

**THE CORRELATION BETWEEN STUDENTS'
SELF – ESTEEM AND STUDENTS' SPEAKING SKILL
THROUGH THE USE OF ROLE PLAY**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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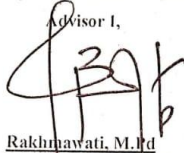


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ABSTRACT

Ilyun, Ella Noer Faizah. (2019). *The Correlation Between Students' Self – Esteem and Students' Speaking Skill Through The Use of Role Play*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Rakhmawati, M.Pd, Fitriah, MA, Ph.D.

Key Words: *self – esteem, speaking skill, role play*

This research measure out whether there was correlation between students' self – esteem and students' speaking skill trough role play. One of factor considered in teaching learning process is psychological aspect that can be influence students' speaking for foreign language. This research takes a students of English Extracurricular class at SMP Kyai Hasyim Surabaya of 2018/2019 year as the participant. On taking the sampling , the researcher used purposive sampling. This research used correlation design with quantitative approach. Two kinds of intruments were used to collect the data of two variables. The first instruments is self – esteem questionnaire adopted by Ronsberg, that contain of 19 questionnaire with 4 point likert – scale. The second instrument is speaking test combined with role play aspect. In measuring the correlation this research used the theory of Spearman rho. The result of this research showed there was fairly low correlation between students' self – esteem and students' English speaking skill through the use of role play with coefficient correlation 0.548. This correlation is categorized as possitive correlation, it means if students' self- esteem high the students' speaking skill also high.

ABSTRAK

Illyun, Ella Noer Faizah. (2019). *The Correlation Between Students' Self – Esteem and Students' Speaking Skill Through The Use of Role Play*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Rakhmawati, M.Pd, Fitriah, MA, Ph.D.

Keywords: Harga diri, Ketrampilan bicara, Kegiatan Drama.

Dalam penelitian ini peneliti mencoba menemukan apakah terdapat hubungan antara harga diri siswa dengan ketrampilan berbicara menggunakan kegiatan drama. Salah satu faktor yang dipertimbangkan dalam proses belajar-mengajar adalah aspek psikologi yang membantu melancarkan kelancaran siswa dalam berbahasa asing. Untuk penelitian ini peneliti mengambil subjek dari siswa English club ekstrakurrikular di sekolah SMP Kyai Hasyim Surabaya tahun akademik 2018/2019. Teknik yang digunakan dalam pengambilan sample adalah purposive sample. Penelitian ini menggunakan korelasi dalam pendekatan kuantitatif. Penulis menggunakan dua jenis instrument untuk mengumpulkan data dari dua variabel. Instrument pertama adalah kuesioner tentang harga diri di addopsi dari para ahli yaitu Ronsberg, yang mencakup 19 kuesioner dengan 4 poin skala likert. Instrumen yang ke dua adalah tes berbicara yang di gabungkan dengan aspek dalam drama. Didalam menilai sebuah korelasi peneliti menggunakan teori Spearman Ranks. Hasil dari penelitian ini menunjukkan cukup rendah hubungan antara harga diri siswa dan ketrampilan bebrbicara siswa dalam kegiatan drama dengan nilai koefisiensi 0.548. Hubungan yang terdapat pada dua variabel termasuk kedalam jenis hubungan positif yang mempunyai makna jika self – esteem siswa tinggi maka kemampuan berbicara siswa tinggi dan sebaliknya.

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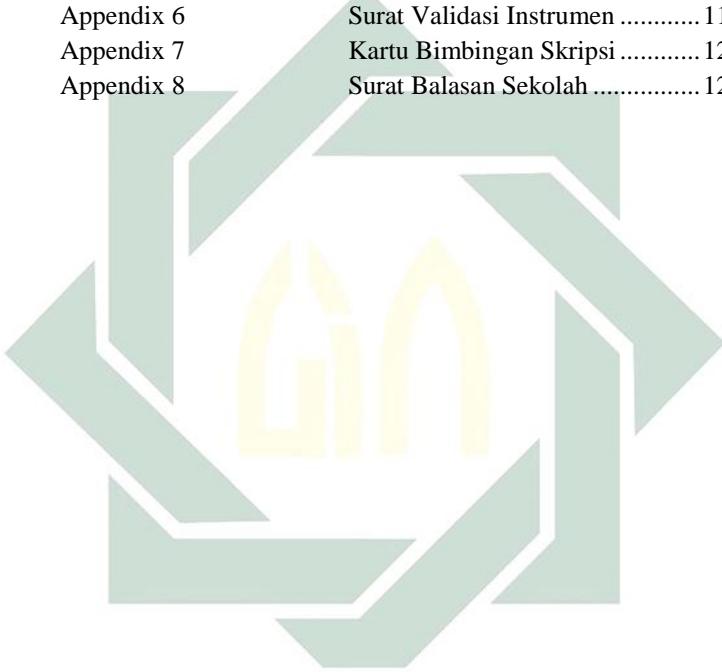
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CHAPTER I

INTRODUCTION

This chapter provides a brief explanation about research background, research questions, objectives of the research, hypothesis, significance of the research, scope and limitation of the research and definition of key terms.

A. Background of Study

Speaking skill is the most difficult skill to learn in English language¹. Overcoming nervousness when speak in public, build a structured sentences to prevent the confusedness of audience, As the previous study by Silviani Mareta talks about increasing self-confidence in speaking skill², this research wants to observe the other aspects besides self-confidence that support and ease speaking skill. Other side, people know if speaking is the most important skill which is need in every aspect to communicate with other people³. Therefore, speaking also has a lot of challenges in the appliances, such as the way how people switch the information with other people, and understanding the meaning of each other talking—because every people communicate in different way⁴. Finally, the goal of speaking is to aim an understanding of what the speaker said and what the speaker tries to tell.

To master a speaking skill, there are a lot of external factors, for instance the self-confidence and self-esteem. The teachers who teach speaking skill in the classroom have to funny strategies in her teaching to make student enjoy their learning in speaking. The learning process not only focuses on

¹ Atik Rokhayani – Agung Dwi Nur Cahyono: “*Peningkatan Ketrampilan Berbicara (speaking) mahasiswa melalui teknik English Debate*” (Kudus: Universitas

² Silviani Mareta, Thesis: “*Improving The Self-Confidence In Speaking Practice By Using Self-Directed Dialogue*” *Technique At Second Grade Students’ Of SMP 1 Kalirejo Lampung Tengah*” (Lampung: University Of Lampung, 2017), 1.

³ Ishrat Aamer Qureshi, Thesis: “*The Importance Of Speaking Skill For EFL Learners*” (Pakistan: Universitas Terbuka Alama Iqbal, 2015), 2.

⁴ Manchester Metropolitan University, *Other Ways Of Speaking* (Manchester: Lottery Funded, 2011), 16.

the speaking skill but also the teacher should be aware of the activities which can increase the external factor to support the students' speaking skill as the self esteem. Based on the theory by Gustaman stated if self – esteem and speaking performance have a correlation which relates to one and other, when one with high self – esteem, he or she becomes more successful learners in oral communication as well.⁵

In the process of learning speaking commonly students faced challenges as shyness and worried do the wrong things⁶. Based on the journal by Iswah stated if the psychological factor is has impact with the language development, the studies shows at 13 – 18 years old the students mostly get their process in uncontrolled emotional it has impact with their communication because they was shid to ask each other.⁷ It is because in the practice of speaking student have to speak individual in front of the class to share their performance or their dialogue. The student who gives their performance mostly nervous to limit their wariness the English teacher use role-play as a strategy to improve their speaking skill. The role play implementation to help the student more confidence to practice the speaking,⁸ because role-playing implementation is together with the other friends in front of the class. Teacher belief if using role play can improve the students' self esteem and speaking skill based on this belief the researcher tries to find out the correlation between students' self esteem and speaking skill using role play in English extracurricular class.

⁵ Wenni Gustaman, *“the correlation between students' self – esteem and their english speaking competencies.”* (Cimahi : Indonesia university of education, 2015),132.

⁶ Cassie Dobson, Requirement For The Desgree Of Master Of ARTS: *“Effect Of Academic Anxiety On The Performance Of Stduent With And Without Learning Disablities And How Students Can Cope With Anxiety At School”* (Northern: Northern Michigan University, 2012), 3.

⁷ Iswah Adriana, “ memahami pola perkembangan bahasa anak dalam konteks pendidikan. Vol 3, no 1 2008. 107.

⁸ Jacqualine Dohaney – Thomas M. Wilson, *Using Role-Play To Improve Students' Confidence Ad Perception Of Communication In A Simulated Vulcanic Crisis* (New Zeland: University Of Canterbury, 2017), 692.

In the previous study by Susi Maryati that conclude if role play application there was a correlation with the speaking skill,⁹ not only the performance of speaking but also their effort and attention in the learning process. This research shows if there is a correlation between role play application with the students' achievement, it means the role play help the student in their learning process in the master of English-speaking skill. The use role play helps the student to increase their confidence when they speak in the front of class.¹⁰ From this improvement the researcher tried to observe another correlation between students' self esteem and students' speaking skill using role play activities. Because in the previous study by Yuliana Maulidiyah stated if there is a positive correlation between students' anxiety and their performance in speaking class.¹¹ The student who has high anxiety in speaking skill they can pass the speaking test when they have exercise use role play in the teaching learning process, the result of this research state if there is no correlation between students' anxiety between speaking skill, it means the students' anxiety has no correlation with their speaking skill but in this research the researcher found the positive correlation. To prove the hypothesis of this research the researcher wants to observe the correlation between students' self esteem and students' speaking skill using role play in English extracurricular.

The English Extracurricular has the purpose to improve the students' speaking skill. The purpose becomes the experience when the SMP Kyai Hasyim often participated in the speaking competition but the result of the competition is the student's who has join the competition need to improve their self esteem and speaking skill as teacher's interview result. By the case, to know how the students speaking skill especially in

⁹ Susi Maryati, Thesis: "*The Correlation Between The Application Of Role Playing And Students' Achievement In Speaking Fluency At The Second Grade Of Mtsn Babakan Cirebon*" (Cirebon: IAIN Syekh Nurjati Cirebon, 2012), 1.

¹⁰ Beauty Karismawati Susilo, Thesis: "*Improving Students' English Speaking Skill Through Role Play At Grade XI Of Travel Tourism Program Of Smk N 6 Yogyakarta In The Academic Years Of 2013/2014*" (Yogyakarta: Yogyakarta State University, 2014), 1.

¹¹ Yuliana maulidiyah, thesis: "*the correlation between students' anxiety and their ability in speaking class*" (tulungagung: IAIN tulungagung, 2014),39.

accuracy and students' self esteem the researcher tried to find the barrier and the correlation between students' self esteem and students' speaking skill using role play, the researchers' reason to observe correlation between students' self esteem and students' speaking skill using role play strategies, because role play is one of the strategies that can be used to teach the speaking activities.¹²

The object of this research comes from the lesson plan implementation at English Extracurricular by English Teacher of SMP Kyai Hasyim Surabaya. The activities focus on building the speaking skill, they are practicing the dialogue and doing a role play. Based on the phenomenon the researcher tries to collaborate and find another perception in the speaking skill those are about the speaking skill with the physical barrier that common people faced but infrequently notice. The researcher tries to find out the correlation between self esteem and speaking skill in this extracurricular. The reason that makes the researcher interest because there was a common problem in speaking but the way try to solve is unique and rarely use as this research. The teacher wants to improve the students' English speaking skill and their self-esteem using role play activities to catch the aim of the teachers' teaching.

The other side is about the self esteem which is different from one student to another student.¹³ Commonly in this school the student in the low self-esteem it proofs with analyzing and result when they asked to give their performance in front of the class especially in the speaking assignment. The other student who has high self-esteem they join in the group active in English learning as extracurricular from this school. The English group from this school has sent their delegation to join the competition for the level of junior high school.

Another reason that supports this study to be brought up is because the students of SMP Kyai Hasyim Surabaya often join storytelling competition. We know that storytelling and role-play has similarities on the strategies such as improve

¹² Harmer j, *How To Teach Speaking* (England: longman,2004) 56.

¹³ Ahmed Abdel-Khalek, *Introduction To The Psychology Of Self Esteem* (New York: Nova Science, 2017),2.

students' speaking skill.¹⁴ The previous study explains about “the correlation between role-playing application and students' achievement in speaking fluency” by Susi Maryati. The researcher concludes the result of the research shows a correlation between the application of role playing and students' achievement in speaking fluency¹⁵. For the result of this research the researcher tries to find out the correlation between students' self esteem and students' speaking skill using role play strategies.

Mostly the other researchers explain in different aspect such as the thesis By Maria Adelina, The other research related By Meisam Ziafar, The Other Previous Study By Florensia Anggarde Paramika. In this some previous studies the other researcher explains there was a correlation between self development and the students' speaking ability. The researcher wants to observe in different aspect especially in the psychological barrier and students' speaking skill.

All of the previous studies has explains about focus two variables commonly in students' confidence and speaking ability, the researcher tries to cover and finds another perception from some previous study. The researchers explain and focus on the speaking skill and the physical barrier that common students' faced especially of self esteem. The researcher tries to know about is there any correlation between students' self esteem and students' speaking skill using role play in English extracurricular at Smp Kyai Hasyim.

B. Research Question

Is the correlation between students' self esteem in English extracurricular class and students' speaking skill in English extracurricular class at SMP Kyai Hasyim Surabaya through the use of role play?

¹⁴ Thomas D Hull, “Storytelling As An Instructional Method: Definition And Research Questions” *Interdisciplinary Journal of Problem Based Learning*. Vol. 3 No. 2, October 2009,8.

¹⁵ Susi Maryati, Thesis: “*The Correlation Between The Application Of Role Playing And Students' Achievement In Speaking Fluency At The School*”. (Cirebon: IAIN Syekh Nurjati Cirebon, 2012),45.

C. Objective of The Research

To find out there are correlation between students' self esteem and students' speaking skill in English extracurricular class at SMP Kyai Hasyim Surabaya through the use of role - play.

D. Hypothesis

The hypothesis of the research can be explained in this statement below.

H_0 : There is no correlation between students' self – esteem and students' speaking skill in English extracurricular class at SMP Kyai Hasyim Surabaya through the use of role play.

H_a : There is correlation between students' self – esteem and students' speaking skill in English extracurricular class at SMP Kyai Hasyim Surabaya through the use of role play.

E. Significance of Research

The researcher expects this research important to help the English teacher and students at SMP KYAI HASYIM SURABAYA. The explanation of the advantages as follow:

1. Teacher

The result of this research, for the teacher as a tool to considerate in teaching English speaking. The other advantages are teacher can evaluate her teaching in speaking. This study may help the teacher to set the activities that have a positive correlation to improve speaking and self esteem. This study proves if the English teacher wants to improve the students' English speaking skill it means the English teacher need also improve their self esteem.

2. Students

For the students this result of the study help them to be aware of their self esteem influence their speaking, so they can find out the best way to solve their problem in speaking that appropriate with their self esteem problem.

3. Reader

For the readers, the result of the research can be references to next research in the correlation between students' self esteem and speaking skill using different strategies, such as using story telling.

F. Scope and Limitation

This study focuses on identifying whether there is correlation on students' self esteem and their speaking skill when they use of role play in English extracurricular. Then, there are some limitations in this study, those are: self esteem in this research about students' self esteem that how the students feel that they are capable of doing something well. The researcher has observed students' self esteem in the personality that contributes to the oral production achievement because the students achieve their success in learning a foreign language if they feel confident and believe in themselves. The researcher also observes the students' speaking skill of their oral performance in role play activities. The researchers focus on the speaking process when the students try to communicate with and send out their message to the other.

The area of this study focuses on some types of oral production by Brown. The types are imitative, intensive, responsive, interactive, extensive, interpersonal, and transactional speaking.¹⁶ The researchers focus on the type of oral production of transactional speaking to measure the students' speaking skill. The researcher uses transactional because of it is familiar to students because in the standard and basic competence in teachers' syllabus and lesson plan always use transactional in speaking activities. The researcher specifically observes the students who join in the English group discussion as the extracurricular in SMP Kyai Hasyim Surabaya.

G. Definition of Key Term

The researcher tries to limit the perception with definition some key term, this key term helps the reader to have the same perception with the writer about the correlation between self esteem and students' speaking skill using role play strategies.

1. Self esteem

Self esteem is a central construct in developmental, personality, and social psychology. Self esteem also refers

¹⁶ Brown, H. Douglas, *Language Assessment : Principle and Classroom*. Second Edition. (New York: Longman, 2001), P. 141-145.

to individuals 'perception or subjective appraisal of one own self-worth, one's feeling of respect, and self confidence sand the extent to which the individual hold positive or negative views about self.¹⁷

In this research, self esteem refers to students' self-confidence when they speak or tell the story in front of audiences, including how they manage their worries. Therefore, self esteem in this research is students' English extracurricular class believe if they can do the assignment well such as: dialog, conversation also the other oral performance.

2. Students' speaking skill

The theories of speaking from Jo McDonough and Christopher shaw, speaking is a skill which enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end.¹⁸

In this research students' speaking skill is students' oral performance about how the student delivered their language to share their meaning. Students' speaking skill focuses on how the student delivered their message, through role play also their skill to do the dialogue in the oral performance.

3. Role play

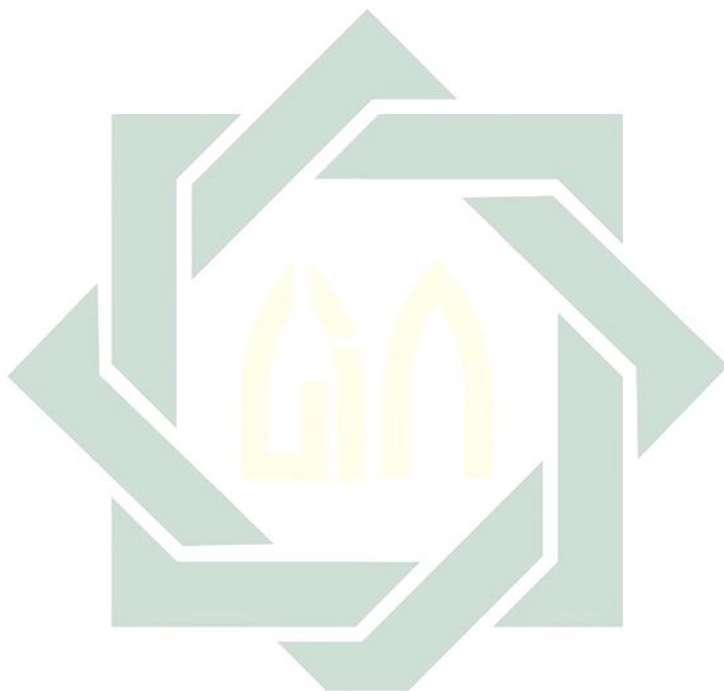
Role play is a popular pedagogical activity which is used in communicative language-teaching classes.¹⁹ The role play in this research as strategies based on teachers' lesson plan to improve student speaking skill, the role play implementation here the student get a train in the first step of role play as memories the dialogue, and the activities are the student come in front of class to perform their

¹⁷ Ahmed M Abdel, "Introduction To The Psychology Of Self-Esteem". Alexandria University, October 2016.

¹⁸ Jo McDonough, *material and method in ELT : a teacher's guide* (UK: Wiley-blackwell),p, 157.

¹⁹ Brown, H. Douglas, *Language Assessment Principle and Classroom Practice* (Cambridge: Longman 2004).p,174.

script that has prepared before. In this research role play as strategies by English teacher to deliver the lesson, it is not variable. Role play is the technique in the students' learning process to practice the real situation although they only act in that situation.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives a detail explanation of the theories which support this research. It includes a theoretical framework and some previous studies that relate to the topic. The theories that relate in this research are including definition of self – esteem, aspect of self – esteem, the important of self – esteem, level of self – esteem, self – esteem in teaching learning process, definition of speaking, types of speaking, the element of speaking, types of activities to promote speaking, speaking in teaching learning process, and definition of role play.

A. Theoretical Framework

The writer provides some definitions of term to avoid misunderstanding with the theories in this research.

1. Self-esteem

Self esteem comes from personals' belief in finished the action with perfect ways they do no doubt their process. Self esteem has been conceptualized as an outcome and self- verification process that occurs within group. Self esteem built up by self – verification buffers the negative emotions that occur when self – verification is problematic. It means the self – esteem becomes inner feel change to positive mind without any shyness and worries.

Self esteem is a central construct in developmental, personality, and social psychology. Self esteem also refers to individuals 'perception or subjective appraisal of one own self-worth, one's feeling of respect, ones' feeling of shyness and worries and self confidence and the extent to which the individual hold positive or negative views about self.²⁰ Self esteem related which the personal beliefs about skill, abilities, and social relationships. It is also defined as a tool to measure of self-evaluation involving cognitive appraisals about general self-worth and affective experiences of the self that are linked to this appraisalment.

²⁰ Ahmed M Abdel, "Introduction To The Psychology Of Self-Esteem". Alexandria University, October 2016.

According to Brown, Dutton, and Cook distinguished three ways in which the term “self esteem” is used: a) trait self-esteem to refer to the way people characteristically feel about themselves, feelings of affection for oneself, b) self-evaluation to refer to the way people evaluate their various abilities and attributes, and c) feelings of self-esteem refer to show emotional states, person might say her self-esteem was sky high after getting a lot of prosperity, or a person might say his self - esteem dropped after a divorce.²¹

Self esteem mostly uses in emotion; it becomes as positive and negative consistency. It shows when the people state if their experience can build and low the self esteem. The example which often happen in the class as the student which get a high score and they fell in the high self esteem, and the other example when the people lose in the competition, they feel in the low self esteem. Self esteem conceptualized as a construct in some part that builds it. From this perception there are three components as: self esteem performance, self esteem social, and self esteem physic.²²

Self esteem is a reflection of how good one believes one is in important fields, a girl would like herself if she viewed herself to be good at public speaking. It would not matter that A viewed herself as the worst singer in her class because being good at school and in music is more important to her view of who she is than being good in academic. This example as the symbolic interaction that people come to know who and how good they are based on the feedback they receive from others' view. The notion of self evaluation being derived from others' view has given rise to the notion of the “looking glass self” as in “ I am who I think others think I am”. It reflects the point of view

²¹ Jonathon D Brown, *From The Top Down: Self-Esteem And Self-Evaluation* (USA: University Of Washington, 2001), P. 616.

²² Asytharika, Thesis : “ *Peningkatan Harga Diri Dengan Layanan Konseling Kelompok Pada Siswa Kelas VII Di SMP Negeri 26 Bandar Lampung*”. (Lampung: Universitas Lampung, 2016), 22.

that we learn about who we are by comparing our self upon other people.

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.

2. Aspect of self esteem

In the part of self esteem while there are aspects that build also there are the pillars of the self concept that build self esteem and self efficacy. The writer has shared the perception of the point of view of people’s sense. Whether that sense of self is positive or negative is based upon our experiences in life and our perceptions and assessment of our self. The pprevious study stated a person growing up in perfectionist family may view herself as always try to be perfect in everything and not tolerance of mistake. As a result, no matter how successful she might be, she thinks of herself as a failure. This happens because the self concept does not controls and manage well. The self concept is a factual description of how you perceive yourself.

The self concept is derived from self esteem and self efficacy. If a person has low self esteem, the self concept maybe not in the direction of a negative description. Some aspects of self concept may be purely a statement of fact. In fact, people with good self esteem are often to recognize their limitation without a judgment attached. Self esteem is the regard or aspect that person has for oneself. A person with a positive feeling regarding the self is said to have high self esteem. However, self esteem can refer to very specific areas as well as general feeling about the self. For instance, a person may have low self esteem regarding physical attractiveness and high self esteem about ability to do a job well. Some explanations of the pillar build the self esteem such as: a. the aspect and the characteristic of low self esteem. They are: feeling of unhappiness, feeling of anxiety, feeling of inferiority or

superiority, impatience or irritation with self of others, externally oriented goals, negativity.²³

The deep explanation of the characteristic is about low self esteem. In the first characteristic are: feeling of unhappiness. The people with low self esteem are typically unhappy. The sense of scarification and contentment with life is usually derived from how people feel about their self. For some people, low self esteem may contribute to depression and even an inability to function in life. However, some individuals who derive their happiness from some other source such as spiritual beliefs may not find their degree of happiness impacted by the low self esteem.

The second characteristic is feeling of anxiety, many people with low self esteem experience anxiety, especially social anxiety. Frequently, this is a consequence of the social evaluative aspect of self esteem. In other words, people tend to evaluate their self based upon comparison to other people. In addition, many people are concerned about others evaluating them and assume that others see the same flaws and in competencies that they see within themselves. Such a concern leads to feeling of anxiety.

The third characteristic is feelings of inferiority or superiority. Mostly people who have low self esteem feel inferior to others. They believe that they don't measure up to some standard that others meeting. Frequently, they feel that some flaw within them means that they are not worthwhile or deserving. For example, a person who believes she is selfish because that is what she was told as a child although her behaviour as viewed by others may be melancholy and compassionate. Some people with low self-esteem may present of superiority. However, this may be a way of covering how they truly feel about themselves. Or, individuals who have low self esteem but are perfectionist due their concern about what others may

²³ Monica A Frank, "The Pillars Of The Self Concept: Self- Esteem And Self- Efficacy" *Exel At Life*, (www.excelatlife.com, accessed On April 19, 2019)

think of them may appear to others as thinking themselves superior.

The fourth characteristic is impatience or irritation with self or others. Another characteristic of low self esteem is a tendency to be impatient or easily irritated by mistake, flaws, or inadequacies. Most frequently this is directed at the self but it can also direct at other people.

The fifth characteristic is externally oriented goals. Individuals with low self esteem often determine goals and direction in life based upon what others might want or need. They often feel that their needs or desire are unimportant. Such an attitude can lead to resentment due to always taking care of others while their needs are not addressed.

The last characteristic is negativity. Low self esteem tends to lead negativity. This negativity may not always be externally observed but internal self talk is usually negative. Also, external manifestations such as criticizing oneself to others or excessively apologizing or commenting about negative observations may be noticed by others. Unfortunately, people tend to avoid excessively negative individuals which can reinforce the low self esteem.

Besides the characteristic of low self esteem there are the other characteristic which show the high of self esteem. The high characteristic of self esteem is: responsibility, since individuals with high self esteem can accept themselves completely they can take responsibility for themselves and the consequences of their action without being excessively critical of themselves. Therefore, they are readily able to acknowledge mistakes and accept limitations.

Goal commitment, those with high self esteem tend to have a strong sense of purpose and are committed to goals in life. In addition, they tend to be persistent in achieving these goals as their commitment does not fluctuate based on success or failure. As active participants in life they tend to strive for excellence not for perfection. Genuineness, people with high self esteem can be honest

with themselves and others both emotionally and intellectually. As they aren't fearful of others truly knowing them, they tend to be genuine in their interaction with others.

The other characteristic is forgiving, high self esteem tends to correspond with tolerance and acceptance of limitation. As a result, people who have high self esteem are forgiving of themselves and others. Internal value, individuals with high self esteem tend to have internally based values rather than externally based values. In other words, they have strong identity based on chosen values rather than values they believe due to the demands or expectations of others. This type of identity is usually considered an "achieved identity" in which a person has analyzed their beliefs and value to decide the set of internal principles or values that they adhere to.

Positivity, people with high self esteem are positive with an appreciative and grateful attitude towards life. They can freely praise themselves and others and tend to look for the positive aspect of life and not dwell on the negative. Self improvement, generally there is a strong tendency to strive towards self improvement among those with high self esteem. As they don't view the need for self improvement as a negative quality they are able to examine themselves uncritically. In addition, they can ask for help as needed because they don't view the need for help as shameful or negative.

3. The importance of self - esteem

Self – esteem is one of our most basic psychological needs. It effects on our thinking processes, emotions, feelings, desire, choices, and values. Self – esteem should be positive of our self such as learning in school or helping others, they can feel good about themselves based on their effort and hard work in their process in and out of school.

Self – esteem has big effects of our self development such as our achievement in the school or success in the learning process also guides to be good personal trait in the interaction with the other. People who

have high self – esteem confront in any problems composedly, because they know how to manage and control their self. They establish certain bonds easily, they not feel alone, and it is why so important to manage their lives with ease and is relaxed towards their own destiny, towards their own happiness interpersonal.

4. Level of self esteem

There are three levels of self – esteem that has been explained in some literatures namely are: global self – esteem, situational, and task self - esteem.²⁴ The deep explanation of three kind levels self – esteem describes bellow.

1) Global self – esteem

The global self – esteem is kinds of the level which fixed in grown up people which cannot be changed, it only if there is a hard treatment. It also needs consideration of one’s own value across both time and various situations. This level becomes from the nature of birth that builds from some factors such as the adult experience, the treatment that people get a childhood.

2) Situational self – esteem

The second levels of self – esteem is situational it refers to the personal appraisals in certain life situation. The example of a certain life situation such as the interaction with any one, life works, education, and around the home, or any particular relatively defined traits such as intelligence, oral ability, athletic ability or personality characteristics like gregariousness, empathy, flexibility to the condition, and the specific qualities of personalities.

3) Task self – esteem

It has a relation with the evaluation self makes of particular situations. Furthermore, in scholar education task self – esteem is related in one subjects

²⁴ Alicia D – Petter J, *A Theory Self- Esteem* (North Carolina: University Press, 2002) 146.

matter area or certain skill of sport is assessed in connection using task to measure the self – esteem.

5. Self esteem in teaching learning process

Self esteem is self receive that belief our self is able, be worth, useful and appropriate get achieve. The feeling that becomes form our deep heart that stated our self is valuable is the point of self-esteem. Self-esteem is the perception from our self to our identity if we able do something, we master in the thing that we like. Based on the thesis by Aturdian Pramesti stated if become self esteem the achievement it become. If the student or people have low self esteem they can not success to control or build their skill. The student who has high level of self esteem has the self confidence to finish the all of the assignment.

Self esteem also important and include in the improving speaking skill because it was useless when the student mastery in speaking skill but has low self esteem, they get nothing in their job or assignment. The researcher also concludes for the other researcher that when the students want to be good storyteller they have to master in the self esteem. The writer can state if the student wants mastery in English speaking skill the student has to high level of self esteem to catch the master of public speaking. It is why the writer takes the self confidence especially of self esteem. The student would be good storyteller if they can master of English speaking skill and has high the self esteem.

6. Speaking

According to Jo McDonough and Christopher shaw, speaking is a skill which enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating

and/ or solving a particular problem; or establishing and maintaining social relationships and friendship.²⁵

Speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. Speaking also realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message. Speaking is skill which student is frequently judged. Speaking is a skill which deserves attention every bit as much as literacy skill, in both first and second language. Speaking also not only important for the student academic achievement but also in their society because speaking is skills that use continuously for born until the end. Before student practice the role play the student gets some activities which related on the role play strategies.

For the example of the activities are: The students have to memories the dialogue in different chapter until a different theme, the other activities as like student train to understand the moral value in the narrative text, these activities support the student to more understand the role play technique because in the role play there is moral value of the story which tells in manuscript.²⁶ The students make conversation in every meeting in a different theme, the student asking and answering session on the learning process, to make student accustomed to speak, the student do the reading session, the text of reading can be narrative, news text, kind of text, motivation letter, and other. The student do the demonstrate game to make student learn how to act to tell the meaning for the audience by movement. A lot of activities which support English speaking which related with the role play activities.

²⁵ Jo McDonough and Christopher Shaw, *Material and methods in ELT*(third edition), (John Wiley & sons, 2012),p. 152 .

²⁶ Wulan Nur Eryanti, Rahman, Ruswendi Permana, “Analisis Struktur Dan Nilai Moral Dalam Kumpulan Naskah Drama Kalangkang Urang Karya Arthur S. Nalan”. *Dangiang Sunda Vol.3 No. 2 Agustus 2015*, 1.

The role play strategies which observe by the researcher are focus on the activities that teacher give to improve student speaking skill, based on the example above the researcher can stated several activities that teacher give are include in element of the role play strategies²⁷.

7. Types of speaking

According to Brown and Yule state that spoken communications are essentially 'transactional or interactional'. Transactional language is said to be that which contains factual or propositional information. The language used by the participant is primarily message based.²⁸ So, other expert states, Jerry G, the focus is primarily on the meaning of message when speaking and when the purpose is transactional. For example, imagine explaining how to find your home to new friend or describing your pain to doctor.²⁹

Interaction is also used to establish and maintain social roles. The main types of interaction are the following:

a. Interactional talk

This is to some extent a matter of learning conventional formulae of courtesy; how to greet, take leave, and begin and conversation, apologize, thank and so on.

b. Varied situation, feelings, and relationships.

It is certainly arguable that learners need function in a wide variety of such contexts, and it makes sense to give them opportunities to try using the target language in simulation of at least as selection of them.³⁰

²⁷ Trisno Santoso - Retno Sayekti Wisik Lawu Purbo, *Seni Teater* (Jakarta: Pusat Perbukuan Kementerian Pendidikan Nasional, 2010), 32.

²⁸ Gillian Brown – George Yule, *Teaching The Spoken Language* (Cambridge: University Press, 2001) 13.

²⁹ Jerry G. Gebhard, *teaching english as a foreign or second language(second edition)*, (Ann arbor; the university of michigan press, 2009),p. 170.

³⁰ Penny Ur, *A Coursein Language Teaching* (Cambridge : Combridge University Press, 2012), P. 129.

More detail about the type of speaking, Brown and Yule also examine the various form and language which are most frequently used by speakers of language. There are: Incomplete sentence, very little subordination, very few passive, not many explicit logical connectors (moreover, however), the use generalized vocabulary (thing, nice, stuff, a lot of), repetition of the same syntactic form, the use of pause and fillers (erm, well, uhh, if you see what I mean, and so on)

The other element of speaking is when the person making use word in ordinary voice, uttering words, being able to use language and knowing the meaning, expressing one in words like as making speech. Speaking skill is ability to make use of word or a language to express oneself in ordinary voice. In the big line speaking skill is ability function to express our ideas, feeling, thought, which needs orally to express.

In the theory of speaking by Richard and Rogers stated if there are six component of speaking skill that are normally should be mastered those teachers and students in order to apply and practice speaking. The six component of speaking are: Pronunciation, vocabulary, grammar, accuracy and fluency, and comprehension.³¹

8. Types of activity to promote speaking skill

Jo McDonough and Christopher Shaw state there are some activities which are used in the classroom to promote the development of speaking skill, such as the following:

a. Pre-communicative materials

The pre-communicative materials used guided dialogues as a way of trying to develop oral practice with learners.

b. Communication games

Speaking activities based on games are often a useful way of giving students valuable practice,

³¹ Richards and Rodgers, *Speaking Proficiency and The Componets of Communicatives Competence* (Swain, 2005), Pp. 31.

especially, although by no means exclusively, where younger learners are involved.

c. Simulation/ role play materials

One way of getting student to speak in different social context and to assume varied social roles is to use role play activities in the classroom. Role play materials are often written specifically to get learners to express opinions, to present and defend point of view and to evaluate arguments. Role play involves the learners in formulating an argument to justify an opinion for which there is no one objective way of demonstrating the outcome as right or wrong.³²

The activities that supported the development of speaking has explained before, and to know the appropriate activities. There are types of speaking according to Brown which are we cited them categories of speaking performance assessment tasks. Taxonomy emerges for oral production: Imitative, intensive, responsive, interactive and extensive.

9. Speaking skill in teaching learning process

In language learning, speaking an essential part as the goal of learning a foreign language. Sometimes it seems to be difficult to be practiced. As stated by Oradee who said that in foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill.³³ Therefore, in teaching speaking the teacher should have an interest strategy and enjoy activity to encourage the student to practice the language. Speaking is also an instrument to express message to listener whether the listener understand or not.

³² Jo McDonough and Christopher Shaw, *Material and methods in ELT*(third edition), (John Wiley & sons, 2012), Pp. 162-165.

³³ Thanyalak Oradee, “Developing Speaking Skill Using Three Communicative Activities (Discussion, Problem Solving, And Role Playing) *International Journal Of Social Science And Humanity*. Vol. 2, No. 6, November 2012, 533

Speaking skills can be categorized as good speaking skill when the listener can understand the word produced by the speaker. As the statement by Akhyak and Indramawan said the successful speaking activity has the characteristic as follows.³⁴ The language learners talk too, all the participants of speaking activity get the opportunity to speak, the language learners are highly motivated and have interest in the speaking, and the language produced is at acceptable level.

Speaking has its own pattern and structures that are different from the other skill. Moreover, speaking is also the process building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context. From the theory above the writer can conclude if speaking is a key in communication since it is the basic point for communication. That means, people should has mastery speaking skill to help them in communication, it is why this research do to help the student mastery speaking skill use fun strategies as role play that can implementation in the high practice such as storytelling.

10. Definition of role play

According to Brown role play is a popular pedagogical activity which is used incommunicative language-teaching classes. It makes students to be creative in their linguistic output. A role play is one of the activities of educating which is used in a foreign language classes in order to make student be more creative in their language. Based on the definition above the writer state if role play is the fun activities of teaching learning process, because the student can enjoy their self to use the character what they like to practice speaking. The student has opportunity to choose the character that appropriate with them. This activities is important for build the students' comfortable to practice speaking, if the student

³⁴ Dr. Akhyak, - Anik Indramawan, "Improving The Students' English Speaking Competence Through Storytelling (Study In Pangeran Diponegoro Islamic College (STAI) Of Nganjuk)" *International Journal Of Language And Literataure*, Vol. 1 No. 2, December 2013, 22.

has enjoy their learning the material easily get and understand.³⁵

Snows states that “role plays are form of pair practice that allows students freedom to play, improvise, and create.”³⁶ In this situation the student can practice the real situation although they only act in that situation. For the example, the student pretends to be lawyers and rival in conversation about how to submit of protection of murder case. Other side from Diane, “role plays are very important in teaching learning because they give student an opportunities to practice communicating in different context and social roles, and role-play can be set up as the students’ want or the teachers’ want in the structure way or in less structured way.”³⁷ It means the teaching learning process set up according to the teachers and students’ decision. The character can be choose by teacher or student and the make sure what the situation is, and what the dialogue they have to the student talking about, but the student can improve and set up the dialogue that they said. After the practice the student gets feedback on whether or not they have effectively communicated.

There are a lot of aspects in speaking skill but the writer limit the speaking skill that research in the speaking use for role play. The speaking skill that the writer means as:³⁸ the way to delivered the title, audience control, blocking (How to set the speaker position), how to close the stories and how to use the communicative language.

The other important aspect speaking in role play as bellow, the other aspect in speaking which should mastery in role play not only how the language use but

³⁵ Heather Fr – Steve Ketteridge. (Eds.), *A Handbook For Teaching And Learning In Higher Education* (Taylor And Francis, New York And London: Routledge, 2008), 50.

³⁶ Don Snow, *From Language Learner To Language Teacher*, (Virginia: TESOL, Inc, 2007), P. 112.

³⁷ Diane Larsen-Freeman, *Techniques And Principles In Language Teaching*, (Oxford: Oxford University Press, 2000), P.134.

³⁸ Ombi Romli. “Dasar-Dasar Bermain Drama” *Jendela Sastra*, (www.JendelaSastra.Com, Diakses 8 April 2019)

there are points that should attention as:³⁹ Articulation, intonation, sound types, gesticulation, gesture, characterization, appreciation and expression.

Speaking skill might be divided into several sub-skills, among which is pronunciation, grammar, vocabularies, also fluency. Based on previous study the previous researcher have analyze the sub skill for the oral test, there are six sub skill which use in oral test usually comprise of: 1) grammar, 2) lexis or vocabulary, 3) language use, 4) sociolinguistic context, 5) pronunciation, 6) appropriateness⁴⁰. Personality trait might be barrier to speaking proficiency. There are a lot of student are reluctant to communicate, they scared to make mistake and they also scared cannot finish their utterances.

Brown stated that “personal trait such as self-esteem, inhabitation, risk taking, anxiety, empathy, extroversion, and introversion, each has major contribution to student achievement. He also claimed that no successful cognitive or affective activity can be carried out without some degree of self- esteem, knowledge of yourself, and belief in your capabilities for that activity⁴¹”.

Based on the teachers’ interview result, there are some reason why the teacher use the role play technique to improve student English speaking and student Esteem in English story telling. The writer also agree with the teachers’ statement “ by using role play technique the student feel comfortable to learn, can express their feeling as free as possible, they also free to give and create their own idea”.

The opinion above is supported by Sally who states on the Featherstone and Cummings “imaginative play give children opportunities to explore and represent

³⁹ Candra Dewi . “ Peningkatan Ketrampilan Berbicara Dalam Bermain Drama Melalui Model Pembelajaran Kooperatif Tipe Inside Outside Circle”. *Jurnal Inovasi Pembelajaran*. Vol. 3 No. 2, November 2017, 568

⁴⁰ Bill Genny, Thesis: “ *Relationship Between Self Esteem And Speaking Skill Of SMA Students*” (Manado: Universitas Klabat, 2005), 2.

⁴¹ Brown, *Teaching By Principle : An Interactive Approach To Language Pedagogy*. Second Edition. (New York: Longman, 2001), P. 143-145.

action, roles, relationship, and situation, characters from a variety of sources, narrative and stories.”⁴² There are a lot of techniques to teach speaking but the researcher for many reasons that support some theory choose the role play as the research. For example there are similarities between storytelling and role play as the experts’ theories bellow. The storytelling and role play is similar in the commanding, narrating, and explaining. Narrating is mostly closely associated with storytelling, but three other activities in which storytellers also often engage in the course of telling a story. According the Eric Millers’ state “ when the practicing coach other in storytelling, the practicing tell them that role playing characters, practice with emotional as the what character that they take”⁴³ this support being good story teller and role players.

The most popular way of speaking activities is to use role playing and simulation. This is where students pretend that they are in a different situation, either as themselves or playing the role of someone is quite different. The students who use the role playing technique automatically are using language in order to participate in the activity rather than other way round. Some students feel it very comfortable to use language in a simulated environment, playing the role of someone else. It allows them to experiment freely to be another people⁴⁴.

The role playing has same characteristic in activities with storytelling which not only focus on the aspect speaking skill literacy as grammar, pronunciation, fluency, accuracy and the coherency but also physical aspect as the self confidence. The role playing has standard specification in the activities which cover all the aspect that student need mastery in the speaking skill.

⁴² Sally Featherstones With Anne Cummings, *Roleplay In Early Years*, (London: A & C Black Publisher, 2009),P.6.

⁴³ Eric Miller, “*role playing in story telling*”. *Chenai workshop, December 2013*.

⁴⁴ Anna Kurniawati, Thesis: “*Improving The Self-Confidence In Speaking Practice By Using Role Play Technique For The Eight Grade Students Of SMP Muhammadiyah 3 Yogyakarta*” (Yogyakarta: Universitas Negeri Yogyakarta, 2013), 29.

From this technique, the student can improve their self in the other skill, such as when they perform as public speaking, master of ceremony, orator and the other activities which use speaking skill. From the experience in the role playing the student can learn build their mental to be person who has high self esteem.

B. Review Previous Studies

There are some studies which support this research, the other research which some topics mostly has different result. The researcher reviews of previous study in following bellow as:

The first studies by Muhammad Fikri Nadzif entitled the correlation between extroversion and speaking skill in education department student, (a study at intermediate speaking class of English education department of UIN Walisongo in the academic year of 2014/2015).⁴⁵ The result of his study was stated if the correlation between personality trait (X) and speaking skill (Y) = 0.500. It means that there is enough/fair correlation and the direction is positive. It means if the X value is high, the Y value is also high. Based on the result the correlation is positive. It means that if the students have high score in extroversion, they also have a high score in speaking. On the contrary, if the students have a low score in extroversion, they also have a low score in speaking.

The second study by Intan Jariah the research uses product moment technique to proof the correlation between students' motivation and speaking ability. This research has 40 students as sample, from 320 students as population. The techniques sampling use clustur sampling. The instrument that researcher used is observation and documentation. The data was collect using questionnaire and test. The material for the test is about "agreement and disagreement" from the school syllabus. To know the level of speaking ability the researcher uses inter-rater to score the students' speaking ability. The

⁴⁵ Muhammad Fikri Nadzif, Thesis: "*The Correlation Between Extroversion And Speaking Skill In Education Department Student*" (Semarang: Universitas Negeri Walisongo, 2013), 29.

result of this study was state there is positive correlation between students' motivation and speaking ability.⁴⁶

The third study by Aventura Wilona this research has 29 respondents as the subjects; the researcher uses the Spearman's rank correlation coefficient formula to gather the data. The findings show that there is a moderate correlation between intrinsic motivation and speaking proficiency. Having Intrinsic Motivation in the process of learning a foreign/second language helps people to achieve better speaking proficiency. The result of this study is a distinction between slightly and hardly intrinsically motivated. When someone is slightly intrinsically motivated, some factors that motivate them in learning English comes within them but most likely they are more influenced by extrinsic motivation.⁴⁷

Meanwhile when they are hardly intrinsically motivated there is a big possibility that they rather to be more extrinsically motivated. Moreover, there is a chance that they have no motivation in learning the language at all. Therefore, it can be concluded that the higher intrinsic motivation owned by a learner, the higher speaking proficiency they can accomplish, whereas, the lower intrinsic motivation owned, the lower speaking proficiency they can accomplish. And by following Guilford's Empirical rule, we can see that the degree of correlation is at moderate correlation and it has substantial relationship among each other.

The fourth study by Irmawaty in the title the correlation between students' motivation and speaking skill. This study take sampling use systematic (random sampling) the researcher takes 5 students each class.⁴⁸ The instrument that researcher used in this research is questionnaire and oral test. The questionnaire was gathered the data of students' motivation and the oral test as the instrument for students'

⁴⁶ Intan Jariah, Thesis: "*The Correlation Between Students' Motivation In Learning English And Their Speaking Ability*" (Yogyakarta: Yogyakarta State University, 2014), 29.

⁴⁷ Aventura Wilona, Thesis: "*The Correlation Between Intrinic Motivation And Speaking Proficiency Of The English Department Students*" (Cirebon: IAIN Syekh Nurjati Cirebon, 2012), 31.

⁴⁸ Irmawaty, Thesis: "*The Correlation Between Students' Motivation And Speaking Skill*" (Yogyakarta: Yogyakarta State University, 2014), 29.

speaking skill. The students' motivation measurement divided into five categories; there are very strong, strong, strong average, weak average and weak. Then, the levels of students' speaking skill are divided into very good, good, enough, low and very low. The researcher used statistical product to analyze the data in SPSS. The background of this study becomes the researcher belief of the English teacher filed to give interesting activities and it means contrast with the good syllabus and good lesson plan that the English teacher made. Based on the phenomenon the researcher tries to investigate the correlation between motivation and speaking skill, and how far the motivation can influence the speaking skill.

The fifth study by Septiani Kusumaningsih in the title correlation study between students' motivation and students' self confidence toward speaking ability. This study use quantitative method and for the sample use cluster random sampling, and the data collection technique use questionnaire and test. The questionnaire for the data is motivation and self-confidence and test for the speaking ability. The data analysis technique used simple and multiple linear regressions. The results of the study show that (1) there is a positive correlation between students' motivation and speaking ability because the coefficient of correlation r -obtained is higher than r -table ($0,844 > 0,361$); (2) there is a positive correlation between self-confidence and speaking ability because the coefficient of correlation r -obtained is higher than r -table ($0,984 > 0,361$); (3) there is a positive correlation between students' motivation and self-confidence toward speaking ability because the coefficient of correlation r -obtained is higher than r -table ($0,987 > 0,361$). From the result of the research, it can be concluded that there is positive correlation between students' motivation and self-confidence toward speaking ability. Therefore, students' motivation and self-confidence have contribution in increasing students' speaking ability.⁴⁹

⁴⁹ Septiani Kusumaningsi, Thesis: "*The Correlation Studnets Motivation Anf Students Self Confidecene Toward Speaking Sbility*" (Lampung: Universitas Lampung, 2016), 23.

CHAPTER III

RESEARCH METHOD

This chapter give a detail explanation the component of research method. The components are research design, population and sample, research instrument, data collection techniques and data analysis technique.

A. Research Design

The research uses the quantitative design the reasons for using quantitative because, the result to be achieved in this study has been investigated further whether the implementation of the lesson plan can influence the students' self esteem and speaking skill. That is why; this research uses a correlation technique. As stated by Jack Fraenkel correlation research is the research which is about the relationship between two variables or more, the researcher cannot give change or effect in this research. The correlation design has purpose to find out whether there is correlation between the implementation of lesson plan and students' self esteem to students' speaking skill using role play. Therefore, the data of this study are presented in number and score as this study is quantitative method. The declaration that assessment and analyze using statistic analysis.⁵⁰

The statistic analysis used Spearman's rho correlation because Spearman's rho correlation can be used to test the relationship between the variable research on non-parametric statistic(ordinal scale). This research measured relationship between students' self esteem and speaking skill. The researcher tries to find out the positive or negative relationship both of the variable and how far the relationship is. This research's background is supporting the researcher to do the correlation design; they are about the students' self esteem and students' speaking skill when they learn using role play there is any correlation and to know the relationship of the variable.

⁵⁰ Sugiyono. *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2010),h. 176.

B. Research Variable

This research had two kinds of variable, which namely as dependent variable and independent variable. Dependent variable commonly called as output variable, criteria, and consequences, this variable influenced or as consequence because there is independent variable. Independent variable commonly called stimulus, predictor, and antecedent variable this variable as influence or cause of change in appears of dependent variable. Dependent variable was students' speaking skill and independent variable was students' self – esteem.

C. Setting of Studies

This research has been conducted within second semester of the 2018/2019 academic year from April 2019 at SMP Kyai Hasyim Surabaya. This school located in the Jl. Tenggilis Kauman No. 28, Surabaya. This school has good record of active private school in the Tenggilis. This school also has extracurricular which as tool for their student to improve their talent in this school. There is a lot of kind the extracurricular for the student, one of the extracurricular is English active learning. This extracurricular learn English language and focus to improve speaking skill as the teacher result. For this reason the researcher choose this school as the participant in this research.

Most the student has good respond of learning English Language and the student often joining the storytelling competition, the result of this competition is good for the level private school in Surabaya. But in the last competition the result of the competition is different, for that reason the teacher improve the teaching learning process to increase the student skill. For this reason the researcher choose this school to observe correlation between students' self esteem and speaking skill using role play in extracurricular.

D. Participant

1. Participant

The participants of this research are the students of English extracurricular class of SMP Kyai Hasyim Surabaya. The class had 54 students, consisting of 36 female, and 18 male students. The following is the

population of each class who took in English extracurricular class..

The subject has to representative from the population.⁵¹ As cited from Sugiyono, Isaac and Michael stated formula to count subject with error rate 10%, and take the result 42 students as the participant. The researcher decided the subjects based on the characteristic that suitable for the research. The subject is a member of English extracurricular class, they was joining speech contest it can be story-telling, role play, speech and etc, they was joining English competition that held in school as like independence day, kartini's day, and the other celebration.

The other factor which is support the data in choosing subject based on their gender and age. This following is the general description based on demographic data, namely gender and age.

a. Subjects based on gender

Based on gender of the research subject are grouped into two namely male and female. The following is the distribution of subject based on gender. The male are 9 students and the female are 33 students. These results indicated that the majority of respondents came from female students.

b. Subjects percentage based on age

Based on the age of the research subject, the research categorized the age range 13 years to 15 years old.

The age of the subject is majority from the 14 years old. There are 42 students of SMP Kyai Hasyim Surabaya become subject and the subject 13 years old was 14 students, the 14 years old was 19 students and 15 years old was 9 students. These result indicated the average students is 14 years old.

⁵¹ Sugiyono. *Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif, dan R & D)*, (Bandung: Alfabeta, 2013), h. 118.

The description of sample is show detail in the table bellow to cover the quantity. The sample which is has similar characterization each other supported this data to be valid.

Table 3.1: Detail of Subjects

No.	Classes	The Number of Students
1	VII A	6
2	VII B	6
3	VIII A	12
4	VIII B	8
5	IX A	5
6	IX B	5
Total		42

2. Technique sampling

Sampling is the technique in selecting the sample. Sampling divided into two namely probability sampling and non-probability sampling. In this research, the researcher uses purposive sampling in types of nonprobability sampling. Purposive sampling is the technique with certain consideration;⁵² this is why the researcher uses the purposive sampling because based on the interview result and the factual phenomenon the class which as the delegation of SMP Kyai Hasyim to join the speaking competition comes from secondary of junior high school which member of the extracurricular class. These reasons support the researcher thinks that extracurricular class can give the information accurately and the class can representative. The student in the second year's students on that school can as a compatible subject about the correlation between students' self- esteem and speaking skill.

⁵² Sugiyono. *Statistika untuk penelitian*, (Bandung: Alfabeta, 2012), h. 210.

E. Research Instrument

The research instrument is the general term that researcher uses to help researcher collect the data, measurement device and to make data be valid.⁵³ This research there was two kinds data should be collect and data needs some instrument as tool to make the process in collecting data easier. According to Jack Fraenkel stated most correlation studies involve the administration of some type instruments such as: test, questionnaire, and some observation.⁵⁴ To see the purpose of this research the researcher uses questionnaire and test as the instrument. Questionnaire is a set standard question to measure the dependent variable of students' self esteem. This questionnaire has done by the student of English extracurricular. Test is a tool to measure skill, knowledge, and individual or group ability. Test used to measure the variable of students' speaking skill.

1. Questionnaire for scale of self – esteem

On the scale of self – esteem the researcher uses the scale of self – esteem by Ronsberg. The questionnaire consisting of 30 items, all items to make certain about the level of self – esteem. The following is blueprinting self – esteem scale by Ronsberg.⁵⁵

⁵³ Jhon, Creswell. *Research design*, (LA: SAGE, 2009),p.59.

⁵⁴ Jack Fraenkel. *How To Design And Evaluate Research In Education*, (New York: Mc Graw Hill, 2012),p. 339.

⁵⁵ Ronsberg, M. *Society and the adolescent self – image* (Princeton, NJ: Princeton University Press, 1965), p. 443.

Table 3.2: Blueprint Scale of Self – Esteem By Ronsberg

o	Dimension	Behaviour Indicator	The questionnaire numbers	Total
.	High self-esteem	Responsibility	11, 15, 26	17
		Goal commitment	3, 9	
		Genuineness	21, 23	
		Forgiving	22, 17	
		Internal value	4, 19	
		Positivity	1, 13, 7	
		Self improvement	10, 24, 29	
.	Low self-esteem	Feeling unhappiness	12, 25, 30	13
		Feeling anxiety	8, 14, 28	
		Inferiority	5, 6	
		Impatience	16, 18	
		Negativity	2, 20, 27	
Total				30

2. Speaking test

On the assessing the speaking skill the researcher used the five components by C. Giron Grasia.⁵⁶ The researcher used test as a tool to measure the speaking skill, the test is about the speaking criteria has measured when the students perform role play in front of class. The criteria are vocabulary, control grammar, fluency, confidence, motivation, pronunciation, characterization and use of non-verbal cues (see the APPENDIX 3.1).

From those blueprint of self-esteem and speaking skill the researcher has modified the blueprint to make appropriate with the subject in some aspects such as the material, statement which related on students' experiences, social interaction also the learning style. It because the researchers want take data in detail and valid.

In measuring the instrument that used in this research, the researcher decides it consists of two parts. The first part is about self- esteem which is arranged based on self –esteem scale by Ronsberg. There are two level types as high self – esteem and low self – esteem. The high self esteem has statement which is depending on some characters. There are seven (7) characters which are included in the high self – esteem as responsibility, goal commitment, genuineness, forgiving, internal value, positiviv, and self improvement.

The researcher has modified the statement by Ronsberg more detail and appropriate with academic, such as the statement “ *on the whole, I'm satisfied with myself* ”, the researcher change the statement more detail as “ *I'm satisfied with my ability in English class*”, “ *at times, I'm not good at all*”, the researcher change the statement become “*at times, I think I am not good in practicing English*”, “ *I feel that I have a number of good qualities*”, the researcher change to be “ *I feel that I have a number of good qualities in English*”, From the instrument, the researcher change all the statement become specific on the academic statement which is related with the

⁵⁶ C. Girón- García & C. Llopis-Mo- reno, *Speaking Diagnostic (Role-Play Interaction)*, (Bellaterra Journal of Teaching & Learning Language & Literature) 8, p. 74. 2015.

English class. The researchers also add more items and use similar dimension by Ronsberg.⁵⁷ The original items would contain in the table above which is the researcher has prepare in this chapter.

The third is about students' speaking skill which is arranged by C. Giron Garcia namely rubric speaking in role play interaction.⁵⁸ In this rubrics has some categorization which is need to be measure such as; vocabulary, control of grammar, fluency, confidence, motivation, pronunciation, characterization, and use non-verbal cues. In this rubric just cover the six of categorization include of the language use but there is no criteria of non-verbal use which is need for role play performance. That is why the researcher adapts another rubric to make completely. It was become role play as assessment tool in English as a foreign language by Maria Rojas Encalada.⁵⁹

3. Validity

a. validity of questionnaire

The questionnaire should be valid before the researcher use as the instrument. The validity of the instrument use to measure the instrument is capable to collect the data or no. Based on the Sugiyono stated if the validity refers to extent to which a test measures what actually wish to measure. The previous explanation of the instrument the researcher has explains if the questionnaire has modified it means the expert judgement is needed to make sure the instrument is valid. The expert judgement for this research is validating of the instrument who master in the self – esteem. Based on the expert judgement the instrument was good but it needs to revise the language to make the participant easier to answer the questionnaire.

⁵⁷ Ronsberg, M. *Society and the adolescent self – image* (Princeton, NJ: Princeton University Press, 1965), p. 445.

⁵⁸ C. Girón- García & C. Llopis-Mo- reno, *Speaking Diagnostic (Role-Play Interaction)*, (Bellaterra Journal of Teaching & Learning Language & Literature) 8, p. 74. 2015.

⁵⁹ Maria Rojas, E. “ Role – Play as an Assessment Tool in English as a Foreign Language” *Tecnica de Machala, Ecuador*. Vol. 10 No. 1, Maret 2019, 314.

The expert's judgements of the questionnaire are about language structure and grammar. The researcher has revised the questionnaire based on the expert judgement to be good questionnaire.

The researcher uses SPSS 16 to check the validity of the questionnaire. In the use SPSS the researcher was choose the standard coefficient validity minimum by Azwar. The validity test was conducted in 30 students in extracurricular class. The researcher make sure if the questionnaire is valid before the questionnaire used as instrument to collect the data. Based on the trial of the questionnaire before the researcher uses the standard coefficient validity to choose the valid items form 30 items. The standard coefficient validity is > 0.30 but this standard can be reduced to if the items are not fulfilled.⁶⁰ In this case, the researcher used standard coefficient minimum > 0.30 . The items that have a coefficient < 0.30 should be deleted to make the instrument becomes valid.

Based on the validity using SPSS, self – esteem questionnaire has 19 items that valid from 30 items of the questionnaire. The number of the questionnaire which is valid has standard coefficient > 0.25 are 2, 3, 4, 5, 6, 8, 10, 11, 12, 13, 14, 15, 16, 18, 20, 22, 23, 27, 28. And the number of the questionnaire invalid has < 0.25 are 1, 7, 9, 17, 19, 21, 24, 25, 26, 29, 30. (see APPENDIX 3.2).

Based on the result of validity the researcher uses 19 items of questionnaire as the data to be analyzed. The questionnaire are invalid decide to be deleted because the researcher hinder the saturated data. The other reason the researcher has deleted the invalid questions because 11 questions are already included in 19 questions and covers the dimension of self-esteem.

⁶⁰ Azwar, S. *Reliabilitas dan Validitas*. (Yogyakarta: Sigma Alpha. 1999), 23.

b. validity of test speaking

The second instrument is test of speaking for collect the speaking skill. The validity of the test speaking use expert judgement. Validator of speaking test is the lecture of speaking class that was ask the researcher revise the rubric of speaking skill become rubric speaking skill for role play.

4. Reliability

a. Reliability of questionnaire

The reliable questionnaire is consistent and dependable; the questionnaire should have similar result although in different occasions. The researcher uses SPSS 16.00 to check the alpha number in determine the reliability of the instrument. Reliability is important because it measures consistency, precision, repeatability, and trustworthiness of a research.⁶¹ Reliability is not same as the validity. That means a reliable measurement is measure consistently, but not necessarily what should be measured. In this research, reliability is the extent to which the measurement of a test remains consistent after repeated measurement of the subject and in the same condition. The instruments can reliability if it gives consistent result for the same measurement.

⁶¹ Chakrabarty. *Best split half and maximu reliability*. IOSR Journal of Research and ethod in Education. 2013), 3

The high reliability demonstrates by number reliability coefficient values. A high reliability indicated with r_{xx} is close to 1. In the general the reliability is adequately satisfying if the view $> 0,700$.⁶² To find out the result the researcher uses the SPSS 24.00 program through the cronbach alpha coefficient. Reliability measurement indicators according to Sekaran which divides the level of reliability with the following criteria:

- If alpha or r count:
- a. 0,000 – 0,200 : Very unreliable
 - b. 0,210 – 0,400 : Not reliable
 - c. 0,410 – 0,600 : Pretty reliable
 - d. 0,610 – 0,800 : Reliable
 - e. 0,810 – 1,000 : Very reliable

In this research the result of the reliability considered is above 0,700. The following table is self – esteem using SPSS to check the reliability.

Table 3.3: The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.756	19

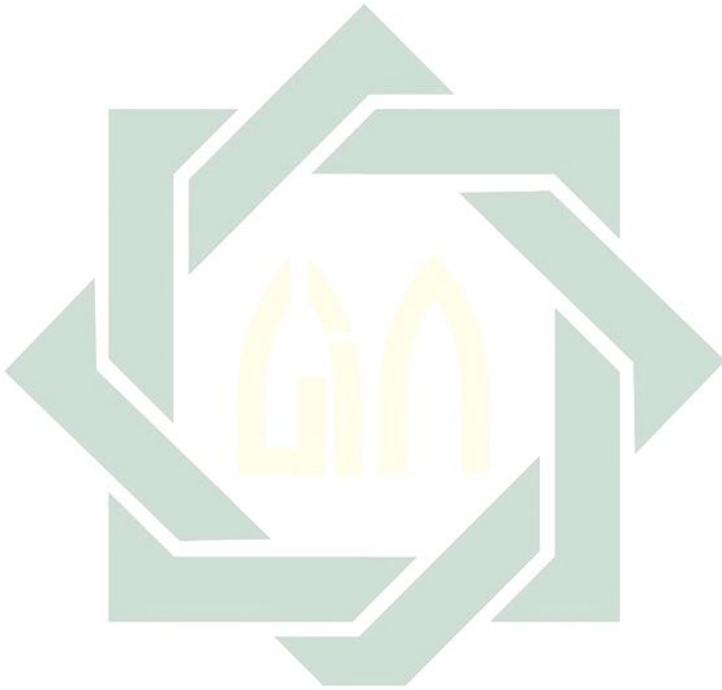
In the table 3.3 show the reliability test result of self – esteem has value is 0,756 it means the instrument is sufficient reliable. The instrument was

⁶² Azwar, S. *Reliabilitas dan Validitas*. (Yogyakarta: Sigma Alpha. 1999) , 25.

reliable as the tool for the collect the data of students' self – esteem.

b. Reliability of speaking test

The reliability of speaking test is used two ratters. First ratter is researcher and second ratter is teacher based on the rubric that has prepared.



F. Data Collection Technique

The data collection techniques that researcher uses in this research is to find out the correlation between students' self esteem and students' speaking skill using role play is test. The questionnaire used to measure the self esteem use Likert scale questionnaire. The test is used to measure the students' speaking skill. The questionnaire which is researcher uses to get data taken from the Rosenberg self-esteem scale. The students were asked to answer the questionnaire sheet; they can answer based on their feeling of self-esteem experienced during the process learning. After the researcher gets the data of self-esteem using questionnaire the researcher collecting the data of speaking skill by test. The researcher takes the data from the test oral as role play assignment because the researcher needs to get score by on-going assignment to support the data more be valid. So, to take students' result of the test the researchers make cooperation with the teachers to support the objectivities of the data.

1. Questionnaire

There are two kinds of data one of data is self esteem data, to measure the data the researcher uses the questionnaire. Questionnaire is a list of questions provided to others who are willing to respond (respondents) as requested by the researcher.⁶³ The data uses to see how much students' self esteem influence their speaking using role play activities. The data was obtained by conducting a form of a questionnaire which consisted of some questions developed by the researcher based on the Ronsberg self-esteem scale.

In the questionnaire, the researcher asks the student to give a mark (X) the Colum which is appropriate with their agreement of the statement. The questionnaire uses a four-point *Likert* scale which respondents indicate how much they agree with each item. The scale 4 (four) indicates that the respondents strongly agree with the statements. The scale 3 (three) indicates if they agree, 2 (two) if they disagree and 1 (one) if they totally disagree with the

⁶³ Riduan, *Dasar-dasar Statistika*, (Bandung: Alfabeta, 2008), p. 52.

statement. The questionnaire was translated in Indonesian to limit misunderstanding from the participant.

This questionnaire has assessment criteria to measure the level self – esteem, the assessment criteria has been shown in the following table which is include the score to measure the questionnaire. The questionnaire has two types of statement they are favorable and unfavorable statement, each statement has different score to analyze the questionnaire. The researcher cover each score in the following table to make clear which is number including in the favorable and unfavorable statement.

In the form of likert scale in the self – esteem has two dimensions for the level of self – esteem which is each dimension has different score. The score in assessing of favorable statement are for the statement strongly agree which has committed 4 score, the number of agree statement are 3, the number of disagree statement are 2, the number of totally disagree are 1. And for the unfavorable statement is opposite score.

The questionnaire has 19 items which is include in the favorable statement are 3, 4, 10, 11, 13, 15, 22, 23. For the unfavorable statement are 2, 5, 6, 8, 12, 14, 16, 18, 20, 27, 28. Based on the validity the researcher uses 19 items are valid they are 2, 3, 4, 5, 6, 8, 10, 11, 12, 13, 14, 15, 16, 18, 20, 22, 23, 27, 28 (see APPENDIX 3.4)

2. Test

The test used to measure the students' speaking skill, the researcher uses the test when the students practice their performance as dialogue, and role play. The researcher does the test cooperating with the teachers to each student the form of the questionnaire use the students' score of speaking specially in oral proficiency.

The researcher decide the student into five group consist five members each group that appropriate with the subject that was give by teacher. The group has performed one by one in front of the other students, and the researcher with the teacher take the score while a group perform their role play using the rubric which is prepare as the instrument. Then the other group has performed after they

finish their performance. The data collecting technique is same with the previous group using a rubric speaking for role play (see APPENDIX 3.5)

G. Data Analysis Technique

The data analysis technique that researcher uses after having the students' questionnaire and data test has been analyzed using Spearman's rho formula in SPSS. The data analysis has gathered to find out the correlation between students' self esteem and student speaking skill. The analysis uses the Spearman's rho because in this correlation the data for all variable from the difference resource they are ordinal and interval data.

The teacher was checking the instrument of self – esteem and speaking skill. The teacher did the validation both of the instrument based on the expert theory. The instrument was checking before distribute to the student. After the data collected, the researcher uses Spearman's rho in SPSS to examine the correlation between students' self-esteem and students' speaking skill. The second instrument was checking by calculating the students' score based on the rubric that was made.

1. Questionnaire

The researcher analyze the questionnaire using some steps, as the first step the researcher collect the questionnaire that has answer by students and put on their score in microsoft excel and use the SPSS program to check the result of each statement to know the value of each number. The questionnaire that has analyzed should be already checked its validity and reliability.

2. Test of speaking skill.

The researcher checks the students' score of their performance in front of class when they practice their dialogue in role play. The researcher pay attention of criteria should be assesst as vocabulary, control of grammar, fluency, confidence, motivation, prononciation, chaacterization, and use of non-verbal cues. After the researcher know all criteria score then the researcher use SPSS to know the correlation between both of the variable.

a. Scoring the students speaking skill

$$N = \frac{\text{the result of students/score}}{\text{maximum score}} \times 100\%$$

b. To know the students score in speaking, the students' product speaking was scored by using the following classification which divided to four classifications as follow:

Table 3.4: The Classification Speaking Score

Score	Criteria
85-100	Exelent
75-84	Proficient
65-74	Adequate
< 55-64	Limited

c. Scoring and classifying students self – esteem

Table 3.5: Scoring and Classifying Self – Esteem

Score	Classification
4	Very high
3	High
2	Low
1	Very low

3. The correlation between students' self – esteem and students' speaking skill.
 - a. The coefficient correlation between student' self – esteem and students' speaking skill:

The researcher find out the correlation between both of variable using SPSS program, the data that has been collected input to the SPSS program namely spearman rank and the result described bellow.

After the researcher get the result on the SPSS program the value of the correlation would match with the level of correlation according to expert. To make researcher analyze easier how strength the correlation it can be seen on the level of correlation.

The interpretation of the value or level correlation according to Hadi cited in Arikunto:

Table3.6: Classification of Level Correlation

r values	Interpretation
0.800 - 1.00	High
0.600 - 0.800	Quite high
0.400 – 0.600	Fairly low
0.200 – 0.400	Low
0.000 – 0.200	Very low (there is no correlation)

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher explains the result of finding in this study about whether there was correlation between students' self-esteem and students' speaking skill through the use of role play. This chapter answer the research question of this research. The finding presents the result of the process of calculating from the data collected through the test. The discussion presents the description and interpretation of the findings and relate to the theories.

A. Findings

To identify whether there was correlation between students' self-esteem and their speaking skill this study administer questionnaire to 42 students. The result indicated there was a significant differences in the score between both of variable it means students self – esteem correlated with students' speaking skill it is positive correlation.

To analyze the data easier the questionnaire uses the likert scale to measure the level of students' self esteem. The statement in this questionnaire is divided into two categories favourable and unfavourable, to know the dimension of the students' self- esteem the researcher used the blueprint scale of self – esteem by Ronsberg.⁶⁴ The score of favourable statement are for the answer Strongly Agree which has committed 4 score, the number Agree statement are 3, the number of disagree statement are 2, the number of totally disagree are 1. And for the unfavourable statement is opposite score. The detail explanation describes below.

1. The result of the self – esteem questionnaire

Before identify whether there is correlation between students' self – esteem and students' speaking skill the result first identify the score of questionnaire in students' self – esteem. Based on the Rosemberg theories the researcher categories the questionnaire become two categories they are high self – esteem and low self – esteem. The researcher explain deeply about the result of the self – esteem questionnaire include about the mean, and standard deviation

⁶⁴ Rosenberg, M. *society and the adolescent self-image*. (NJ: Princenton University press).

of the students' score of the self – esteem questionnaire. The statistic result can be seen in the following table 4.1.

Table 4.1: Categories of Self – Esteem Questionnaire

	Dimension	Behaviour Indicator	The questionnaire numbers	Total
.	High self-esteem	Responsibility	11, 15	8
		Goal commitment	3	
		Genuineness	23	
		Forgiving	22	
		Internal value	4	
		Positivity	13	
		Self improvement	10	
.	Low self-esteem	Feeling unhappiness	12	11
		Feeling anxiety	8, 14, 28	
		Inferiority	5, 6	
		Impatience	16, 18	
		Negativity	2, 20, 27	
Total				19

Based on table 4.1 the self - esteem questionnaire categorized become two dimension they are high self – esteem and low self – esteem. The researcher analyze all items used SPSS program to check frequency of the students’ answer of the self – esteem questionnaire. The result can be seen on the following table.

2. The result of the self – esteem questionnaire

Table 4.2: The Students’ Answer of Self – Esteem Questionnaire

No	Items	SA	A	D	SD
1	Item 2 : At times I think I am not good in practicing English language.	5%	30%	55%	10%
2	Item 3 : I feel that I have a number of good qualities in English.	3%	83%	14%	0%
3	Item 4 : I am able to do things as well as most other people.	24%	57%	19%	0%
4	Item 5: I feel I do not have much to be proud of in English.	0%	21%	55%	24%
5	Item 6: I often feel incompetence in English.	0%	21%	43%	36%
6	Item 8 : I wish I could have more respect for myself in practicing of English language.	5%	38%	43%	14%
7	Item 10: I take a positive attitude toward myself in English.	50%	17%	24%	10%
8	Item 11 : I able to take responsibility for myself in English class.	14%	48%	38%	0%
9	Item 12 : At times I think I am typically unhappy people.	0%	24%	24%	52%

No	Items	SA	A	D	SD
10	Item 13 : I believe in myself can be success with my English ability.	52%	40%	7%	0%
11	Item 14 : I tend to evaluate myself by comparing myself upon other people.	2%	7%	62%	29%
12	Item 15 : I am ready to receive consequences of my fault without complain to myself.	48%	50%	0%	2%
13	Item 16: I am easily angry to anyone who disturb me.	7%	14%	29%	50%
14	Item 18: I am to be impatient when I do mistake.	5%	7%	52%	36%
15	Item 20: I cannot finish anything although I had hard effort.	7%	0%	45%	48%
16	Item 22: I am easily forgiving someone for their mistake.	38%	60%	2%	0%
17	Item 23: At times, I think I am not afraid to know a new friend.	12%	57%	31%	0%
18	Item 27: I keep thinking that the other students are better in English than I am.	0%	29%	71%	0%
19	Item 28: It is embarrassing me to be volunteer answering question in my English class.	0%	10%	74%	16%

Based on the table 4.2 the self – esteem questionnaire showed if the students’ answers mostly choose the positive statement highest than negative statement it means the student of SMP Kyai Hasyim Surabaya has high self – esteem. The detail result of this data explained bellow.

Table 4.3: Mean and Standard Deviation of Self – Esteem Questionnaire

Statistics		
seluruh total nilai sel-esteem		
N	Valid	42
	Missing	0
Mean		3,0326
Median		3,1053
Mode		3,11 ^a
Std. Deviation		,31940
Skewness		-,659
Std. Error of Skewness		,365
Kurtosis		,374
Std. Error of Kurtosis		,717
Minimum		2,16
Maximum		3,58
a. Multiple modes exist. The smallest value is shown		

Table 4.4: Statistic of Self – Esteem Questionnaire Statistics

	N		Mean
	Valid	Missing	
Item 2	42	0	2,69
Item 3	42	0	3,38
Item 4	42	0	3,05
Item 5	42	0	2,98
Item 6	42	0	2,86
Item 8	42	0	2,62
Item 10	42	0	3,24
Item 11	42	0	3,36
Item 12	42	0	2
Item 13	42	0	3,45
Item 14	42	0	2,17
Item 15	42	0	3,45
Item 16	42	0	3,21
Item 18	42	0	3,19
Item 20	42	0	2,38
Item 22	42	0	3,36
Item 23	42	0	3,19
Item 27	42	0	2,71
Item 28	42	0	2,93

Based on the table 4.4 show if the item which is has score higher than the other items they are 13, 15, and 22. The score maximum of the questionnaire it should be 4, but we can see on the table 4.3 the score which closely are item 13 (3, 45), item 15 (3,45) and item 22 (3, 36). The meaning is when the score higher it means the self esteem also high. it can prove with the statement of the number 13, 15, and 22 which

is said *I believe in myself can be success with my English ability, I am ready to receive consequences of my fault without complain to myself, and I am easily forgiving someone for their mistake*. This statement include in the characteristics of high self – esteem. The detail explanation about the high self – esteem can be seen in the chapter II in the theories of the self – esteem.

The three highest of the statement of the self – esteem questionnaire include in the characteristics of the high self – esteem which are item 13 in positivity, item 15 in responsibility, and item 22 in forgiving. It means all the statement which has many chosen by student is included in the high self – esteem it can conclude if based on the questionnaire data the students' self esteem is high.

The detail result of the three highest statements can be seen based on the data statistic which explains bellow. The table 4.5 shows the data of students' answer how many they agree totally agree, disagree, and totally disagree about the statement which shows their level of self – esteem.

Table 4.5: The Students' Answer of Self – Esteem Statement Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	7,1	7,1	7,1
	Agree	17	40,5	40,5	47,6
	Strongly agree	22	52,4	52,4	100,0
	Total	42	100,0	100,0	

Based on the table 4.5 it shows if the students' answer of the self – esteem statement which said *I believe in myself can be success with my English ability* the answer is was chosen disagree 3 students, agree are 17 students, and totally agree are 22 students. it means from the data, the most students has already believe with their English ability it shows if their self – esteem is high. Because one of characteristic which shows self – esteem is high with the positive. One of example from the positivity is the students believe with their self about their ability.

The other statement which has highest score is item 15, the data shows in the following table. The table 4.6 shows detail about the students' answer of self – esteem statement.

Table 4.6: The Students' Answer of Self – Esteem Statement Item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2,4	2,4	2,4
	Agree	21	50,0	50,0	52,4
	Strongly agree	20	47,6	47,6	100,0
	Total	42	100,0	100,0	

based on the table 4.6 it shows if the students' answer of the self – esteem statement which said *I am ready to receive consequences of my fault without complain to myself* the answer is was chosen disagree 1 students, agree are 21 students, and totally agree are 20 students. it means from the data, the most students has already take responsibility about their self and their fault. It shows if their self – esteem is high. Because one of characteristic which shows self – esteem is high with the responsibility. one of example from the responsibility is the students already take responsibility of their self.

The other statement which has highest score is item 22, the data shows in the following table. The table 4.7 shows detail about the students' answer of self – esteem statement.

**Table 4.7: The Students' Answer of Self – Esteem Statement
Item 22
Item 22**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2,4	2,4	2,4
	Agree	25	59,5	59,5	61,9
	Strongly agree	16	38,1	38,1	100,0
	Total	42	100,0	100,0	

Based on the table 4.7 it shows if the students' answer of the self – esteem statement which said *I am easily forgiving someone for their mistake* the answer is was chosen disagree 1 students, agree are 25 students, and totally agree are 16 students. it means from the data, the most students has already easily forgiving someone who hurt them. It shows if their self – esteem is high. because one of characteristic which shows self – esteem is high with the forgiving, one of example from the forgiving is the students easily to forgive someone else who act bad to them.

The other finding can be seen from the lowest score of the statement which rarely choose by the student. The statement which has lowest score is item 12, item 14, and item 20. The score maximum of the questionnaire it should be 4,00 , but we can see on the table 4.3 the score which closely are item 12 (2, 00), item 14 (2,17) and item 20 (2,38). The meaning is when the score lowest in the unfavourable statements it means the self esteem is high, because in the unfavourable statements show the low self – esteem characteristic if the students answer in the low score it prove their self – esteem is high.

The result can prove with the statement of the number 12, 14, and 20 which is said at *times I think I am typically unhappy people, I tend evaluate myself by comparing myself upon other people, and I cannot finish anything although I had hard effort*. This statement include in the characteristics of low self – esteem. The detail explanation about the low self – esteem can be seen in the chapter II in the theories of the self – esteem.

The three lowest of the statement of the self – esteem questionnaire include in the some characteristics of the low self – esteem which are item 12 in feeling unhappiness, item 14 in feeling anxiety, and

item 20 in negativy. it means all the statement which has many chosen in lowest score by student is included in the low self – esteem it can conclude if based on the questionnaire data the students’ self esteem is high.

The detail result of the three lowest statements can be seen based on the data statistic which explains bellow. The table 4.8 show the data of students’ answer how many they agree, totally agree, disagree, and totally disagree about the statement which shows their level of self – esteem.

Table 4.8: The Students’ Answer of Self – Esteem Statement Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	22	52,4	52,4	76,2
	Agree	10	23,8	23,8	23,8
	Strongly agree	10	23,8	23,8	100,0
	Total	42	100,0	100,0	

Based on the table 4.8 it shows if the students’ answer of the self – esteem statement which said *at times I think I am typically unhappy people*. The answer is chosen disagree 22 students, agree are 10 students, and totally agree are 10 students. it means from the data, the most students does not think if they are typically unhappy people it shows if their self – esteem is high. Because one of characteristic which shows self – esteem is low with the feeling unhappiness and they do not have that feeling.

The other statement which has lowest score is item 14, the data shows in the following table. The table 4.9 shows detail about the students’ answer of self – esteem statement.

Table 4.9: The Students' Answer of Self – Esteem Statement Item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	28,6	28,6	9,5
	Disagree	26	61,9	61,9	71,4
	Agree	3	7,1	7,1	2,4
	Strongly agree	1	2,4	2,4	100,0
	Total	42	100,0	100,0	

Based on the table 4.9 it shows if the students' answer of the self – esteem statement which said *I tend to evaluate myself by comparing myself upon other people*. The answer was chosen totally disagree 12 students, disagree are 26 students, agree are 3 students and totally agree is 1 student. it means from the data, the most students totally disagree with the statement that said to evaluate our self should by comparing with the other. it shows if their self – esteem is high. Because one of characteristic which shows self – esteem is low with the feeling anxiety and the student not feeling anxiety.

The other statement which has lowest score is item 20, the data shows in the following table. The table 4.10 shows detail about the student's answer of self – esteem statement.

Table 4.10: The Students' Answer of Self – Esteem Statement Item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	20	47,6	47,6	54,8
	Disagree	19	45,2	45,2	45,2
	Agree	3	7,1	7,1	100,0
	Total	42	100,0	100,0	

Based on the table 4.10 it shows if the students' answer of the self – esteem statement which said *I cannot finish anything although I*

had hard effort. The answer was chosen totally disagree 20 students, disagree are 19 students, and agree are 3 students. It means from the data, the most students totally disagree with the statement that said they cannot finish anything although they had hard effort. it shows if their self – esteem is high. because one of characteristic which shows self – esteem is low with negativity. Based on the data the student has negativity in the lowest score it means they have positive on their self, and positive is one of characteristic of high self – esteem.

Based on the data which has explained before the researcher has been proved the level of students' self – esteem at SMP Kyai Hasyim Surabaya who joins in the extracurricular class was high self – esteem. After researcher gives detail explanation of the students' self – esteem then the researcher explain the students' speaking skill. The explanation will describe bellow.

3. **The result of the students' speaking score**

For the students' speaking, the researcher also analyzed 42 students who join in the extracurricular class. The students' score was analyzed by collecting their performance score when they practiced role play in front of class.

Before the researcher classification the students' speaking skill the researcher uses this formula to score the students' speaking skill as like:

$$N = \frac{\text{the result of students/score}}{\text{maximum score}} \times 100,$$

Based on the rubric has 32 of highest score it should change to be 100 score to fill full the classification of speaking skill by expert. Here the process to measure the students' speaking skills score.

$$N = \frac{28}{32} \times 100 = 88. \text{ (example from appendix 4.11)}$$

From the example above the researcher calculate the data from the total score that students get from each criteria based on speaking rubric. The criteria are vocabulary, control of grammar, fluency, confidence, motivation, pronunciation, characterization, and use of non-verbal cues. from the example 4.1 the total students score is 28 and then divide with total criteria score (32) then multiple with 100 to get scorei per-hundred. all the data can be seen in the (APPENDIX 4.11).

After the researcher calculated the score, the students' speaking score can be classification in the appropriate criteria. This research has four criteria for speaking skill, they are: Excellent, proficient, adequate, and limited. Here the result of descriptive statistics of students' speaking can be seen below:

Table 4.12: The Level of Criteria Speaking Score

o	Score	Criteria
	85-100	Excellent
	75-84	Proficient
	65-74	Adequate
	< 55-64	Limited

To make analyze easier the researcher addopt the classification of the level speaking skill from the previous study by AR Ningsih in the title “ The Effectiveness Of Talking Chips Towards Students' Speaking Ability ”.⁶⁵ and the data of students speaking skill as in the explanation bellow.

⁶⁵ AR Ningsih Thesis: “ *The Effectiveness Of Talking Chips Towards Students' Speaking Ability*”. Uneversity: IAIN Tulungagung, 2016.

Table 4.13: Frequency of Speaking Score

Frequency		
Valid	56	1
	63	2
	66	4
	69	2
	75	9
	78	7
	81	9
	84	6
	88	2
	Total	42

The researcher uses the SPSS program to check the frequencies of the speaking skill and the data can be seen in the table 4.12. Based on the data on the table 4.12, the researcher uses the table 4.11 to divide the level of student speaking skill into 4 level criteria, they are Excellent, proficient, adequate, and limited. Based on the table 4.12, the result is 3 students in limited, 6 students in adequate, 31 students in the proficient and 2 students in the excellent. (The all students' score can be seen in the APPENDIX 4.11).

The mean is the average value of the data which is used to add up all the numbers. Mean score can be determined by dividing the quantity of data by the amount of data⁶⁶. Some experts state if mean is a statistic because mean able show if data on the revolution data.

In this research, the students speaking score obtained using a formula in the previous chapter by the expert to show the mean of the students' score. The function of mean in this research is to make easier the researcher analyze the data, and using mean the researcher can know the score that represents the students' score of English extracurricular class.

⁶⁶ Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2013), 16.

The analysis of the mean score of students' speaking skill using role-play showed that the students' speaking skill of English extracurricular class was proficient which is need to enhance.

In the previous chapter, the researcher explained if this research uses a questionnaire and test. The questionnaire and test were given to 42 students who join in English extracurricular class. Before the questionnaire used to 42 students as the subject, the researcher validated an instrument to 30 students in English extracurricular class. The data were collected on Monday, 5th of August 2019.

4. Correlation between students' self – esteem and students' speaking skill

To answer the research question, the researcher uses Spearman's rho in SPSS to find the findings. The findings of this research are described below. The alternative hypothesis in this research are (Ha) which state there is a correlation between students' self esteem and students' speaking skill through the use of role play, and (Ho) which states there is no correlation between students' self- esteem and students' speaking skill through the use of role play. To make sure whether any correlation both of the variables this research obtained by calculating the correlation coefficient. The analysis technique used is Spearman's rho correlation in SPSS. The result of analyzing variables is shown in the following table.

Table 4.14: The Result of The Correlation Spearman's Correlations

			selfesteem	speaking skill
Spearman's rho	Selfesteem	Correlation Coefficient	1,000	,548**
		Sig. (2-tailed)	.	,000
		N	42	42
	Speaking skill	Correlation Coefficient	,548**	1,000
		Sig. (2-tailed)	,000	.
		N	42	42
**. Correlation is significant at the 0.01 level (2-tailed).				

Based on table, it shows the value of Spearman rho correlation was 0.548. It means the correlation is including in fairly low correlation. Based on classification correlation by the expert. This result shows the alternative hypothesis (H_a) is accepted and (H_o) is rejected. It has concluded if there is a correlation between students' self esteem and students' speaking skill through the use of role play.

The other result can be interpreted is about the correlation types, based on the correlation coefficient data is including in positive correlation. The Positive correlation is the correlation when one variable increases and the others also increase.⁶⁷ It means there is the relationship between students' self esteem and students' speaking skill trough the use of role play, the speaking skill expertly the students' self esteem also higher.

Table 4.15: Classification of level correlation

r values	Interpretation
0.800 - 1.00	High
0.600 - 0.800	Quite high
0.400 – 0.600	Fairly low
0.200 – 0.400	Low
0.000 – 0.200	Very low (there is no correlation)

Based on the data above, the researcher concluded that the level correlation between students' self esteem and students' speaking skill through the use of role play was fairly low with the $R_{xy} = 0.548$; it means that there was a positive correlation between students' self esteem and students' speaking skill through the use of role play at SMP Kyai Hasyim Surabaya.

⁶⁷ Juli, Pallant. *SPSS Survival Manual*. (Philaepphia: Open University Press, 2001), 115.

B. Discussion

This part explains the finding by analyzing and reflecting of the previous study to get detail explanation toward the findings. This part the researcher focuses on the correlation between students' self esteem and students' speaking skill through the use of role play.

1. The correlation between students' self esteem and students' speaking skill through the use of role play.

This part explains the correlation between students' self esteem and students' speaking skill through the use of role play in English extracurricular class at SMP Kyai Hasyim Surabaya. Before the researcher explains detail the analysis using Spearman's rho in SPSS.

Based on the other result especially of Spearman's rho correlation analysis, it was found there is significance a relationship between students' self esteem and student speaking skill through the use of role play of English extracurricular class at SMP Kyai Hasyim Surabaya. The result of the data correlation coefficient is 0.548 it means the correlation is including in fairly low correlation. It may be some factors that affect the students' speaking skill when they practice their speaking test in performs the role play in front of class. The implementation of the lesson plan is purpose to build the students' speaking is include the factors that affect students' speaking skill.⁶⁸

The students who always do the assignment of the teaching learning process are easier to practice their dialogue in their performance. It is because the students need the stimulation activities or pre-activities as the preparation before they perform in the role play.⁶⁹ This factor was connected with the theories by the expert of

⁶⁸ Gillian Brown – George Yule, *Teaching The Spoken Language* (Cambridge: University Press, 2001) 13.

⁶⁹ Candra Dewi . “ Peningkatan Ketrampilan Berbicara Dalam Bermain Drama Melalui Model Pembelajaran Kooperatif Tipe Inside Outside Circle” . *Jurnal Inovasi Pembelajaran*. Vol. 3 No. 2, November 2017, 568.

self – esteem. The expert stated if experience can build and low the self esteem. In this case, the students who finished the assignment that the teacher gives in the teaching learning process are easier to practice their dialogue. Because they have experience to finish similar activities it means they get confidence to practice the dialogue. This case includes in the one of perception of self – esteem namely self – esteem performance.⁷⁰

The self – esteem also gives an effect on the students' thinking process, emotion, feeling and choice. Based on the previous studies stated if self – esteem influence of students' speaking performance, it can see how the students' manage their self in front of the class. For this research, the students' self – esteem is including on the types level self – esteem namely task self – esteem. The task self – esteem has a relation with the evaluation self makes of particular situations. Furthermore, in this case the research uses the English subject to measure the students' self – esteem and to know whether correlation with students' speaking skill.

Based on the result of the correlation coefficient, it is concluded that the relationship is a positive correlation. It showed that there was a directional relationship which has meaning that the more the students' self – esteem is high the students' speaking skill also proficient in practicing the dialogue of role play.

The result of this finding stated if H_0 was rejected there was a correlation between students' self esteem and students' speaking skill of English extracurricular class at SMP Kyai Hasyim Surabaya. It has the same result with the previous studies by Muhammad Fikri Nadzif entitled the correlation between extroversion and speaking skill in education department student, (a study at intermediate speaking class of English education department of UIN Walisongo in the academic year of 2014/2015). In these

⁷⁰ Asyharika, Thesis : “ *Peningkatan Harga Diri Dengan Layanan Konseling Kelompok Pada Siswa Kelas VII Di SMP Negeri 26 Bandar Lampung*”. (Lampung: Universitas Lampung, 2016), 22.

previous studies, the researcher also finds the significance correlation (0.500) was enough in the relationship between extroversion and speaking skill.⁷¹

The second studies that support this research were conducted by Intan Jariah in the title the correlation between students' motivation in learning English and their speaking ability.⁷² The researcher uses the observation and documentation as the instrument. The similar factors which the previous researcher did to collect the data are using the school syllabus but for this research use the implementation of the lesson plan by the teacher. The result of the previous research also states there is a positive correlation between students' motivation and speaking ability.

The third studies were conducted by Aventura Wilona in the title the correlation between intrinsic motivation and speaking proficiency of the English department students. The result of this studies stated Having Intrinsic Motivation in the process of learning a foreign/second language helps people to achieve better speaking proficiency. When someone is slightly intrinsically motivated, some factors that motivate them in learning English comes within them but most likely they are more influenced by extrinsic motivation. This research shows if the psychological factors give effect to the output of the self individual. This result is to support the research to analyze the correlation between self- esteem and speaking skill.

The fourth previous study by Irmawaty in the title the correlation between students' motivation and speaking skill. In this study the previous researcher investigates the correlation between motivation and speaking skill and how far the motivation can influence the speaking skill.

⁷¹ M. Fikri Nadzif, Thesis : *the correlation between extroversion and speaking skill in education department student of UIN Walisongo* . (Semarang: Universitas Islam Negeri Walisongo, 2015), 28.

⁷² Intan Jariah, thesis: "*correlation between students' motivation in learning English and their speaking ability*", (Gorontalo: Universitas gorontalo, 2013), p. 10.

These studies support the result of the research about the self – esteem and the speaking skill use questionnaire and the oral test as the instrument in data collecting techniques.

The last studies that related to this research comes from by Septiani Kusumaningsih in the title correlation study between students' motivation and students' self confidence toward speaking ability. The results of the study show that (1) there is a positive correlation between students' motivation and speaking ability (2) there is a positive correlation between self-confidence and speaking ability (3) there is a positive correlation between students' motivation and self-confidence toward speaking ability.

To sum up the all previous studies and this research the researcher determine if the psychological term such as confident, motivation, anxiety, engagement, self – efficacy and self – esteem there is the part which is taking part in the influence of the output self – development whether dominand or not. The difference of this research from the previous studies has becomes the implementation of a lesson plan which is supporting with role play activities as the final assignment to measure speaking skill. The part of role play is including social psychology which is a need in the performance of the role play.

Based on M. Abdel Ahmed self – esteem is a central construct in developmental, personality, and social psychology. Self esteem also refers to individuals 'perception or subjective appraisal of one own self-worth, one's feeling of respect, and self confidence and the extent to which the individual hold positive or negative views about self.⁷³ Students' self – esteem in the class take a big part to help the students practice their speaking in front of the class. Because students who have high self – esteem not worried to make mistake when they try to speak, they just know how to be able to speak up do not mind about the mistake that they made when they practice.

⁷³ Ahmed M Abdel, "Introduction To The Psychology Of Self-Esteem". Alexandria University, October 2016.

Self – esteem consists of two types they are high self – esteem and low self- esteem.⁷⁴ The low self – esteem has pillars which are building the low self- esteem as like: Feeling of unhappiness, 2. Feeling of anxiety, 3. Feeling of inferiority or superiority, 4. impatience or irritation with self of others, 5. Externally oriented goals, 6. Negativity.⁷⁵ Based on the data of the questionnaire the student who has low self – esteem is shown the characteristic of feeling anxiety and negativity. The students who have high self – esteem dominant show all the characteristic of the high self – esteem.

The important of students’ self – esteem for the speaking skill is they can manage their self when they get the problem on their performance. The example when they practice the dialogue but they suddenly forget they dialogue they can to solve that problem spontaneity without confusion or panic to finish their dialogue.

This research also found out the speaking activities which is train the students’ self esteem as like:⁷⁶ the students make conversation in every meeting in a different theme. Based on the lesson plan that was implemented by the teacher some activities support the students’ self – esteem. The students have to interact with the other students and practice their assignment it is exercising the students’ confidence and it was included in the factor of self esteem.

The other finding of this research is classification level of self- esteem also from the age of the students. The subject of this research was transition period from 13 to 15 years old. The age 14 years has a higher self – esteem than the age 13 and 15 years old. The percentage of subject 13 years was 33,3%, 14 years was 45,3% and 15

⁷⁴ Jonathon D Brown, *From The Top Down: Self-Esteem And Self-Evaluation* (USA: University Of Washington, 2001), P. 616.

⁷⁵ Monica A Frank, “ The Pillars Of The Self Concept: Self- Esteem And Self- Efficacy” *Exel At Life*, (www.excelatlife.com, accessed On Agust 19, 2019)

⁷⁶ Wulan Nur Eryanti, Rahman, Ruswendi Permana, “Analisis Struktur Dan Nilai Moral Dalam Kumpulan Naskah Drama Kalangkang Urang Karya Arthur S. Nalan”. *Dangiang Sunda* Vol.3 No. 2 Agustus 2015, 1.

years was 21,4%. These result indicated the average students are 14 years old is higher self – esteem than the other. The teacher beliefs the value of the percentage of age higher in the 14 years old because the school common send delegation to join the competition from the second years in SMP Kyai Hasyim Surabaya it is why the experience of eight grade of SMP Kyai Hasyim Surabaya a lot than the other grade.

Based on the researcher observed the activities that the teacher used in teaching learning is interactional. According to Brown the interactional has some types such as:⁷⁷ Interactional talk and varied situation, feelings, and relationships. This implementation of the lesson plans by the English teacher uses both of the types of interactional the students it shows with the activities that were designed. The activities are how to greet, take leave, and begin and conversation, apologize, thank and so on.

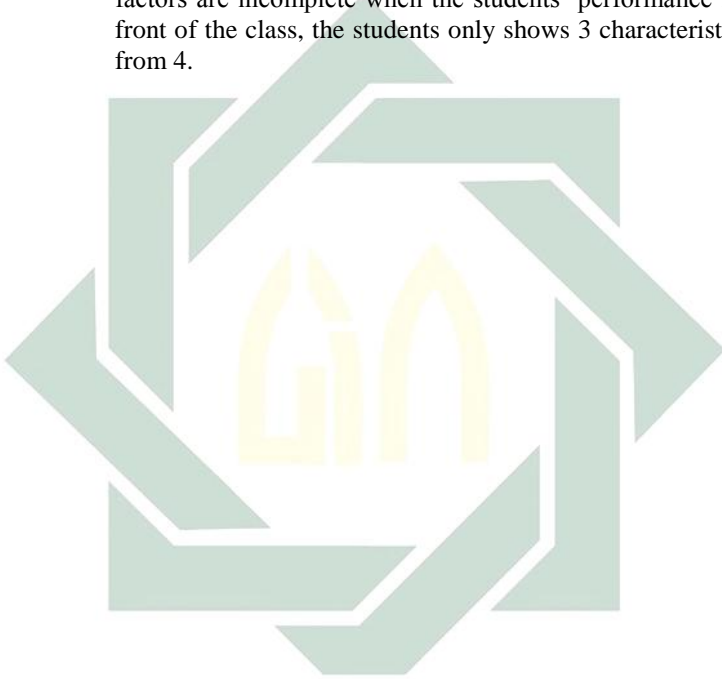
The assessment of the speaking also uses the component by Richard and Roger which includes six components are: pronunciation, vocabulary, grammar, accuracy and fluency, and comprehension. The other criteria were adjusted to complete the scoring speaking for role play they are characterization and use of non-verbal cues.

Jo McDonough and Christopher Shaw states there are some activities which are used in the classroom to promote the development of speaking skill, which are: pre-communicative materials, communication games, and role play material. This research uses one of the activities to promote speaking skill it was the role play material. The speaking activities that appropriate with the theories by the Brown on the speaking performance assessment tasks are interactive.

The characteristic of activities is successful in this research shows as; all the participant of speaking activity get the opportunity to speak, and the language learners are

⁷⁷ Gillian Brown – George Yule, *Teaching The Spoken Language* (Cambridge: University Press, 2001) 13.

highly motivated and have an interest in the speaking. These factors do not fill full as the theories of Akhyak and Idramawan, this research complete 3 of the characteristic from 4 characteristics of successful speaking. The researcher takes conclusion one of factors that the effect of coefficient correlation is fairly weak, because all the factors are incomplete when the students' performance in front of the class, the students only shows 3 characteristic from 4.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains about the conclusion based on the finding and discussion that explained in the previous chapter. Furthermore, the researcher also gives some suggestion which is needed.

A. Conclusion

The conclusion of this research is there a positive correlation between students' self – esteem and students' speaking skill through the use of role play in implementation of lesson plan. The result of the Pearson product moment correlation showed that person correlation = 0,548 and Sig. (2-tailed) = 0,000. The result showed $r = 0,548$ higher than 0,25. It means, if the students' self – esteem is high the students' speaking skill also high. That result indicates that there is correlation both of variable but fairly correlation between them. It is because of some factors that affect the implementation of the lesson plan through the use of role play as the activities. The factors that affect the students' self – esteem in practicing speaking skill through role play in front of class is their belief on finished the action. They still have doubt in their process when they are role played when they in front of class. It is because they have little nervous although they can resolve their self.

B. Suggestion

Based on the conclusion, the researcher gives some suggestions as follows:

1. To students

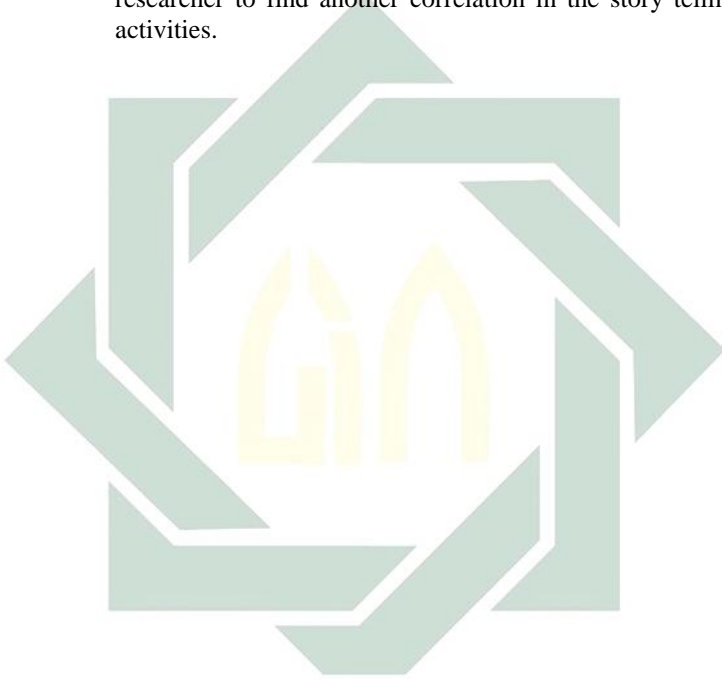
The students should understand their level self – esteem to help their speaking skill. Because in the understanding of self – esteem make easier to find the best way to solve their problem in speaking.

2. To English teachers

The teachers should provide a positive activity which is build the students' self – esteem to be better when they should practice the other assignment. The teacher also considers of the activities which is improve the speaking skill and self – esteem.

3. To the next research

This research focuses on role play activities. On the process of this research the researcher find the other activities which is make the student show their self – esteem directly without preparation before. The activity is story telling it is become the suggestion for the next researcher to find another correlation in the story telling activities.



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