

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Speaking is an essential trait to cope with as an English learner since speaking skills cannot be used to exclude English learners from learning activities. Speaking is an action in which a person speaks with others to express thoughts, feelings, opinions, and other things. Likewise, it is utilized to develop social bonds and friendships, negotiate, communicate information, and resolve issues (Istianti, 2013). In order to master the speaking, according to Aisyah (2020) there are two factors that influenced one's speaking, linguistic (grammar, word order, pronunciation, speech comprehension, vocabulary, fluency) and non-linguistic (Motivation, self-esteem, self-confidence, intergroup environment, personality).

Self-esteem is one of the factors that causes the student's achievements in speaking skills. Brown (2000) stated that self-esteem is one of the most important things and one of the personalities that contributes to the fluency of oral production. Self-esteem itself deals with the students' feelings, how they value themselves and their capability. It could be claimed that no activity will be carried out successfully without self-esteem (Huitt, 2004).

Based on Gustaman (2015) students with low self-esteem tend to underestimate their abilities, are unconfident and do not feel satisfied with what they have in their life. They tend to be less interactive, less answer a question and barely speak in the class because feeling scared to speak and getting wrong compared to the high self-esteem students.

In order to master speaking skills, students need strategies to find the best method of learning. According to Oxford (1990), students need to apply certain strategies as an approach to improve their learning. In order to acquire communicative competence, learning a foreign language requires strategies

because they are the tools for active and self-directed involvement (Purwanti et.al, 2021). Hence, using effective learning techniques would help students in developing their speaking skills.

The low self-esteem of students in speaking found in one of the universities located in Tasikmalaya, West Java, Indonesia. Based on the results of a preliminary questionnaire adapted from Rosenberg scale (RSES), which was given to 21 students in the previous college, the results showed that the number of students with low self-esteem was higher with the result 18 out of 21 students.

Based on the previous studies, Saputra & Subekti (2017) explore about speaking learning strategies that used by the students in developing skills and find out the contribution of the speaking learning strategies to the students' grades in a speaking class. In the other hand, Sudharni et.al (2018) examined the language strategies used by a third semester students of English Education Study Program at English speaking with a focus on metacognitive strategies. To fill the gap, this study aims to investigate the learning strategies that used by students with low self-esteem on learning speaking.

1.2. Formulation of the Problems

The question of this research is formulated as follows:

- 1) What are the strategies of low self-esteem students in learning to speak?

1.3. Operational Definitions

To avoid the misunderstanding to term mentioned in this paper, the research provides of the definitions that related to this study:

- 1) **Self-esteem** : Self-esteem is a sense, a subjective sense of personal value or worth. It defines a level of students' confidence in speaking.
- 2) **Learning Strategies** : Strategies are certain acts, behaviours, procedures, or techniques that students (often consciously) employ to accelerate the development of their L2 skills. These techniques can make it easier to comprehend, preserve, utilize, or retrieve the new language. Using strategies

will help you to engage in the self-directed activity required to improve your communication skills.

- 3) **Speaking Skill** : Speaking skills are skills that allow students to communicate in a proper way. The skills can give us capability to deliver the information verbally in a way that a listener can understand easily and create a discussion with the other students in the class.

1.4. Aim the Research

The aim of this research is to investigate the strategies of low self-esteem students in learning to speak.

1.5. Significances of the Study

1) Theoretical Uses

The result of this study will expand the materials that are related to self-esteem students' strategies in learning speaking.

2) Practical Uses

The results of this study are expected to be useful and exposed as a new reference for students and teachers. It is hoped that in the future it can be used and helped as a new literature. In addition, to add new insight into learning strategies in speaking.

3) Empirical Uses

By knowing the learning strategies in speaking from a students' with low self-esteem, it is hoped that it will be a new sight for students and teacher who are looking for a strategy in learning speaking.