CHAPTER 1

INTRODUCTION

This chapter will discuss about the background of the study, statement of the problem, objective of the study, significance of study, scope and limitation of the study, hypothesis and definition of the key terms.

1.1 Background of the Study

The importance of English device is very benefit for human being to communicate with other people. People can talk and understand each other. As one of international language, English language is also being taught in every institution of education, especially in Indonesia. Besides, every school have program of learning English to make learners can communicate their ideas. Learners should be able to interact orally each other through English language. In learning a language, English education program focus on the four language skills. The four skills are "Reading, Listening, Speaking and Writing." Furthermore, Nunan (1991) states that "The mastery speaking skills is one of the most important aspects of learning a second language or foreign language." Ur (1996) added "Four of the existing language skills; reading, listening, speaking, and writing, speaking is considered as the most important thing to be mastery.". It

means that, one of the important skills that have to be mastered is speaking skill.

According to Gert and Hans (2008: 207), "Speaking is speech or utterance with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions." It means that, speaking is one way to communicate an ideas and message orally from the speaker to the receiver and the receiver can understand what the speaker talk about. On the other hand, Rebecca (2006:144) added that "Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change." it means that with using English language in their daily activity they can develop their communication and automatically they can speak fluently.

Related to speaking skill, speaking fluency is one of important aspect. That is why Skehan, (1996) noted that "Speaking fluency refers to the ability to produce the spoken language "without undue pausing or hesitation". So, too many hesitation and pausing in speaking can influence the speaking fluency and also depress the speaker.

There are several factors that contribute to the fluency in speaking. One of them is self esteem. According to Gillmore in haryanto (2010) Self esteem is a personal judgment of worthiness that is a personal that is expressed in attitude the individual holds toward himself. So it means that self esteem is an assessment of individual that expressed through his

attitudes. In other side, Brown (1994) explained that "Self-esteem is an important variable in second language acquisition. It means that in communicative language self esteem can influence their performance in speaking fluency and it is supported by "Brown (1980) that "In oral language performance has a strong influence on self esteem." So, Self esteem is always a significant factor in the level of accomplishment of all learners.

A number of studies have shown the effect of self esteem, which is usually classified as an affective factor, and as one of the crucial factors that determines success in academic performance in general (Gonzalez-Pienda, Nunez, Gonzalez-Pumariega, 2000; El- Anzi's, 2005 in Koosha Bahareh). In this case, scholars in educational psychology have attempted to analyze the different types of relationship that exist between self esteem and performance. However, the results obtained so far do not seem to be conclusive as to which one of the two depends on the other, that is, it is not clear whether it is self esteem which brings about academic achievement or, conversely, it is academic achievement which enhances self esteem. For instance, according to Marsh, Kong, and Hau in Koosha Bahareh (2001) found that English achievement positively affected English self-esteem among their participants. But in the other hand, Marsh, Relich, and Smith in Koosha Bahareh (1983) in a study showed that it was the academic self esteem that positively affected school performance. Whatever the case, it is almost certain that there is a

significant relationship between these two variables that is Self esteem and speaking fluency.

As we know, most of learners have difficulty in speaking fluency. They tend to shy, scared and lack of confidence to speak in front of class. It is supported by Gilbert, J. (2001) that "they are complaining that English is likely to be one difficulty in learning and feel uneasy to try it". This was occurred at university of Muhammadiyah Gresik, sometimes, learners spoke fluently in a daily conversation, but when they are appointed to come forward to speak in front of the class they tend to speak less fluent.

So far, the researcher has not found any research that attempt to prove the correlation between self esteem and speaking fluency. Here, in this study the researcher tries to analyze the correlation between those two things. Whether there is relationship between self esteem and speaking fluency at 3rd semester students of English Language Education Department at University of Muhammadiyah Gresik.

1.2 Statement of the Problem

Based on the background of the study above, the problem statement of this study is:

"Is there any significant relationship between self esteem and speaking fluency at 3rd semester students of English Language Education Department at University of Muhammadiyah Gresik?

1.3 Objective of the Study

Based on the statement of problem which is posed above, the purpose of this study is to find out whether any significant relationship between self esteem and speaking fluency at 3rd semester students of English Language Education Department at University of Muhammadiyah Gresik or not.

1.4 Significance of the Study

This study will conduct to determine the relationship between self-esteem and speaking fluency at 3rd semester students at University of Muhammadiyah Gresik. Based on previous studies were about self-esteem and speaking fluency, Vialle, W. J., Heaven, Ciarrochi, J. V. (2005) "There is no correlation between self esteem and academic achievement in high ability students". Koosha Bahareh (2011) "There is no relationship between self esteem, gender and speaking skills". But, Adelaide Heyde (1979) explained "There is positive significant correlation between self-esteem with performance on oral production measure". The result of the study is expected to get the correlation between self esteem and speaking fluency. If this study gives strong correlation, it means that self esteem of students have good influence in their performance especially in speaking fluency.

In theoretical significance in this study, it will make their communication competence can be reached and bring school system will be better especially in students output.

In practically significance, teacher can predict that students who have high and low self esteem have good or bad in their speaking fluency. So, it can help teacher to know the characteristic of students and giving motivation to the students based on their personality. Furthermore, it also helps teacher to teach in the class and uses learning style that is appropriate based on the high or low self-esteem on students from their personality and as a teacher we can giving duty based on their skills in order to bring the students be better in their speaking fluency.

1.5 Scope and Limitation of the Study

To limit the study into a broader discussion, the researcher scopes the study to 3rd semester students of English Language Education Department at University of Muhammadiyah Gresik about "The relationship between self esteem and speaking fluency". The limitation of this study is only focused on self esteem and speaking fluency. Researcher has identified several types of self esteem, but this study is only concerned with their assessment of their selves especially about their feeling of Global self esteem, Self evaluation, and Emotion.

1.6 Hypothesis

To achieve the purpose of the study, the researcher decides the hypothesis to be posed is:

- There is positive significant correlation between self esteem and speaking fluency of the 3rd semester students at English Language Education Department at University of Muhammadiyah Gresik.

1.7 Definition of Key Terms

There are some definitions which are used in this study. They are: Self esteem, and speaking fluency. To avoid misinterpretation about the terms, the writer would give definition of each term as below:

S*elf esteem* is a personal assessment of individual to their own selves, whether positive or negative (High or Low), which is expressed in the attitude of each individual in the aspect of feelings about themselves, feelings towards life and relationships with others.

Speaking fluency is ability to deliver our ideas to other people with speaks English quickly and easily without too much think and other people can understand the conversation well.