CHAPTER I

INTRODUCTION

A. Background of Study

The importance of mastering English makes every school make English a subject that must be followed by every student, with the provision of teaching materials and qualified teachers. However, when students try to practice in front of others, many of them experience speaking anxiety which is an unavoidable phenomenon for ESL students.[1]

Students with high school level (senior high school) have begun to be required to have the ability to speak in public. Public speaking is the ability to express thoughts that are done orally. So that the thoughts we have can be conveyed well and easily understood. However, the biggest hurdle students experience when practicing their public speaking skills can cause students to experience feelings of nervousness when expressing their thoughts verbally. This usually happens when students are in group discussions, asking questions to the teacher or when presenting assignments in front of classmates. Speech anxiety as arising not from one single situation, but rather multiple situations with bad experiences related to spoken interaction.[2]

Speaking anxiety occurs because there are several factors that influence students in mastering language. Challenges that affect

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[1] Abdul Malik Abbasi et al., "Exploring Factors of Speech Anxiety in Second Language Classroom," *Advances in Language and Literary Studies,* Vol. 10, No. 5, (October, 2019), 101.

[2] Elin Zetterkvist, "A Qualitative Study about Speech Anxiety and Its Challenges from a Student Perspective" (Mälardalens University, 2022), 3.

student ability in the form of student ability factors, motivation, environment, practice, and previous knowledge of the foreign language you want to learn.[3] The limitations of the environment that are not supportive in practicing English language skills in daily life make students' abilities slow to develop because of the assumption that learning English is not too important so that when students are told to try to practice and when doing it, the response obtained is not appropriate so that students feel insecure and do not even want to practice it again.

This factor makes students feel less confident in their abilities and feel uncomfortable to practice English in the surrounding environment. In the scope of school and outside the scope of school, appreciation of good things is a must, so that students have high self-esteem and can affect student achievement in learning English.

Learning English is not just for attending lessons at school, but there are many benefits that can be obtained by mastering English skills. There are many interesting experiences that can be done if you can speak English well. With the importance of mastering English skills, all students should not be a big challenge. But in reality, there are still students who face difficulty speaking and think that speaking English is a difficult skill to learn.

In developing a person's self-esteem, associations, activities carried out, and personality greatly affect the level of self-esteem of an individual. Therefore, self-esteem is also referred to as associative because it can be influenced by a certain group such as peers, family,

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[3] Oktari Firda Hibatullah, "The Challenges of International EFL Students to Learn English in a Non-English Speaking Country," *Journal of Foreign Languange Teaching and Learning* Vol. 4, No. 2 (April, 2019), 89.

and teachers in the development of student self-esteem.[4] This is what further emphasizes that the importance of building high self-esteem is by working with people related to us by supporting each other. Moreover, in the scope of the class which of course has a role that is no less important in increasing students' self-esteem.

Appreciating students' abilities by giving praise and not focusing only on pronunciation mistakes will make students have high self-esteem. People with high self-esteem experience more happiness, optimism, and motivation than those with low self-esteem, as well as less depression, anxiety, and negative mood.[5]

Based on the problem identification above, students who have high self-esteem will be more open to try and have great enthusiasm to learn English while students who have low self-esteem will tend to choose to be passive when learning takes place in class and do not have the motivation, confidence and courage to speak. Teachers and schools have tried to use appropriate learning methods and tools to support learning so that students' speaking skills can improve, but students remain passive because they have a fear of making mistakes in grammar, pronunciation, etc. that result in them being laughed at and ridiculed for mistakes they will not necessarily make.

Based on the previous explanation, that students with lower self-esteem will tend not to be able to overcome the speaking anxiety they experience, while students with high self-esteem have the ability to overcome speaking skills which will then have an impact on the

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[4] Imani Akin and Leondra Radford, "Exploring The Development Of Student Self-Esteem And Resilience In Urban Schools," *Contemporary Issues in Education Research (CIER)* Vol. 11, No. 1 (February, 2018), 16.

[5] M. Ahmad and Abdel-Khalek, "Introduction To the Psychology of Self-Esteem," in *Self-Esteem: Perspectives, Influences, and Improvement Strategies*, ed. Frank Holloway (Alexandria: Nova Science Publishers, 2016), 8.

achievement of the ability to speak using English because they can solve problems and have a firm nature to improve their achievement. Students with low self-esteem are less likely to overcome this because they have a fear of being the center of attention and do not feel proud of their achievements. This is what strengthens researchers to conduct research entitled **"The Relationship Between Studens' Level of Self-Esteem and their Speech Anxiety (The Correlative Study at SMK Perintis 1 Sepatan)".**

B. The Identification of Problem

Based on the background of the study above, several problems identified are as follow:

1. Lack of student enthusiasm during the course of learning.
2. Students are worried about making speaking mistakes during language class
3. Lack of teacher awareness in increasing students' sense of self-esteem.

C. The Limitation of Problem

Based on the identification of the problems above, there are several factors that affect the self-esteem of students when speaking in front of many people such as student readiness, support provided, lack of student interest, and environmental influences that affect students' sense of self-worth **"The Relationship Between Studens' Level of Self-Esteem and their Speech Anxiety (The Correlative Study at SMK Perintis 1 Sepatan)".**

D. Research Questions

Based on the background, the researcher tried to determine two questions that became the main focus of the study. The question can be asked as follows:

1. Is there a significant correlation between the level of self-esteem and speech anxiety of tenth grade students of SMK Perintis 1 Sepatan?

E. The objective of the Research

Researchers determine research objectives based on the following problem formulation:

1. To find out whether there is a significant correlation between self-esteem levels and speaking anxiety of tenth grade students of SMK Perintis 1 Sepatan.

F. The Significance of the Research

It is expected that the results of this research can provide benefits / contributions not only theoretically, but also practically to:

1. English teacher

The results of this research can provide benefits to teachers for the teaching and learning process. Theoretically, teachers can gain an understanding of the importance of students' sense of self-esteem during the language learning process so that English teachers can pay more attention to student readiness during teaching and learning. In practical terms, teachers can use this information to improve their learning methods. Teachers can create or use Techniques or use other activities that can increase students' sense of self-esteem for speeches in front of many people with freedom and confidence.

2. Student

     The results of this study can motivate students to become more courageous to practice and apply English skills and can overcome anxiety experienced when trying to make speeches.

3. Further research

     The results of this study can be used as a reference for other researchers. Theoretically, they can use it as a comparison with existing research in the past or in the future in Education research. In practical terms, they can use the information contained here to conduct further research on aspects related to learning.

G. Writing Organization

     This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I is Introduction, it is including of Background of Study, Identification of Problem, Limitation of Problem, Research Questions, Objective of the Research, Signification of the Research, and Writing Organization.

Chapter II Theoretical Foundation, the first part is consisting of Self-Esteem which discusses about definition, formation, the important, and types. Second part consist about speech anxiety definition, component, type of anxiety.

Chapter III Research Methodology, it is including of Research Methodology which discusses about research setting, research

method and design, population and sample, research variable, instrument and technique of collecting data, data analysis, and statistical hypothesis.

Chapter IV Research Finding and Discussion, it is including of data description, test requirements analysis, and discussion.

Chapter V Conclusion and Suggestions. it is including conclusion and suggestion.