CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to self-esteem on students and learning strategies.

2.1 Theoritical Framework

2.2 Speaking Skills

We live in a time when being able to speak English fluently has become a requirement, especially for those English Foreign Language (EFL) or who want to advance in certain fields of human endeavour (Al-Sibai, 2004). Therefore, it is without a doubt one of the most frequent but highly complex activities that must be considered for EFL learners.

English is a foreign language that may only be spoken in a limited number of locations, like airports, foreign embassies, shopping malls, and so forth. Speaking English in an EFL environment consequently becomes unusual. As a result, it is challenging to practice speaking English in natural circumstances because there is not an environment that builds frequent use of the language.

According to Zhang (2009) speaking is still the most challenging ability for most English language learners to master, and as a result they are still unable to communicate effectively in oral English. Ur (1996) asserts that there are a variety of factors that contribute to speaking difficulties, including the following:

1. Inhibition. Students are shy, nervous about criticism, and worry about making mistakes.

2. Nothing to say. There is little incentive for students to express themselves.

3. Uneven or low participation. Due to enormous class sizes and a tendency of some students to dominate, while others speak very little or not at all, only one participant can speak at a time.

4. Using mother tongue. Because it is simpler and speaking one's mother tongue makes one feel less exposed, learners who share the same mother tongue frequently use it.

These obstacles in speaking for EFL learners encountered mostly in a classroom where the frequency of making mistakes tend to happen. Besides the psychological things that affect the students, the environment and culture gave a portion of an impact how their speaking skills.

2.2.1 The Importance of Speaking

As human, from the first day, we learn to speak before read and write. In any means, we spend most of the time interacting orally rather than in written form. Additionally, speaking is the most important skill because it is one of the abilities that needed in a conversation, Nasiri & Gilakjani, (2016) stated that speaking is an impressive significance for person interaction where one speaks every day and everywhere. Not to mention, speaking in English is not an easy task, the speakers should be aware about a component in speaking English such as grammar, pronunciation, fluency, comprehension, and vocabulary. In order to communicate easily with other people, a learner should have a basic comprehension.

2.2.2 The Elements of Speaking

Hornby, (1995) stated that speaking is creating words in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. Whereas skill is the capability to do something well. It concludes that speaking skill is the capability to express oneself with a

language in an ordinary voice and deliver a linguistics knowledge in genuine communication.

In order to deliver a fluently and accurately speaking in English, students should practice speaking English as often as possible. According to Richards & Rodgers (2010) there are six components of speaking skills that are known as the macro aspects that anyone should be mastered.

a) Grammar is an essential for the students to arrange a sentence and deliver a conversation neither in a written and oral form (Rizqiningsih et al., 2019).

b) Pronunciation is a traditional or customary utterance of words. It is the way a student to making a clearer language when they deliver the are speaking (Kline, 1989).

c) Vocabulary defines as a block building of language learning, a very basic one. It concludes that the student should be able to know the meanings, the words and how they are spelled.

d) Fluency & Accuracy are the students' goals to achieve in speaking skills, the more it mastered the more sounds clearer.

e) Comprehension is a skill to understand correctly and be aware about what speakers deliver that discussed in the middle of conversation (Ananda, 2017).

These elements of speaking have to take into an account when it comes to speak by EFL learners.

2.3 Self-etsteem

In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself (Bhatt, 2020). It involves a variety of beliefs about yourself, such as the appraisal of your own appearance, beliefs, emotions, and behaviours.

Self- Esteem, as one important factor of the human affective domain, has been found to play an extremely important role in Second Language

Acquisition (SLA). In this line, Brown (2007) proposes that no successful cognitive or affective activity can be carried out without some degree of self – esteem, self – confidence and self – efficacy – belief in your own capabilities to successfully perform that activity.

There are two types of self-esteem, high self-esteem and low self-esteem, Ananda (2017) High self-esteem is an individual attitude with positive mind, it means a one's having high self-esteem is confident (Satriani, 2014). Low self-esteem is the feeling of negativity about yourself, your actions, your future and the developement of a poor or negative self-image (Larson, 2009). And there are six factors that really give impact to self-esteem such as:

1. Family environment
2. Achievement
3. Physical appearance
4. Self- belief
5. Task proficiency
6. Feedback friend and the others

Rosenberg & Owens (2001) state that description about low self-esteem people is based on empirical research. People with low self-esteem are more troubled by failure and they tend to exaggerate events as being negative. For example, they often interpret non-critical comments as critical. They are more likely to experience social anxiety and low levels of interpersonal confidence.

2.3.1 Self-esteem in Speaking Skills

Speaking is one of the important skills that we use to communication and to understand each other in our daily activities. Furthermore, speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information. For instance, teaching and learning process in the classroom, teacher and students will speak to each other to make them understand and be understood.

In addition, as argued by Halima (2015) speaking as a productive skill focuses on how learners use and communicate in the foreign language, but they

barely speak in the classroom because of speaking has so many awareness's and other communicative consideration. Such as awareness's to make mistakes in pronunciation, fluency or in grammar.

To sum up, in successful learning, Smelser (1989) identified that there are three elements affected by self-esteem, namely cognitive, affective, and evaluative elements. The first element (self-esteem) which means characterizing some parts of oneself in power, confidence, and agency has a relation with English language.

2.4 Language Learning Strategies

For every learning process to accomplish its primary goal, a method or approach must be modified. How something works and whether it's useful for learning are two crucial aspects of the learning process. However, when learning a language, humans use a variety of methods; some of these methods are the most effective, while others are ineffective. According to Brown (1980), learning strategies refers to a process that could be contribute straight to learning.

Foreign learner students must be aware by using a language Learning strategy in their learning process. According to Hurd & Lewis (2008) the definition of learning strategies is the operations or processes that are consciously (or unconsciously) selected and employed by the learner to facilitate a language task.

To maximize their chances of success in accomplishing their objectives in learning and utilizing the language, learners intentionally choose from among the several strategies. These techniques contribute to their quicker and more effective comprehension. Consequently, employing effective language acquisition techniques is essential for learning a new language.

According to Oxford (1990) learning strategies are specific acts that students use to facilitate their own learning, making it simpler, quicker, more

pleasant, more self-directed, more efficient, and more transferable. The process of learning the language will greatly improve by using the proper strategies.

Oxford (1990) stated that the learning strategies divided into two categories with each category consist of several sub-categories:

1. Direct strategies

    Direct tactics include memory strategies, cognitive strategies, and compensating strategies, according to Oxford and Crookall (1989). Memory techniques support students in maintaining new information so they can recall it later. In some direct methods, such as taking notes, cognitive techniques refer to the manipulation or change of the language. Behaviours utilized as compensation for knowledge gaps are known as compensation strategies.

2. Indirect strategies

    While the metacognitive, affective, and social strategies described by Oxford and Crookall (1989) represent indirect strategies. To provide learners power over their learning, metacognitive or otherwise known as beyond-the-cognitive methods are employed. Affective strategies are methods for improving emotional regulation in students. Finally, social strategies are behaviours that involve other individuals in the process of language acquisition.

2.4.1   Category of Language Learning Strategies

According to oxford (1990) the language learning strategies differentiates into six categories:

a. Memory strategies

    Memory strategies are strategies that assist students in collecting and accessing new information.

b. Cognitive strategies

    Cognitive strategies are strategies that help students learn and use new languages in a variety of ways.

c. Compensation strategies

Compensation strategy are strategies that help students fill in knowledge gaps and keep up actual communication

d. Affective strategies

Affective strategies are strategies for building self-confidence.

e. Metacognitive strategies

Metacognitive strategies are strategies that support students in controlling their own cognitive processes and in focusing on, organizing, and assessing their development as they work toward communicative competence

f. Social strategies

Social strategies are strategies that encourage better interaction and empathic comprehension.

2.5 Study of the Relevant Research

Several researchers have already investigated the topic of learning strategies in speaking. Because they study on students with low self-esteem in learning speaking is still uncommon, the researcher explores four past studies that are relevant and similar to this study.

Sudharni et.al (2018) investigated the language learning strategies that used by a third semester student of English Education Study Program whose competence at English speaking and the successful language learner students in third semester with focused study on metacognitive strategies. This study revealed that the students are aware of using language learning strategies in their learning and all the strategies that students use were metacognitive strategies.

In addition, Saputra & Subekti (2017) conducted the research with similar context but different method. The subjects of this study were the fourth semester students of English Education Study Program. The researcher revealed that almost all of the strategies proposed by Oxford (1990) were used by all of the students. In this research, they find significant correlation learning strategies in speaking.

Gani et. all (2015) was conducted the similar study but with different focus of participants. This study focused on learning strategies that students with low and high performances used to develop their speaking ability. With result that the high-performance students had a better balance with using all the strategies such as memory, cognitive, metacognitive, compensatory, social and affective strategies for enhancing their speaking skills.

Trialoka et.al (2017) writes similar research with quantitative approach. The research was to find the strategies that used by English Education Study Program in learning speaking. The study revealed that the students prefer used all of the strategies rather than focusing on one strategy.

This study has some similarities and differences with the previous relevant study above. The similarities are the research discuss about the learning strategies that used by students in learning speaking. Whereas the differences of this study are the focus in low self-esteem students learning strategy in learning speaking.