional well-being.

2.1.5 Self esteem assessment

Some ways to assess self-esteem include:

First, Revised edition Janice Field's "Feelings of Inadequacy." It consists of his 23-item test developed in 1959 for use in attitude change research (Jannis and Field, 1959).

Second, The State Self-Esteem Scale (SSES) is a commonly used measure that is sensitive to elaborate self-esteem manipulations. The SSES consists of his 20 items that assess moment-to-moment fluctuations in self-esteem (Heatherton and Polivy, 1991).

Third, The Rosenberg Self-Esteem Scale (RSES) is most commonly used to measure global self-esteem. This is a 10-point Guttman scale with high internal reliability (alpha 0.92). RSES includes positive or negative attitudes toward specific objects. (Rosenberg, 1965).

The last, The Coopersmith Self-Esteem Survey (CSEI) is the most commonly used questionnaire designed to measure adolescents' and adults' attitudes toward themselves in a variety of domains (family, peers, school, and general social activities). It is one of the commonly used self-esteem questionnaires (Coopersmith1981, 1987).

As mentioned earlier, the researcher decided to use Rosenberg's and Coopersmith Self-Esteem as an indicator to create and test a questionnaire. The reason that it is a simple format that even junior high school students can apply. In other cases, it is a relatively accessible scale and the authors/successors have given special permission to use this scale (Farid and Akhtar, 2013). In another case, researchers added that the questionnaire items depend on the Rosenberg index combined with categories of self-esteem (global self-esteem, domain self-esteem, national self-esteem) (Brown and Marshal, 2006). Therefore, to test its effectiveness, we had to try a survey test. After the questionnaire was validated, researchers used it to assess students' self-esteem.

Rosenberg (1989) defined global self-esteem as the overall attitude a person has toward himself or herself, ranging from negative to positive. People with high self-esteem express a feeling that they are "good enough" and worthy. He respects himself for who he is, but he expects others to be in awe of him, but he has no awe of himself. Using the word "self-acceptance" he is able to describe an individual who knows what he is. He is aware of these strengths and weaknesses, and he accepts what he sees without regret. In other cases, you might consider using the term "self-satisfied" to describe an individual, if this term does not carry connotations of self-satisfaction. Additionally, low self-esteem means self-doubt, self-dissatisfaction, and self-loathing. The person lacks respect for the self he is observing. His self-image is unpleasant and he wishes it were different.

2.2 Vocabulary

2.2.1 Meaning of vocabulary

One of the most important elements in learning a language is vocabulary. Vocabulary refers to the language we know and use in everyday communication. It is consistent with Nunan (1999) definition that vocabulary is the set of words in the target language. Vocabulary is the basis of all linguistic knowledge and is also a key component of linguistic competence (Richards & Renandya, 2002). Furthermore, vocabulary is defined as a set of words that creates a language (Hornby, 2005, cited in Yuliawati, 2018).

Furthermore, Hatch and Brown Hatch and Brown (as cited in Rahmat, 2019) argued that a vocabulary is a list of words that can be used by a speaker of one language. Vocabulary has long been considered an important component of communicative language skills. In summary, this current study defines vocabulary as a set of words that have meaning and can form utterances to reveal ideas and opinions in both spoken and written language.

Foreign language learners have to master a large number of vocabulary. Otherwise, language learners may encounter some problems when learning a foreign language. Hornby Hornby (cited in Yuliawati, 2018) described mastery as comprehensive knowledge or essential skills about something. The concept of mastery is also sometimes referred to as mastery. Comprehensive knowledge includes not only understanding the form of words, but also understanding the meanings of words. Mastering a word means mastering the aspects of word knowledge. Thornbury (2007) summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

The mastery of english vocabulary itself is closely related to the learner's ability to acquire vocabulary. Henry and Pongrantz (2006: – 246) point out that "mastering a language means being able to understand the vocabulary and its phonological system, both spoken and written." This means that learners of English as a second language must understand the meanings of words and be able to use them in sentences.

When learning English, it is impossible to deny the mastery of vocabulary, which includes not only the speaking skills of the learners, but also the reading and writing skills. Vocabulary is one of the most important factors for improving a learner's English skills, as it develops naturally through the learner's experiences throughout their life. according to their needs and training. Vocabulary is one of the elements of language that should be learned and taught. There's no denying that it's difficult to learn a language without understanding certain vocabulary. Vocabulary is at the heart of a language and is very important for a typical language learner who does not have an adequate vocabulary. People are unable to effectively communicate and express their thoughts either orally or in writing (Zhihong, 2000: 18). Vocabulary plays a central role in all language acquisition processes, especially in the introduction and retention of new lexical items. Based on the above explanation, a vocabulary always refers to one word. The first step when learning vocabulary is knowing the words.

2.2.2 Kinds of vocabulary

According to nation (2001), there are two types of vocabulary related to language skills: reading, listening, speaking, and writing. It is a receptive and productive vocabulary. Receptive vocabulary that native speakers and beginners abroad understand and recognize but rarely use. Used passively in both listening and reading. Productive vocabulary is actively used in both speaking and writing.

According to Miller (2000), there are four types of vocabulary:

a. Receptive vocabulary

Is words that students understand when they hear or read a language.The term receptive vocabulary refers to listening and reading vocabulary.

b. Expressive vocabulary

Is words that students use when speaking and writing. The term expressive vocabulary is what they use to express themselves.

c. Oral vocabulary

Is words that students can hear, understand, and use in speech. The term oral vocabulary refers to the combination of listening and speaking vocabulary.

d. Written vocabulary

Is words that students can understand when reading and use when writing. The term written vocabulary refers to the combination of reading and writing vocabulary.

These distinctions are essential for understanding how individuals acquire, comprehend, and utilize vocabulary in different language skills, such as reading, listening, speaking, and writing.

2.2.3 Aspect of vocabulary

Harmer states that vocabulary has several aspects, there are : Word meanings (synonyms, antonyms, connotations and denotations), Expanded words such as idioms, word combinations or collocations, Grammar of words consisting of nouns, verbs, adjectives and adverbs.

a. Word meanings

A word meaning can be definied by its relationship to other words. For example, we explain the meaning of full by saying that it is the opposite of empty. We understand that cheap is the opposite of expensive. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word. A word meaning can also be defined by its relationship toother words. One should also know the deotation and connotation of a word in order.

1. Synonim

   is a word which has the same or nearly the same meaning as other. These synonyms are two or more forms with very closely related meaning, which are often but not always, intersubstitutable in sentence. Examples of synonym are the pairs: applaud-cheer, brief-short, bold-brave.

2. Antonym

   is a word which is opposite in meaning to other word. Two forms opposite meaning are called antonyms. Antonyms are further distinguished into two types via, gradable and non-gradable antonym. The pairs bad-good and dry-wet are example of the gradable and non-gradable antonym respectively. A think is not bad must be good, but the season which is not wet must be dry.

3. Denotation

   is conceptual meaning and dictionary meaning. Denotation meaning is also called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, refrential meaning, or propotational meaning.

b. Word use

   However, words have more than just different meanings. It can also be stretched and rotated to adapt to different situations and different uses. This is important for students to know because the meaning of a word can be changed, expanded, or limited by how the word is used. The meaning of words is often expanded through the use of metaphors and idioms. For example, we know that the word "hiss" describes the sound a snake makes. But sometimes he expanded its meaning to describe the way people talked to each other ("Don't move or you'll die," he hissed). This is a figurative usage.

c. Word Formation

Word Formation means knowing how words are written and spoken and how their forms change.

d. Word Grammar

Even a change in the grammatical meaning of a word can cause the use of a particular word to use a particular grammatical pattern such as a noun, verb, adjective, or adverb. For example, my sister was in Berlin last week. In-depth understanding of vocabulary involves grasping its diverse aspects: Word meanings, including synonyms, antonyms, connotations, and denotations, are essential for precise communication. Word use showcases how words can be adapted and expanded in various contexts through metaphors and idioms. Word Formation emphasizes knowing how words are constructed and how their forms change. Word Grammar underscores how changes in grammatical meaning influence word usage within specific grammatical patterns.

These facets collectively contribute to effective language acquisition and usage.

2.2.4 Startegies for learning vocabulary

According to Beck et al. (2002), he presented three strategies for learning vocabulary:

a. Using dictionaries**.** By using dictionaries, students learn the meanings of multiple words and use context. Learn the importance of choosing the correct definition for your.

b. Morphological Analysis. Morphological analysis is the process of deriving the meaning of a word by analyzing its meaningful parts or forms. These word parts include roots, prefixes, and suffixes.

c. Contextual Analysis. Contextual analysis involves deriving the meaning of unknown words by examining the surrounding text. Teaching contextual analysis generally involves teaching students to

use both general and specific types of context cues. Additionally, Diane August and her colleagues (2005) suggest several strategies that may be particularly valuable for building ELL vocabulary. These strategies include leveraging students' native language when it relates to English, teaching basic word meanings, and providing sufficient repetition and reinforcement.

According to Stahl (2005: 13), students probably need to see a word multiple times in order for it to become firmly entrenched in long-term memory. Graves (2000: 89) also confirms that computer technology can be used effectively for vocabulary learning. The researchers concluded that relying on a single vocabulary building method does not result in optimal learning and that students should choose the method that works best for them.

2.3 Speaking Skill

2.3.1 Definition of speaking skill

Speaking has been defined by several researchers and scholars from different points of view. One of them is stated by Rosa (2019) speaking is someone's activity of using several words to express and convey his/her ideas or feelings. Speaking is a complex production process that consists not only of the pronunciation of words, but also the ability to use them correctly in different situations and the ability to combine all the elements of the language to express or construct the intended message or idea. Speaking is the intentional use of language to convey ideas and information in a way that others can understand (Arini & Wahyudin, 2022).

Hammad and Ghali (2015) defined speaking as a productive oral process that requires the use of grammatical rules, consistent devices, lexical items, phonological rules, etc. Speaking is also the ability to produce words in language practice. It means expressing one's thoughts out loud through one's voice or manner of speaking. This

means that people who use language as a tool to interact with others want to make sure that by expressing their feelings and thoughts they are conveying something important. It is absolutely impossible to communicate with others without any purpose. People needs a speaker and a conversation partner to communicate.

2.3.2 The aims of speaking

Speaking is an important tool for communicating with society and expressing thoughts about what the speaker is saying. That's why talking is so important. Basically, speaking has four important goals (Tarigan, 2008: 30-36), namely:

a. Inform

"Inform" means that the speaker wants to inform the listener, convey ideas, information, process feelings and opinions, impart knowledge to the listener for a specific purpose (Tarigan, 2008: 30). In this case, the speaker simply wants to provide information about the issue.

b. Entertainment

Entertainment means that the speaker wants to make the listener happier with the material selected primarily for its entertainment value (Tarigan, 2008: 32). For example, when the teacher told the story to the student, the parent told the child the funny story. This makes what you speak more interesting for your listeners.

c. Persuasion

Persuasion means that the speaker attempts to persuade the listener to take action through a particular activity (Tarigan, 2008: 35). Teachers must lead by example in teaching the material and provide appropriate guidance to students. This example helps students understand the teaching concept and actively participate in the lesson. The activity requires an action that arouses the listener's interest in performing the action desired by the speaker.

d. Discuss

Discuss means that the speaker wants to discuss something because the purpose of speaking is to make decisions and plan (Tarigan, 2008: 36). Discussion activities are believed to attract students' attention as they have to solve problems based on the assignments given by the teacher.

In Afif's research, according to Richards, speaking is used to achieve a variety of goals. When we have casual conversations, our goal may be to establish social contact with others, build rapport, and indulge in harmless chit-chat that will spend a lot of time with friends (Fauzi, 2007). The purpose of a discussion is to gain or express a point of view, to convince someone of something, or to explain an issue. We also used language to explain things, express displeasure with the actions of others, request politeness, and entertain others with jokes and stories.

From the descriptions so far, we can conclude that people can convey their feelings through speaking, and that they can learn about other people's feelings by asking questions and making decisions during communication.

2.3.3 The component of speaking

According to Brown (2001) (Falah, 2022), several elements of speaking skills are usually recognized as important aspects that teachers and students must master when speaking.

There are several factors that indicate a student's speaking success, including:

a. Pronunciation

Pronunciation is still clearly understood by the first language. In this case, students who are able to pronounce it correctly will be marked as having a "foreign accent." No two people pronounce exactly the same thing. This difference arises from a variety of sources, including locality, early influences, and social environment.

However, speaking ability requires standard pronunciation. This means that a good speaker must have good pronunciation.

According to the Oxford Advanced Learner's Dictionary, pronunciation is the way words are pronounced, that is, the way a person speaks the words of a language. When pronouncing words, learners regularly have trouble distinguishing between sounds in the new language that do not occur in the language they already know. Pronunciation problems can distract listeners, but they are unlikely to lead to misunderstandings or misunderstandings.

b. Vocabulary

"Vocabulary is defined as a "word" in a foreign language. Words are considered building blocks on which second language knowledge can be built. However, new vocabulary may consist of multiple words. For example, "mail" and "mother-in-law" are two or three words, but represent one idea. These are also multi-word idioms, such as "Call it a day", where the meaning of the phrase cannot be derived from analysis of the word parts "Ur" (1996). Generally, there are two types of vocabulary. These are active vocabulary and passive vocabulary. Active vocabulary is words that students need to understand, and passive vocabulary is words that students are expected to understand but do not use themselves. Vocabulary is part of language. Vocabulary is very important when learning a language because there is no language without vocabulary. Vocabulary is the vocabulary used in a particular field of activity, that is, the vocabulary known to an individual.

c. Grammar

Brown (2001) argues that grammar is a system of rules that governs the conventional arrangement and relationships of words within sentences. In common usage, the term grammar refers to how well people (usually native speakers) speak and write. This is called prescriptive grammar because it dictates correct usage. The subject

of grammar is the organization of words into communicativ variables, often representing many levels of structure. Grammar is the system of a foreign language. Grammar is sometimes called the rules of a foreign language. However, in reality, no language has a regular grammar that deals with the composition and rational combination of morpheme units. It cannot be denied that the use of language is regulated by rules.

d. Fluency

Fluency according to Webster In Fattah (2017) refers to speaking fluently, easily, and without difficulty. Easy fluency means that a person can communicate with the base. He is usually in communication terms. When practicing language skills, learners place emphasis on fluid communication and place little value on accuracy.

Fluency is the ability to speak easily and smoothly. People who speak English are thought to be good at speaking. Fluency here does not mean that the speaker does not take breaks. It is impossible to establish a set of rules for deciding where to pause, since the speaker may have other ideas. This does not mean that he can switch between them at will.

e. Comprehension

Comprehension is the ability to understand. Comprehension is closely related to good pronunciation, good grammar ability, good vocabulary, and good language skills. For example, a student can speak fluently and has a large vocabulary, but mispronounces many words and is unable to form good sentences. Moreover, comprehension is one of the many factors that students should pay attention to in order to improve their speaking skills and speak better. These include pronunciation, grammar, vocabulary, and language skills. But speaking means inventing language in the usual way that incorporates these elements.

2.3.4 Type of speaking skill

Brown (2004) said that there are 5 types of speaking:

a. Imitative

One of the basic human abilities is imitation. The ability of "human tape recorders" allows humans to imitate what they hear. Using the imitation method, learners can learn new vocabulary and read correctly. This method is not used as a meaningful interactive learning method but focuses on some specific elements of language form. This method can be used to improve English skills as students unconsciously learn new knowledge when listening. The only role of listening here is to hold the request for a short period of time. This is long enough to hold short sections of speech that the speaker needs to imitate.

b. Intensive

Intensive speaking involves speaking performances aimed at practicing phonological or grammatical features of a language. Intensive speaking can begin by having learners "talk" about different forms of language, either alone or in pairs. 'Accuracy when speaking the target language. Another type of speaking that is widespread in assessment contexts is to demonstrate competency in specific areas of grammatical, phrasal, lexical or phonological connections (prosodic elements intonation, intonation, rhythm, etc.) The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

c. Responsive

This means that the student can easily obtain other people's speeches and confirm their own by participating in contests. Interaction and test comprehension are included in responsive

assessment tasks, however to a lower extent: brief chats, Simple greetings and small conversation, requests and remarks, and so forth. To assure authenticity, the stimulus is almost always a vocal suggestion, with only one or two follow-up questions.

d. Interactive

The primary goal of this speaking type is maintaining social relationships. The interaction in this type is longer more complicated than in the responsive type. The tasks could be in the form of transactional language or interpersonal language, which may involve more speakers requiring multiple interactions. For example, conversation and role play.

e. Extensive (monologue)

In this type, students are frequently planned their language production. They can show their ability by delivering a speech, performing oral presentations, and telling a story. In this type, the interaction between the speaker and listener is either highly restricted or ruled out together.

In summary bye the researcher, Imitative speaking involves learners imitating what they hear, aiding in vocabulary acquisition and correct pronunciation. Intensive speaking focuses on practicing specific phonological or grammatical features, often done individually or in pairs to improve accuracy. Responsive speaking allows students to understand and respond to others' speech, involving brief interactions like greetings or small conversations. Interactive speaking aims at maintaining social relationships through more complex interactions, such as conversations and role-plays. Extensive (monologue) speaking involves planned language production, such as delivering speeches or oral presentations, with limited or no interaction between the speaker and listener.

Understanding these different types of speaking skills can guide language instruction and assessment, addressing various aspects of language proficiency and communication.

2.3.5 Problem in speaking

Related to the importance of mastering English speaking skill, however, students tend to face many difficulties in speaking. Shen and Chiu (2019) in their study reported that difficulties in speaking English faced by students were psychological problems (e.g. nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g. insufficient vocabulary, grammar, expressions, insufficient sentences organization, etc), and environmental problems (e.g. lack of learning context for English conversation).

Afshar & Asakereh (2016) explain that the major problems faced by the students in speaking English could be divided into affective-related problems, socially-related problems, and linguistically-related problems. The affectiverelated problems include attitude, self confidence, motivation, anxiety, duration of the exposure to the language, classroom conditions, environment, family background, and students and teachers' competencies. The socially-related problems include comprehension to practice English outside the classroom, and comprehension in speaking class. The linguistically-related problems include vocabulary, fluency, grammar, and pronunciation. Students tend to have affective-related problems in speaking due to some reasons, for instance anxiety, low confidence, and nervousness. They will likely speak slowly and less fluently as they hope not to make mistakes. They are also shy to speak in the classroom and like to make frequent pauses while speaking. They always try to avoid speaking by answering the questions from their lecturers with a yes, or a no answer only. In socially-related problems, students usually have difficulties comprehending conversation when speaking outside of their classroom. The English speaking activities are always over as soon as they finish

the class. They use mother tongue or local dialect to speak with their friends and family. In addition, students also face linguistic problems due to their personal reasons such as laziness to reading book and rare practice to speak at home.

2.3.6 The solution to solve the students speaking skill

Nguyen Hoang Tuan and Tran Ngoc Mai (2015) propose solving students' speaking difficulties based on their research at Le Thanh Hien High School. They offer the following suggestions to teachers and students:

As a teachers, they should first give students time to prepare for speaking tasks, teach them how to use mind maps to generate ideas, and improve their performance status. There is enough time to complete the task. Second, help students overcome their inhibitions and shyness by acting in a friendly, kind, and cooperative manner so that they feel comfortable speaking in class, and avoid worrying about making mistakes. must be reminded and given clear instructions and instructions. Sufficient guidance. Third, teachers should personalize and simplify textbook topics to make them easier, more interesting, and more relevant to their lives. Moreover, speaking skills should also be included in tests and exams because students are more motivated to learn speaking skills because they are being tested. Another suggestion is that teachers should give students more opportunities to speak English during class by implementing speaking activities that require students to speak. In addition, teachers must carefully decide when and how to correct students' mistakes so that students are not afraid of mistakes and the flow of students' conversation is not interrupted. Additionally, teachers should encourage students to participate in speaking activities.

Finally, teachers should encourage students to develop the habit of using English in the classroom, allow them to watch movies and videos

in English, and create an English speaking environment. Teachers also need to use English that is frequently used in the classroom. Students are exposed to more languages.

Students first need to understand the importance of speaking skills. Awareness about studying leads to a desire to learn. Second, speak English more often outside of the classroom, such as doing textbook speaking assignments with your classmates at home, joining a speaking club where you can communicate in English, or speaking independently in front of the mirror. You should practice. Finally, should get into the habit of using English instead of your native language in class.

2.4 Previous Study

There are several researchers who investigate almost the same as the researcher's title, namely the correlation between students' self-esteem, vocabulary mastery and speaking skill . Some related research findings are presented in the following sections:

This study has similar findings with some previous researcher. "The Correlation Between Vocabulary Mastery And Self Esteem On Students' Speaking Skill". At the ten grade of SMU 64 Jakarta timur. The result of the research conclude that concerning to Anova table, it revealed the overall correlation between vocabulary mastery and self esteem on speaking skill are significant. based on the coefficient regression of b, it can be interpreted that one point of increase of vocabulary would result in 0.207 increase in speaking skill. While, one point of increase of self esteem would result in 0.676 increase in speaking skill. In other words, it can be said that vocabulary and self esteem will help students in increasing the ability of student's speaking skill. In the research that I will do is almost similar to this research but I will do research at junior high school so that I can find out The Correlation Among Self Esteem, Vocabulary Mastery And Speaking Skill at junior high school level.

A research entitled The Relationship between Students' Self-Esteem and Their Speaking Ability. The result of the research was a positive significant correlation between students self esteem and their speaking ability. The alternative hypothesis (ha) is accepted and the null hypothesis is rejected. The data is clear to show that the speaking ability of the 5th semester English Education students at UIN Syarif Hidayatullah Jakarta is influenced by their self-esteem, and 79% is influenced by other factors. With a significant 5%, it is known that the rt value is 0.374, so when compared with the rxy value, it becomes 0.374 < 0.459 So, there is a correlation between students' speaking ability and their self-esteem. In the research that I will carry out, it is almost similar to this research, but in my research there are three variables and there are different ways to obtain the data so that we can differentiate the results from previous research.

Research at SMAN 7 Maros on seventh grade students majoring in natural science and social science. This study aims to find out the relationship between students' self-esteem and speaking ability by using a questionnaire and speaking test. The average value of students' self esteem is 3.52 and the average value of students' speaking test is 3.46. This value indicates that the respondent has a good level of self-esteem and speaking ability. The result of the correlation calculation shows the number 0.407 which means that the relationship between students' self-esteem and speaking ability is in the category of medium positive correlation. In the research that I will carry out, it is almost similar to this research, but in my research there are three variables and there are different ways to obtain the data so that we can differentiate the results from previous research and I will do research at junior high school so that I can find out The Correlation Among Self Esteem, Vocabulary Mastery And Speaking Skill at junior high school level.

On the other hand, this research has different findings with Riska Ananda under her research in the second year students at SMA Negeri 2 Bantaeng. Riska fond that there was no correlation between students' self-esteem and their speaking ability. By seeing her result was 0.146 indicated

there was no correlation. This study was proved that academic achievement in English not only influenced by the pshychological area but also influenced by the difficulties of the English itself. Such as poor vocabulary, unfamiliar topic, and their awareness to speak.

From the results of research that has been carried out and several research results from previous studies, researcher take the conclusion that students' academic performance in English is not only influenced by psychological areas, but also by the difficulty of the English language itself, especially speaking. In other words, a student's speaking score can be influenced by several elements of the speaking itself, such as, the students have poor vocabulary or the unfamiliar topic when the asked to speak in the class, awareness to speak because they did not have enough knowledge about how to pronounce the English words, and the last is they are afraid for making mistake in vocabulary.