

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings related to the research. This chapter will describe in depth of the variables exist in this study, the Self esteem and speaking fluency.

2.1 Self Esteem

Self esteem is a personal assessment of the worthiness their own selves which has big influence to the people's behavior that are expressed through the attitudes of each individual. Every individual has different assessment about their own selves. It refers to the students' preference on their personal assessment about their own selves that may affect to their academic achievement. For the more details of self esteem will be explained in the next point.

2.1.1 Definition of Self Esteem

According to Sahin et.al (2010) "Self-esteem is a requirement utilized in psychology to bounce back a student's throughout assessment or evaluation in students own worth." Self esteem is one of aspects that

often appear in attitude of humans. In fact, no successful cognitive or affective activity can be carried out without some degree of self-esteem in your own capabilities to successfully perform in every activity. By self-esteem, they can realize of their own ability, degree of the person self esteem, degree of their confident to be capable, successful and worthy. For example: if you have speech competition, you can deliver the message confidently, believe with your ability, there is no feeling doubt in your speaking and believe that you have good ability. Automatically, you will get satisfied feeling although you will not be the winner. So, Self-esteem is a personal judgment of worthiness that is expressed in attitudes that individuals hold toward themselves, how the way to interaction with another people and self confident in their thinking about surrounding environment.

In a school setting, self esteem is especially vital because its development is an underlying factor in promoting student motivation, persistence and academic success (Tremblay, Inman, & Willms, 2000). A learner's self esteem is commonly affected during the school years and every individual have different assessment in their own selves. High and low self esteem can cause different experiences for students. According to Harter (1990), High self esteem, it is comes from our competence in the things we value. It means that, students who have high self esteem they will not influence with their performance, whereas Low self esteem is the outcome of negative judgments, when individuals focus on their

weaknesses. It means that, they will feel unconfident and it can influence with their performance. Some researchers have assumed that people want to maintain a confident level of self esteem because they possess the desire to feel good about their selves. It is supported by (Leary, 33) that "A high level of self esteem facilitates the achievement of goals."

2.1.2 Formation of Self Esteem

According to Bradshaw (2010) the formation of self esteem began to feel the baby when first time they received a pat on the birth. Self esteem is formed in childhood so that a child really needs to get a sense of self esteem from their parents. The next process, Self esteem is formed through the treatment received by an individual from the environment. Like too pampered and cared from their parents and others. Self esteem is not a factor that is innate, but rather a factor that can be learned and the formation of the whole experience of the individual.

The formation of self esteem in individuals began when individual has experience and social interaction. It is supported by Klass and Hodge (1978) that "Self esteem are the evaluations made and maintained by the individual, which is obtained from the results of individual interactions with the environment, as well as the award, and how people relate to that individual."

2.1.3 Dimensions of Self Esteem

There are many dimensions of Self esteem, but in this research the only self esteem which has received the greatest attention are self-confidence and self-respect. It is supported by Branden (1999), there are two dimensions in self esteem are: feelings of personal confidence (self-confidence) and feelings of personal respect themselves (self respect).

2.1.3.1 Self-confidence

According to Branden (1999) "Self-confidence is one's ability to think and act on the issues that are based on the challenges in life." In other opinion, James Neill (2005) explained "Self-confidence is shows the extent to which you have confidence in your judgment on your ability and the extent to which you can feel the "appropriateness" to success." So, it means that self-confidence is feel confident about ourselves, feeling confident to all the advantages of self and able to accept the weaknesses, and also it can shows confidence in the ability and self-assessment that often arise in a variety of situations to produce good performance. Your perception of yourself has a large impact on how others perceive you and more confidence about yourself will likely you to success.

2.1.3.2 Self-respect

According to Branden (1999), "Self-respect is confidence with absolutely convinced will be successful and happy, be a

people to be respected and have the right to realize all needs and wants to achieve all their dreams and enjoy the results of their efforts. In other opinion, Stephen Tong (2012) explained "Self-respect is the stage where a person has the ability to respect themselves, without caring to whatever people say about them." it means that person has the ability to respect themselves and they will not be able to appreciate themselves if they cannot see the great potential in their selves.

2.1.4 Aspect of Self-esteem

According to Santrock (2003), there were three aspects related to self-esteem, namely:

1. Global self esteem

Global self esteem is the overall variable within the individual as a whole and relatively settled in various times and situation.

2. Self-evaluation

Self-evaluation is how someone in evaluating variables and attribution contained in themselves. For example: someone who is less confident in the ability of the school, it can be said that they has low self esteem in the academic field, while someone who thinks that they is well-known and quite liked by other people, it can be said that have social high self-esteem.

3. Emotion

Emotion is momentary emotional state, especially something that appears as positive and negative consequences. This is seen when someone states that experience happened to him improve self esteem or lowering their self esteem. For example, a person has high self esteem as it gets a promotion, or a person has low self esteem after a failure.

2.1.5 Characteristic of Self Esteem

Self esteem is depending on how we think about ourselves and it will affect our behavior in everyday. The individual assessment it can expressed in attitude, which can be high and low self esteem. It is supported by Minchinton (1993) that “There are some individual characteristic from the high and low self esteem.”

A. Characteristic of High self esteem

High self esteem will make students feel confidence, believe in their ability itself, useful for other, and believe that other people need their presence in this world. For example: A students who have high self esteem, they will believe that they can get the achievement and others had hoped. Automatically, they will motivate to seriously achieve what they want. The characteristic of High self esteem is:

1. They can receive and appreciation their self in every condition, feel comfortable with their selves, have good prejudice to their selves, and can manage their emotional.
2. They believe in their selves that they have responsibility and can control in every step in their life.
3. The Highest of self esteem can be shown from how they can respect to others, tolerance, cooperation, and belonged to each other.
4. They have some planning and they will make sure everything that they expect can be achieve to get the purpose of their life and to make their life more meaningful.

B. Characteristic of Low self esteem

Students who have low self esteem will tend to feel that they are unable and unworthy. Besides, students with low self esteem will tend to afraid to seek the new challenges in their life, more happy with things that are already know and enjoys the things that are not full with demands, they tend to feel unconfident and unconvinced with their feelings, tend to afraid to face the response from others, cannot build a good communication and tend to feel that their life is not happy. The characteristic of low self esteem is:

1. They will feel doubt with their ability itself, always feel afraid to try everything, cannot control their emotional, feel unhappy, suppressed, and feel that they are worthless.

2. They will feel that their life is in the outer part of their control, their responsibility, and always feel that they are so weak.

3. They cannot feel the importance of interpersonal relationship, no tolerance, cannot cooperation, and lacking a sense of belonging one another.

4. They have not planning for the future, and less to make their life more meaningful.

According to Minchinton (1995) Individual with high self esteem will be easy to adaptation with their environment, because they can express their selves with a good attitude in everywhere they lived. It is different with people who have low self esteem; they cannot express a good attitude, and depend on their environment. They also feel afraid to get a failure when they communication with other people in their new environment.

2.1.6 Factor affecting of Self Esteem

There are several factors that can affect a person's self esteem. That is:

A. Family environment

The family environment is the first place of socialization for children. Fair treatment, providing the opportunity for active and democratic education can apply in children who have high self-esteem.

B. Parenting

The formation of a child's self began from parenting at home. Individuals who have high self esteem usually have parents who are supportive, creating warmth, attention, encourage children to foster standards high behavior, guiding them and make the right decisions.

C. Social environment

Social environment is where individuals influence the formation of self esteem. People began to realize that they are valuable as an individual with their environment. Loss of love, humiliation, and shunned peers will lower self esteem. Otherwise experience, success, friendship, and desire will increase self esteem.

D. Psychological factors

Acceptance will be directing the individual is able to determine the direction of their life when they started entering the community as a member of the community who've grown.

E. Gender

Different gender can effect in difference mindset, a way of thinking and acting between men and women.

F. Peers pressure

Experience of children in the group affects how it should behave and perceive themselves and their environment. To extent what can develop skills of self and social environment with friends and experience with friends is greater than with family, it affects the self

esteem adolescents feel how great the influence of peers in their daily lives.

G. Paradigm

It can be seen that the mindset of people very influential to how people sees him in their life. Motivation a person greatly affects the mindset of someone who would affect the formation of self esteem.

H. Past experience

Past experience of someone very influential on what a person lived in the future. Past experience especially previous traumas cause a person begin to form self esteem in accordance with the trauma and the experience.

I. Achievement

Achievement is a measure of success and the success of a person. Not only in academic terms but also in terms of career or job and social life. Through the achievements of people can see the achievement that has been accomplished.

2.2 Speaking Skill

According to Nunan (2003:48) "speaking consists of producing systematic verbal utterances to convey meaning." Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. For some students, the priority in learning English is to speak competently

(Hedge, 2003). Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. Transactional propose conveying information and facilitating goods and service. Meanwhile, interpersonal propose maintaining good relationship with people.

According to Nunan (1989: 32) successful oral communication involves:

- A. The ability to articulate phonological features of the language comprehensibly
- B. Mastery of stress, rhythm, intonation patterns
- C. An acceptable degree of fluency
- D. Transactional and interpersonal skills
- E. Skills in taking short and long speaking turns
- F. Skills in the management of interaction
- G. Skills in negotiating meaning
- H. Conversational listening skills (successful conversations require good listeners as well as good speakers)
- I. Skills in knowing about and negotiating purposes for conversations
- J. Using appropriate conversational formulae and fillers

Speaking is also the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages students to learn the English sounds.

Speaking is not only about to communicate ideas but also about how the students are able to communicate ideas with focus on the several aspects so that the students can achieve the true purpose of competent speaking.

From the explanation above, speaking is an activity which consists of producing systematic verbal utterances to convey meaning and skill is ability to do something well. So, speaking skill is ability to producing systematic verbal utterances to convey a meaning by using some language component when deliver the message well.

2.2.1 The Importance of Speaking

Human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For examples telling information or some news, asking other to helps for their needs, or etc. All of them can be done trough speaking to others directly. It means that the activity of speaking itself has a very important part in human life.

Based on Ramelan (1992), that “All human being whenever they live always speak language.” It means that speaking is very important in foreign language capability. Speaking foreign language capability can assess from speakers’ performance and their capability in using language.

According to Amer Qureshi “Language is a tool for communication where people communication with others, to express their

ideas, and to know others' ideas as well." People use language in variety of situations; formal situation and non-formal situation. People should speak correctly and affectively to avoid misunderstanding and problems in communication with others. So that, Speaking is important for people in their career success and improves person's life style too.

2.2.2 Speaking Fluency

According Fillmore's (1997) fluency is "The ability to fill time with talk and does not have to stop many times to think of what to say next or how to phrase it" Brumfit (1984) sees fluency "as the maximally effective operation of the language system so far acquired by the students". Cotter (2013) added that fluency is not only ability to speak smoothly and quickly but also to speak with few pauses in involving a conversation. From the definition of some experts above, most of them argued that fluency is being able in communicating ideas quickly, well, smoothly, and easily in speaking activities. Fluency can be measured by looking at the speed and flow of language production, the degree of control of language items and the way to interact by using language.

To make students being accustomed in producing spoken English fluently, Hedge (2003: 277) suggested these terms:

- a. Free discussion. Students have opportunities to increase fluency through free discussion because it involves students to talk about topics which can attract them. It also leads students to use language

in order to maintain conversation with others so that they are attracted to speak more.

b. Role-play. It can make students to choose language that they want to use. Through role-play, students can practice various languages regarding to setting, politeness, and formality. They are also able to practice several interpersonal communications.

c. Gap“ activities. In this term, students try to connect information gap to solve problem. They try to understand each other by doing more confirmation checks, comprehension, repetitions, and clarification. As a result, students is more encouraged to speak in less threatening way since their focus is to deal with the problem.

Fluency is important part in speaking. It can make students to communicate their ideas quickly and easily. Other people will comfort to have conversation with them. They can speak fluency when they believe that they can do it best without having too much stop and too much think about what they want to say.

From the explanation above, speaking fluency is ability to speak easily and smoothly in connected speech with few pauses, without having too much stop and too much think about what to say.

2.2.3 Principles of Speaking Fluency

Speaking fluency has its own requirements, Harmer (2007) explained that if students want to be able in speaking fluency, they have to

be able in using pronounce phonemes correctly, appropriate stress and intonation patterns and speak in connected speech.

The ability to speak smoothly and fluently is the result of a number of factors. Some of the key factors include:

a. Thought groups

Think of language as a series of phrases instead of a series of words. Before you speak, pause and compose the next phrase that you're going to say. After you're finished with that phrase, pause again and think of the next phrase. You will sound much more fluent if you pause slightly longer and then produce fluent phrases than if you constantly pause for a half second before every word or two.

b. Linking

Native speakers of English typically link the ends and beginning of many words together within a thought group. This makes their English sound "smooth".

c. Collocations (words that usually "belong" together)

Many words in English naturally match with other words. Certain verbs tend to go with certain nouns etc. If you train yourself to recognize and learn collocations, your speech will flow more easily.

d. Transition words and phrases

General phrases that signal that you are beginning a new topic, summarizing information, giving reasons, naming steps etc., are also important in developing fluency.

e. "Filler" phrases or "hesitation devices"

As you listen to native speakers, you will notice that they use "filler" phrases to varying degrees. These are phrases like "What I'm trying to say is . . . ", "If you know what I mean . . . ", "Let me think a minute here" which give speakers a small space to think before they express their next idea.

From the explanation above, the principles of speaking fluency are:

1) Thought groups 2) Linking, 3) Collocations, 4) Transition words and phrases, 5) "Filler" phrases or "hesitation devices". Mainly, the purpose of speaking fluency is to be able to communicate ideas in connected speech.

2.3 The Importance of Relationship between Self Esteem and Speaking Fluency

Self esteem is about the feeling of being worth something just because we are who we are, and not because we have done something. Based on previous study, there several research that has been identified that there is positive significant between self esteem and speaking skill. It is supported by Adelaide Heyde (1979) "There is positive significant

correlation between self esteem with performance on oral production measure". In other hand Stern (1983) added "Academic self esteem positively affects school performance and it is almost certain that there is a significant relationship between self-esteem and achievement in second language acquisition."

Self esteem, as one important factor of human affective domain, and it has been found to play an extremely important role in second language acquisition (Brown: 2007). It means that self-esteem is the important part in students' achievement. The purpose of relationship of self-esteem is to help an individual to assessing their selves and to improve their relationship with others people. In this case, all of students should have high self-esteem to get a good achievement.

Speaking fluency is very important in today's era. Those who have been struggling with speech are aware about the negative consequences associated with the inability to communicate fluently. Students should do a conversation in everyday because it can help them to speak fluently without stop many times to think what they want to say after that.

If someone wants to be a good speaker, they should have high self-esteem and always practice to speak English in their daily life. Automatically they can do conversation using English language with fluently.

In short, it is important to include both of self-esteem and speaking fluency for communication. Regarding to the relationship between self-

esteem and speaking fluency can make us more conscious that both of them have a good relationship to get a good achievement and to communicating with others people.

2.4 Previous Study

There are some researchers which are conducted a research about self-esteem before this study carry out, researcher relates this study from the previous research which has similarity that can be used to material review. The first, a study which is done by Kalanzadeh (2013) examine the influence of students' self-esteem on their speaking skills. This subject of the study is the EFL students at Azad University of Dezul, Iran. They divided into two groups as the low and high self-esteem participants. The participants were given questionnaire and after that the researcher utilized a standard oral proficiency test based on the scales provided. The researcher use five sub skills to measuring that is vocabulary, structure, pronunciation, fluency and comprehensibility to evaluate the speaking ability of the participants at the end of the study. The result showed that high self-esteem 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.

Another study tries to investigate the effect of self esteem, age, and gender on the speaking skills of intermediate University EFL students. For this purpose, based on an OPT test twenty intermediate Persian students of English were selected from among undergraduate EFL students studying towards a B.A. in teaching English as a foreign language at Islamic Azad University, Khorasgan Branch. To measuring they use of five sub skills that is vocabulary, structure, pronunciation, fluency and comprehensibility, two raters evaluated the speaking ability of the participants at the end of the required course (Oral Production of Short Stories). The result showed a significant relationship between self-esteem and speaking skill with fluency exerting the most influence. There was also a reverse relationship between age and speaking skills. Concerning the relationship between gender and speaking skills, no statistically significant association was found.

From the previous studies mentioned above, there are some differences between this study and the previous studies mentioned before. First, this focus is specific on self esteem and speaking fluency. Meanwhile, studies of Kalanzadeh (2013) focused on low and high self esteem on their speaking skills. Another studies from Koosha Bahareh (2011) also focused on combination of self-esteem, age and gender on their speaking skills of intermediate University EFL students.

Second, the settings of the previous studies are different from this study. Kalanzahed (2013) gave measurement based on questionnaire and

five sub skills that is vocabulary, structure, pronunciation, fluency and comprehensibility to evaluate the speaking ability of the participants at the end of the study. Koosha Bahareh (2011) gave measurement only based on the use of five sub skills that is vocabulary, structure, pronunciation, fluency and comprehensibility, two raters evaluated the speaking ability of the participants at the end of the required course (Oral Production of Short Stories). Meanwhile, this study finds the correlation between self esteem and speaking fluency based on the questionnaire to measure self esteem and scores of intermediate speaking skills from lectures at English Language Education Department at University of Muhammadiyah Gresik.

Furthermore, the results of the previous studies showed different results. Kalanzahed (2013) showed that there is a statistically significant between the students self esteem and their verbal performance. Koosha Bahareh (2011) showed the result a significant relationship between self-esteem and speaking skill with fluency exerting the most influence. There was also a reverse relationship between age and speaking skills. Concerning the relationship between gender and speaking skills, no statistically significant association was found.

In short, the results of the previous studies are different because of different focus, and setting. Since this study also brings different focus and setting, it is still become a question about whether actually there is relationship between self esteem and speaking fluency at 3rd semester

students of English Language Education Department at University of Muhammadiyah Gresik.

2.5 Summary

In English program, there are "Four Skills" that is: Listening, Speaking, Reading and Writing. From those four skills the important skills that should be mastered is speaking skills. As we know, in every school the goal of English learning is to make students can speaking English in their daily life with fluently. In the other hand, in fact there are some students that feel so afraid and not confident when they speak English. In this case, we can call that is part of Self esteem. If students have high self-esteem automatically they can speak English fluently and they believe that they can do it best, but if students have low self esteem they tend to feel not confident and afraid to speak English. So the relationship between self esteem and speaking fluency make us know that both of them has influence one another.

From some of previous studies shows that there is relationship between self esteem and speaking fluency. Since both of them are related one another to get a good achievement in English subject.