

II. FRAME OF THEORIES

This chapter presents theoretical foundation of this research. It involves affective filter hypothesis, concept of self-esteem, concept of speaking ability, theories of self-esteem in English speaking ability, concept of Rosenberg Self Esteem scale questionnaire, theoretical assumption, and hypothesis.

2.1 Affective Filter Hypothesis

Krashen's hypothesis states that attitudinal variables relating to success in second language acquisition generally relate directly to language acquisition but not necessarily to language learning. This hypothesis indicates that certain affective variables are related to second language achievement. Performers with certain types of motivation, usually, but not always 'integrative' and with good self-esteem do better in second language. Also the best situations for language acquisition seem to be those which encourage lower anxiety levels.

The affective domain includes several factors that can either enhance second language acquisition or hinder it, depending upon whether they are positive or negative, the degree to which they are present, and the combinations in which we find them. These factors include anxiety, motivation, self-esteem and inhibition.

Dulay and Burt in Yufrizal (2001) suggest that attitudinal factors may relate to second language acquisition in the following way: performers with optimal attitudes have a lower affective filter. A low filter means that the performer is more 'open' to the input, and the input strikes 'deeper'. Thus, having the right attitudes may do two things for second language acquirers : it will encourage them to get more input, to interact with speakers of the target language with confidence, and also to be more receptive to the input they get.

Krashen in Schutz (2007) claims that with high motivation, self-confidence, good self-esteem, and low level of anxiety, learner will have better success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition.

Krashen argues that a mental block is caused by affective factors that prevent input from reaching the language acquisition device. Affective refers to emotional and feeling. The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states or feelings involves a variety of personality factors, feelings about themselves and about others with whom we come in contact.

2.2 Concept of Self-Esteem

Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones (Blascovich & Tomaka, 1991). While the

construct is most often used to refer to a global sense of self-worth, narrower concepts such as self-confidence are used to imply a sense of self-esteem in more specific domains. It is also widely assumed that self-esteem functions as a trait that is stable across time within individuals. Self-esteem is an extremely popular construct within psychology, and has been related to virtually every other psychological concept or domain, including personality, behavioral, cognitive, and clinical concepts.

Branden (1994) states that high self-esteem is important because when people experience it, they feel and look good, are effective and productive and they respond to others and themselves in healthy, positive, growing ways. Know that they are lovable and capable, and care about themselves and others.

Branden determines that self-esteem was made up of two components:

1. Feelings of self-worth based primarily on reflected appraisals, and
2. Feelings of efficacy, based on observations of the effects of one's own actions.

One's social behavior is then a product of the two jointly operating cognitive and affective variables.

Rosenberg and Owen (2001) views that the "self" as made up of two elements ; "identity" which represents cognitive variables, and "self-esteem" representing affective variables. The cognitive variable, or "identity," involves perceiving and interpreting meaning. They referred to "self-esteem" as the subjective life of the individual, largely one's thoughts, feelings, and behavior.

Dedmond (2009) states that self-esteem is defined as the complication of feelings about ourselves that guides our behavior, influences our attitudes, and drives our motivation. Competence and self-worth are two important parts of self-esteem. The ability to feel capable and have a sense of value about oneself are indicators of the level of self-esteem a person has.

Barrow (2010) explains self-esteem as the ability to cope with life's challenges, the feeling of being worthy and deserving and the right to enjoy the product of hard work. Adolescence especially is a period in life with rapid changes that affects self-esteem, shifting expectations, changing roles, and complex relationships. Self-esteem is a crucial factor in the developmental process of teens. Self-esteem can affect many things in a student's life from their relationship with peers and teachers to their academic success.

2.3 Concept of Speaking Ability

Lado (1961:240) describes speaking as the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently.

According to Brown (1980) speaking must fulfill these following aspects, they are:

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately.

Signs of fluency include a reasonably fast speed of speaking and only a

small number of pauses. Fluency refers to the ease and speed of the flow of the speech.

2. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation.

3. Comprehension

Comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensible denotes the ability of understanding the speakers' intension and general meaning.

Brown (1980) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

Scott in Johnson & Morrow (1981:70) typifies speaking as an activity involving two (or more) people, in which the participants are both hearer and speakers having to react to what they hear and make the contributions at high speed. In other words, each participant must have an intention or set of intentions he wants to achieve in the interaction. Each participant has to be able to interpret what is said to him, and reply with the language he has which reflects his own intention.

Therefore it can be concluded that speaking as the process of interaction between speaker and listener in which the speaker sends the message, while listener receive and process the message in mind in order to understand the intention of the message for the purpose of responding the speaker's message.

2.4 Self- Esteem in English Speaking Ability

Rosenberg and Owen (2001) look at the effects of self-esteem correlates positively with learning behavior, such as school achievement, with the highest correlation happening between task self-esteem and performance in oral production. It means that when the learner has low self-esteem, any efforts to acquire second language as well will be disturbed, and she/he might failed to acquire English as second language. So, low self-esteem may affect their self confidence and motivation to learn.

The main goal in learning English is to speak fluently. In addition, according to Krashen's Affective Filter Hypothesis in Schutz (2007), in acquiring second language, learner is affected by some factors including motivation, self confidence, and anxiety. Krashen claims that with high motivation, self confidence, good self-esteem, and low level of anxiety, learner will be better for success in second language acquisition. Furthermore, low self-esteem and debilitating anxiety, can form a mental block that prevents comprehensible input for language acquisition.

As explained above, some aspects influence English speaking ability. Speaking skill requires two aspects, namely linguistic aspect and non linguistic aspect, they are :

1. Linguistic aspect is the main requirement that the English learner should possess in order to speak it well. It involves comprehension, pronunciation, grammar and word order, vocabulary, and general speed of speech, sentence length and etc.

2. Non linguistic aspect is an aspect to support learners to achieve a success in acquiring speaking skill. This aspect involves personality dimensions, such as; self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion/introversion.

Based on the definition above, the writer assumes that self esteem plays a role in students speaking ability. Student with high self esteem tends to have better ability in learning English especially in learning speaking.

2.5 Rosenberg Self-Esteem Questionnaire

Rosenberg's self-esteem questionnaire, developed by Morris Rosenberg, is a widely used self-esteem measure in social science research. *Rosenberg Self-Esteem Questionnaire* is an attempt to achieve a unidimensional measure of global self-esteem. It is designed to be a Guttman scale, which means that the questionnaire items are to represent a continuum of self-worth statements ranging from statements that are endorsed even by individuals with low self-esteem to statements that are endorsed only by persons with high self-esteem.

The writer chooses this questionnaire because it could be used to assess global self-esteem and it is one of the most widely used self-esteem tests among psychologists and sociologists. Rosenberg self-esteem questionnaire has become the standard way of measuring self-esteem, items on self-esteem questionnaires typically include assessment of liking for oneself overall, appraisal of one's confidence at being able to perform well at school, and ability to get along with others and be liked. Self-esteem is classified as an independent variable because self-esteem has

influence on the language learning. The result of self-esteem will be taken by using the Rosenberg self esteem questionnaire developed by Morris Rosenberg.

The questionnaire is ten items of Likert's scale with item answered on a four point scale- from strongly agree to strongly disagree. The original sample for which the questionnaire is developed consisted of 5,024 Seniors and Juniors High School from 10 randomly selected schools in New York State. Rosenberg (1965) scored his ten question questionnaire presented with four response choices, ranging from strongly agree to strongly disagree :

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

1.*	I feel that I am a person of worth, at least on an equal plane with others	SA	A	D	SD
2.*	I feel that I have a number of good qualities	SA	A	D	SD
3.	All in all, I am inclined to feel that I am a failure	SA	A	D	SD
4.*	I am able to do things as well as most other people	SA	A	D	SD
5.	I feel I do not have much to be proud of	SA	A	D	SD
6.*	I take positive attitude toward myself	SA	A	D	SD
7.*	On the whole, I am satisfied with myself	SA	A	D	SD
8.	I wish I could have more respect for myself	SA	A	D	SD
9.	I certainly feel useless at times	SA	A	D	SD
10.	At times, I think I am no good at all	SA	A	D	SD

Scoring :

The positive statements, with an asterisk (*) will be scored :

SA : Strongly Agree (SA) : score = 4

A : Agree (A) : score = 3

D : Disagree (D) : score = 2

SD : Strongly Disagree (SD) : score = 1

While the negative statements will be scored as follows :

SA : Strongly Agree (SA) : score = 1

A : Agree (A) : score = 2

D : Disagree (D) : score = 3

SD : Strongly Disagree (SD) : score = 4

Sum of the scores for 10 items : the total score 0-20 are categorized into low self-esteem, total score 21-30 are categorized into normal self-esteem, total score 31-40 are categorized into high self-esteem. The higher the score, the higher is the self-esteem, (Rosenberg : 1965).

2.6 Theoretical Assumption

On the basis of the previous paragraph, the writer assumes that self-esteem influences students' achievement as Rosenberg and Owen (2001) looks at the effects of self-esteem correlated positively with learning behavior, such as school achievement, with the highest correlation happening between task self-esteem and performance in oral production.

Kamarzarrin (2003) looks at the effects of self-esteem on high school students' learning in Missouri, suggested that students with low self-esteem were faced with problems in general learning. It can be inferred that the importance of self-esteem as a crucial factor affecting motivation should not be underestimated. It could be claimed that no activity will be carried out successfully without self-esteem (Huitt, 2004).

The writer uses speaking as the dependent variable since Huitt argues that speaking best reflects self-esteem; “speaking is an active skill which requires risking (emphasis mine) evaluation by others of the speaker’s grammar, pronunciation, language facility, and often personal worth” (Huitt,2004).

In this study, the writer assumes that if the learners have high self-esteem they will speak English confidently and fluently. Because by having high self-esteem, students will have strong motivation to learn and to develop their competence in speaking and be active in English speaking activity. They are also brave to take risks of making mistakes and make decision about what to say and how to express their idea in English.

Thus, the writer is interested in investigating the effect of self-esteem on students’ English speaking ability at the second year of SMPN 14 Bandar Lampung.

2.7 Hypothesis

Referring to the related literature presented earlier, the writer states the hypothesis as follows :

“Self-esteem has effect on students’ English speaking ability at the second year students of SMPN 14 Bandar Lampung”