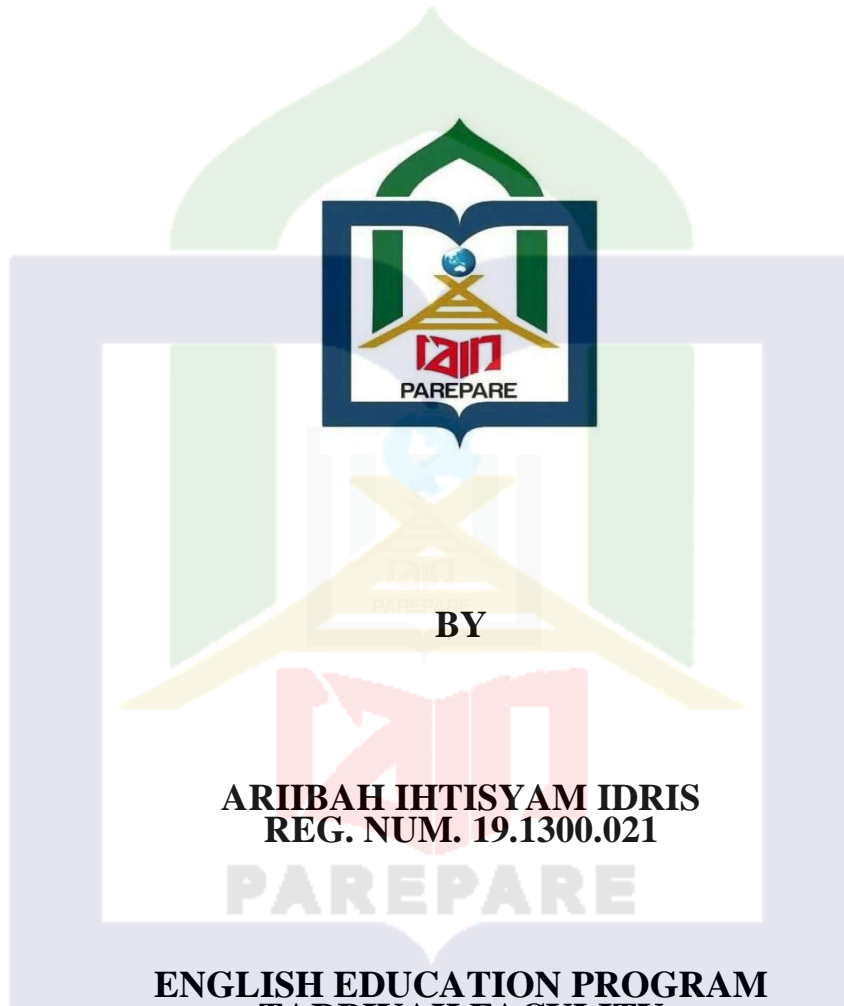


**A THESIS**

**AN ANALYSIS OF STUDENTS' SELF – ESTEEM IN SPEAKING  
SKILL AT THE FIFTH SEMESTER OF ENGLISH  
EDUCATION PROGRAM IAIN PAREPARE**



**BY**

**ARIIBAH IHTISYAM IDRIS  
REG. NUM. 19.1300.021**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2024**

**A THESIS**

**AN ANALYSIS OF STUDENTS' SELF – ESTEEM IN SPEAKING  
SKILL AT THE FIFTH SEMESTER OF ENGLISH  
EDUCATION PROGRAM IAIN PAREPARE**



**BY**

**ARIIBAH IHTISYAM IDRIS  
REG. NUM. 19.1300.021**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of  
Parepare in Partial Fulfillment of the Requirement  
for the Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2024**

### SUPERVISORY COMMISSION APPROVAL

Thesis Title : An analysis of Students' Self-Esteem in Speaking at the Fifth Semester of English Education Program IAIN Parepare

Student Name : Ariibah Ihtisyam Idris

Student Reg. Number : 19.1300.021

Study Program : English Education

Faculty : Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty Tarbiyah Decree Number: 3784 Year 2022

Approved By:

Principal Supervisor : Dr.Arqam, M.Pd.

NIP : 197403292002121001

Co-Advisor : Kalsum, M.Pd.

NIP : 198609262023212030

(*Handwritten signature of Dr. Arqam*)  
(*Handwritten signature of Kalsum*)

Knowing:  
Dean of the Faculty of Tarbiyah

*(Handwritten signature of Dr. Zulfah)*

Dr. Zulfah, M.Pd.  
NIP. 19830420 200801 2 010



## APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : An analysis of Students' Self-Esteem in Speaking at the Fifth Semester of English Education Program IAIN Parepare

Student Name : Ariibah Ihtisyam Idris

Student Reg. Number : 19.1300.021

Study Program : English Education

Faculty : Tarbiyah

Basis for Assigning Examiners : B.359/In.39/FTAR.01/PP.00.9/01/2024

Date of Graduation : January, 25<sup>th</sup> 2024

Approved By:

Dr. Arqam, M.Pd.

(Chair)

Kalsum, M.Pd.

(Secretary)

Dr. Zulfah, M.Pd.

(Member)

Hj. Nurhamdah, S.Ag., M.Pd.

(Member)

Knowing:

✓ Dean of the Faculty of Tarbiyah



Dr. Zulfah, M.Pd.

NIP. 19830420 200801 2 010

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَبِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ  
سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ.

First of all, the researcher would like to express her best regard to the God Allah swt. The lord of this world, the master of judgement day and the best creature in this universe, who has been giving her beautiful and happy life, long life and healthy conditions. So, she can finish this study well. Secondly, the researcher present her *shalawat and salam* to our prophet Muhammad saw. As the king of the great kingdom namely Islam religion. Then brought the human from uneducational person to be educational person.

From the deepest of heart, the researcher say a great obliged to her beloved parents Idris Muttalib and Gustiwati who always do their best for their daughter, always pray to the God for researcher's good and healthy life and gave her immensity love since she was born, today and for lasting time.

Third, the researcher also would like to adress her thank and great gratitude to Dr. Arqam, M.Pd, as the first consultant and Kalsum, M.Pd, as the second consultant, who has give consultation with full of patience, help and guidance as valuable advice during developing this thesis. May Allah swt respond to their kindness much better.

Unforgettably, the writer allows to express a lot of thanks to :

1. Rector of State Islamic Institute (IAIN) Parepare, Prof. Dr. Hannani, M.Ag
2. Dr. Zulfah, M.Pd, as Dean of Tarbiyah Faculty IAIN Parepare
3. Kalsum, M.Pd. as the chairman of English Program for their kind and support management.
4. The lectures and the staffs of State Islamic Institute for their guidance during the years of his study.
5. Her beloved friend, Awal Wahyuddin who always helped and accompanied the writer throughout the journey of the thesis and being the best support system with his positive encouragement that made this journey significantly more manageable.
6. Her classmates since study in English Program of State Islamic Institute of Parepare that can't be mentioned one by one. And the last to all of her friends that help her directly and indirectly way.

Finally, the researcher realized that this thesis is still has any weakness and still far from being perfect. Therefore, the researcher would highly appreciate all constructive suggestion and criticism.

Parepare, January 18<sup>th</sup>, 2024 M  
06 Rajab 1445 H

The Researcher,



Ariibah Ihtisyam Idris  
Reg. Num. 19.1300.021

## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : Ariibah Ihtisyam Idris  
Reg. Number : 19.1300.021  
Place and Date of Birth : Makassar, April 28<sup>th</sup> 2001  
Study Program : English Education  
Facultiy : Tarbiyah  
State that the Skripsi Entitled : An Analysis of Stdents' Self-Esteem In Speaking Skill At The Fifth Semester of English Education Program IAIN Parepare

This thesis was her own research, gathered and utulized especially to fulfill the purpose and objective of this research, it has not been previously submitted to any other university for a higher degree. She also declares that the publications cited of this research have been personally consulted.

Parepare, January 18<sup>th</sup>, 2024 M  
06 Rajab 1445 H

The Writer,



Ariibah Ihtisyam Idris  
Reg. Num. 19.1300.021

## ABSTRACT

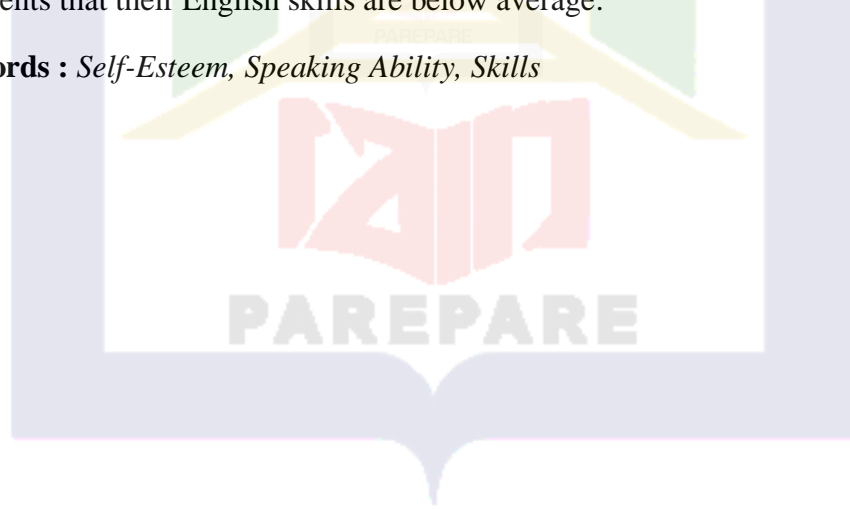
Ariibah Ihtisyam Idris. *An Analysis of Students' Self-Esteem In Speaking Skill At The Fifth Semester of English Education Program IAIN Parepare* (Supervised by Arqam and Kalsum).

Self-esteem is important in non-linguistic aspect in language learning because with self-esteem, we can be able to checking up on ourselves whether we have high self-esteem or low self-esteem when speaking. With knowing the self-esteem first when performing speaking can be stimulus the achievement of students when speaking. This research aimed to know how is the students' self-esteem in speaking at the fifth semester of English Education program IAIN Parepare.

This research used a quantitative method by using descriptive design to get the data. The population in this reserach is all of the fifth semester students of English Education Program IAIN Parepare with total number 59 (Fifty nine) students. The researcher applied total sampling technique in which all of the population be the sample. The data were obtained through giving questionnaire.

This research finding showed that the students's self-esteem in speaking skills at the Fifth Semester of English Educations Program IAIN Parepare was low self-esteem. with the mean score 54,95. It showed that the majority of the students worry that their friends do not understand or appreciate their language skills. Challenges like ineffective teaching methods and feeling unsure in English lessons add to the complexity. There was also a fear of being judged by classmates. Also, the students' parents showed lack of interest their children in English achievements, and the belief of students that their English skills are below average.

**Keywords :** *Self-Esteem, Speaking Ability, Skills*





## TABLE OF CONTENT

COVER .....	i
PAGE OF TITLE .....	ii
SUPERVISORY COMMISSION APPROVAL.....	iii
APPROVAL OF THE EXAMINING COMMISSION .....	iv
ACKNOWLEDGMENTS.....	v
DECLARATION OF AUTHENTICITY OF THESIS .....	vii
ABSTRACT .....	viii
TABLE OF CONTENT .....	ix
LIST OF TABLES .....	xi
LIST OF APPENDICES .....	xii
CHAPTER I INTRODUCTION .....	1
A. Background .....	1
B. Research Question.....	3
C. Objective of the Research .....	3
D. Significance of the Research.....	4
CHAPTER II REVIEW OF RELATED LITERATURE .....	5
A. Some Previous Findings.....	5
B. Some Pertinent Ideas.....	7
C. Conceptual Framework.....	23
D. Operational Definitions.....	23
CHAPTER III METHODOLOGY OF THE RESEARCH.....	25
A. Research Design.....	25
B. Research Location and Time.....	25
C. Population and Sample.....	28
D. Intrument of Research.....	26
E. Process of Collecting Data .....	26
F. Technique of Data Analysis .....	27
CHAPTER IV FINDINGS AND DISCUSSION .....	29
A. Findings.....	29
B. Discussion .....	43

CHAPTER V CLOSING .....	53
A. Conclusion.....	53
B. Suggestion.....	53
BIBLIOGRAPHY .....	I
APPENDICES.....	IV
CURRICULUM VITAE .....	XXIX



## LIST OF TABLE

Tabel Number	Name of Table	Pages
3.1	Classifications of Self – Esteem	27
4.1	The Percentage of Statement 1 High Self-Esteem	30
4.2	The Percentage of Statement 2 High Self-Esteem	31
4.3	The Percentage of Statement 3 High Self-Esteem	31
4.4	The Percentage of Statement 4 High Self-Esteem	32
4.5	The Percentage of Statement 5 High Self-Esteem	32
4.6	The Percentage of Statement 6 High Self-Esteem	33
4.7	The Percentage of Statement 7 High Self-Esteem	34
4.8	The Percentage of Statement 8 High Self-Esteem	34
4.9	The Percentage of Statement 1 Low Self-Esteem	35
4.10	The Percentage of Statement 2 Low Self-Esteem	36
4.11	The Percentage of Statement 3 Low Self-Esteem	37
4.12	The Percentage of Statement 4 Low Self-Esteem	37
4.13	The Percentage of Statement 5 Low Self-Esteem	38
4.14	The Percentage of Statement 6 Low Self-Esteem	39
4.15	The Percentage of Statement 7 Low Self-Esteem	39
4.16	The Percentage of Statement 8 Low Self-Esteem	40
4.17	The Mean Score of the Students' Self-Esteem	41
4.18	The Classified Students' Self-Esteem	42

## LIST OF APPENDICS

No	The Title of Appebdics	Pages
Appendix 1	Administration Form	V
Appendix 2	The Instrument of Questionnaire	IX
Appendix 3	The Result of Students' Questionnaire	XII
Appendix 4	Documentation	XXVIII
Appendix 5	Curriculum Vitae	XXIX



# CHAPTER I

## INTRODUCTION

### A. Background

As the first global lingua franca that mostly used language by native and non-native speakers to communicate in a lot of fields such as business matters, trade and commerce, film industry, education, medicine and science and many more, English has the same four basic aspects that need to be mastered, especially in speaking skill. Speaking is one of productive skill for English learners that generated words to sentences or expression in oral communication, it can be the parameter of learners' successful in learning English. According to Adawiyah, people can be able to express ideas and opinions spontaneously through speaking, which is why a good speaking ability would make them be more professional in performances.<sup>1</sup> In addition, speaking is a basis of communicate between two people or more as an interactive activity of increasing meaning that focused in producing, receiving and processing information. For example, both teacher and students certainly communicating to each other during class learning activities in order to achieve the learning goals.

There are two aspects to be successful in speaking skills that required, namely linguistic and non-linguistic. Linguistic aspects belong to comprehension, pronunciation, grammar and word order, vocabulary, general speed of speech, sentence length, etc. Meanwhile, non-linguistic aspects belong to personality dimensions, such as extroversion, motivation, intergroup climate, self confidence and self-esteem. Self-esteem presents much contribution among those aspects in language

---

<sup>1</sup> Rabiatul Adawiyah Siregar, *KETERAMPILAN BERBICARA*, 1st ed. (Yayasan Candekia Pendidikan Muslim, 2021)..

learning because with self-esteem, we can be able to checking up on ourselves whether we have high self-esteem or low self-esteem when speaking. In a study carried out by Mutia, students with high self-esteem tend to have positive feelings that caused them more confidence to speak English, otherwise, students with low self-esteem tend to have negative feeling towards themselves which caused lack of confidence and fear of making mistakes in speaking English.<sup>2</sup>

In Indonesia, being the EFL (English Foreign Language) students expected them to have a good skill in English speaking so the students can upgrade their ability in English that could make them take the main part in this globalization era. Unluckily, not all of Indonesian students have a good skill in English speaking. Self-esteem becomes one of the issues that mostly faced by students especially teenager students in university. Nadiah dkk with their study state that when the students speaking for Academic Presentation class, they are start to nervous in front of their friends and lecturer, also the students are worried of make a mistake and get judged by audience.<sup>3</sup> Also, Utami dkk in their research found that the students have lack of confidence with their grammar and pronunciation, afraid of being criticized by people, lack of vocabularies, and nervousness.<sup>4</sup>

All of the students of fourth semester at English Departement of IAIN Parepare have studied speaking subject and required to speak English to communicate or discussion since they were in first semester until third semester. Unfortunately, some

---

<sup>2</sup> Mutia Satriani, "THE CORRELATION BETWEEN SELF-ESTEEM AND SPEAKING PERFORMANCE IN INDONESIA," *Journal of Teaching & Learning English in Multicultural Context (TLEMC)* 3, no. 1 (2019).

<sup>3</sup> Nadiah, Arina, and Ikram, "The Students' Self Confidence in Speaking Skills," *ELITE JOURNAL: Journal of English Linguistics, Literature and Education* 1, no. 1 (2019).

<sup>4</sup> Jesi Utari, Badriyah Ulfa, and Desi Surayatika, "The Correlation Between Self Confidence and Speaking Ability of The Fourth Semester Students of Indo Global Mandiri University," *Ulil Albab: Jurnal Ilmiah Multidisiplin* 1, no. 12 (2022).

of them are still lacking the ability to use English language verbally. After the researcher conducted an observation and interview some of students of fourth semester at English Departement of IAIN Parepare, the students seem have problems that caused them incapable in speak English well, especially when do academic presentation in front of class. There are several problems that the researcher found; the students mostly using mother language and less do practicing English language, feel shy when speaking English also fear of being judged. Those problems happened surely has relation with their self-esteem.

Based on the explanation and problems above, knowing the self-esteem first when performing speaking is actually important because it is becomes one factor that stimulus the achievement of students when speaking. Therefore, the researcher interest to conducted the research which entitle ‘An Analysis of Students’ Self Esteem in Speaking Skill at the Fifth Semester of English Education Program IAIN Parepare’.

### **B. Research Questions**

Based on the background of the research, the researcher formulated the problem statement as follow :

1. How is the students’ self-esteem in their speaking skill at the fifth semester of English Education Program IAIN Parepare?

### **C. The Objective of the Research**

Based on the question above, the researcher formulated the research objective as follows :

1. To describe the students’ self-esteem in their speaking skill at the fifth semester of English Education Program IAIN Parepare.

#### **D. Significant of the Research**

This research results are expected can be as references for further research and would be useful information in teaching and learning process, which can be explained below :

1. Lecturers

Lecturers can provide solutions and information regard to contribution of self-esteem on students' speaking skill in practical significance so that the communication and discussion can be carried out effectively.

2. Students

The students will get advantages about the relationship of self-esteem and speaking skill, also the main influence of positive personal judgment to increase their speaking skill.

3. Further researchers

The research is also expected to be source of information such as primary data for the further researchers who wants to conduct continuous research about the students' self-esteem in performing speaking.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Some Previous Findings

The first article by Sean Narahara entitled *The Relationship Between Students' Self-Esteem and Their Speaking Abilities for the Eleventh Grade Students of SMA Al-Mudatsiriyah Jakarta* (2022) was confirmed to observe the relationship between students' self-esteem and their speaking abilities. The researcher found out that both variables between students' self-esteem and their speaking abilities are strongly correlated in positif way. The eleventh-grade students of SMA Al-Mudatsiriyah Jakarta who have high self-esteem tend to easy to increase their speaking score, and vice versa.<sup>5</sup>

Tiara Tripudiyana dkk in their research *The Correlation between Students' Self-Esteem and Speaking Skill* (2022) showed the results that self-esteem was important to fostering speaking skills. It was proved that the students SMAN 5 Ogan Komering Ilir's eleventh-grade who had high self-esteem definitely success in speaking skills. Otherwise, the students who had low self-esteem definitely difficult to success in speaking skills.<sup>6</sup>

Rahmi Aulia Nurdini, in her research *The Students' Self-Esteem Level in Contributing to English Speaking Skill* (2019) undertaking the undergraduate students of Economic Faculty, Management Departement at one of private university in

---

<sup>5</sup> Sean Narahara, "The Relationship Between Students' Self-Esteem and Their Speaking Abilities for the Eleventh-Grade Students of SMA Al-Mudatsiriyah Jakarta," *International Undergraduate Conference on English Education* 1, no. 2 (2022).

<sup>6</sup> Tiara Tripudiyana, Dewi Sartika, and Ratna Nery, "A Correlation Between Students' Self-Esteem and Speaking Skill," *Journal of English Language Teaching and Learning (JETLE)* 3, no. 2 (2022).

South-Jakarta. The easy of accessibility of the site made the researcher choose this major, also a graduated management have in prospect as representative to make a change Indonesia economic situation in better way by having a good English ability. The research showed that the students with high self-esteem did have big effort and motivation to speak and learn English, unlike the students with low self-esteem, they tent to have low motivation to speak and learn English, the students mostly listening what others say than speaking.<sup>7</sup>

Yosefina Rosdiana Su, Fatmawati, Ely Helydidiana Selamat in their research with title *Fostering Students' Self-Esteem in speaking by Extending Speaking Activities in Social Media* (2019) described the perceptions of students regards to extending speaking activities in social media, also the impact of their speaking ability. The result of the research indicates that the use of social media definitely can extend students' speaking ability because they can be able to show their express through social media such as publishing the English-speaking video performance on Instagram stories, YouTube and Facebook. With high self-esteem, students can show their speaking ability very well and of course it has positive impact in their learning process.<sup>8</sup>

The previous studies above used a correlational research design that consider about the correlation between students' self-esteem and their speaking skill which focused in relationship between self-esteem and students' speaking skill, also the data collection technique that the previous researchers used is speaking tests to assess the

---

<sup>7</sup> Rahmi Aulia Nurdini, "The Students' Self-Esteem Level in Contributing to English Speaking Skill," *BLESS (Bilingualism, Language, and Education Studies)* 1, no. 2 (2019).

<sup>8</sup> Yosefina Rosdiana Su, Fatmawati, and ely Helydidiana Selamat, "Fostering Students' Self-Esteem in Speaking by Extending Speaking Activities in Social Media," *Pedagogy : Journal of English Language Teaching* 7, no. 1 (2019).

students' speaking skill and questionnaires. This research will use quantitative research with questionnaires to collecting data of students' self-esteem when performing their speaking.

## **B. Some Pertinent Ideas**

### **1. The Concept of Self-Esteem**

Generally, self-esteem can be defined as how much person's value and like themselves. The term of self-esteem itself is used to describe a person's overall subjective feelings about self-worth or personal worth. Self-esteem is one of important aspects in the world of psychology, because with self-esteem, a person can love themselves more, respect themselves by accepting their weaknesses and strengths, which in turn can make a person more confident about what they have.

According to McPheat, self-esteem is liking and believing in yourself for who you are. It is not just feeling confident; it's appreciating your own qualities and skills, when a person have high self-esteem, it helps them handle challenges with positivity and bounce back from tough times, it gives them the power to set achievable goals, learn from mistakes, and grow as a person, otherwise, if a person with low self-esteem, it caused them doubt theirselves and slow down their personal growth.<sup>9</sup> In line with this statement, Murphy states that self-esteem is how we feel and value ourselves, it is actually not static and fixed because the beliefs about ourselves can change throughout our lives as a result of situation and experience.<sup>10</sup> While, Steinem defined as the relatively enduring feelings individuals harbor about themselves, swinging between positive and negative extremes in response to the triumphs and

---

<sup>9</sup> Sean McPheat, *Personal Confidence & Motivation*, 1st ed. (MTD Training & bookbon.com, 2013).

<sup>10</sup> Beth Murphy, *How to Increase Your Self-Esteem*, 3rd ed. (MInd, 2011).

tribulations of daily life. This emotional bedrock reflects a person's overall evaluation of their self-worth, persisting over time and influenced by diverse experiences. Positive outcomes and accomplishments contribute to heightened self-esteem, instilling feelings of pride and confidence, while setbacks and failures may lead to periods of diminished self-worth and negativity. In essence, self-esteem acts as a pervasive emotional barometer, shaping one's self-perception and coloring the lens through which life's experiences are interpreted, emphasizing its enduring impact on an individual's psychological well-being.<sup>11</sup> Brown states that the most pervasive characteristic shaping human behavior is self-esteem. It is unequivocal that the accomplishment of cognitive or affective activities is intricately tied to the presence of self-esteem, which encompasses vital components such as self-confidence, self-recognition, and self-efficacy. Acting as a linchpin for human achievement, self-esteem becomes the driving force behind the initiation and sustained pursuit of various tasks. The intricate interplay between an individual's self-perception and belief in their capabilities profoundly influences the outcomes of cognitive and emotional endeavors. Without a foundational degree of self-esteem, the effectiveness of cognitive processes and emotional experiences is inevitably compromised, underscoring the indispensable role of positive self-regard in the successful execution of a myriad of human activities.<sup>12</sup>

Based on the statements above, the researcher can conclude that self-esteem refers to an individual's overall evaluation or perception of their own worth, capabilities, and value as a person. It encompasses the beliefs and feelings one holds

---

<sup>11</sup> Gloria Steinem, *Revolution from Within: Book of Self-Esteem* (Open Road Media, 2012).

<sup>12</sup> Hendry Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Addison Wesley Longman., 2001).

about oneself, influencing one's confidence, self-respect, and general outlook on life. High self-esteem is associated with a positive self-image, confidence, and a belief in one's abilities, while low self-esteem involves negative self-perceptions, self-doubt, and a lack of confidence.

#### **a. Aspects of Self-Esteem**

There are several aspects of self-esteem according to Sohrun as follow the feeling of worth, the feeling of capable and the feeling of accepted.<sup>13</sup>

##### **a. The Feeling of Worth**

The feeling of worth is an individual's sense of personal value or significance. It encompasses the emotional and subjective assessment of one's own importance, competence, and deservingness. When someone experiences a positive feeling of worth, they generally have a healthy self-esteem and a sense of confidence in their abilities. On the other hand, a negative feeling of worth may be associated with low self-esteem, self-doubt, and a diminished sense of one's value. This emotional aspect of self-perception can influence various aspects of an individual's life, including their relationships, decision-making, and overall well-being.

##### **b. The Feeling of Capable**

The feeling of being capable is a feeling that all human surely has when they feel being able to achieve an expected goal. In general, a person who feel capable have democratic values and attitudes as well as a realistic adaption. This person loves new challenging tasks, very energetic

---

<sup>13</sup> Muhammad Suhron, *Asuhan Keperawatan Konsep Diri: Self-Esteem* (Unmuh Ponorogo Press, 2016).

and when things do not go as planned before, they do not get flustered easily. They do not claim themselves perfect but are aware of their own limitations and try to make a change towards themselves. In addition, when a person feel they finally achieved their goal effectively, they tend to have a high self-esteem in towards themselves.

c. The Feeling of Accepted

The feeling of accepted" refers to the emotional state or perception of being acknowledged, recognized, and welcomed by others. When individuals experience a sense of acceptance, they feel embraced and included, and they believe that others acknowledge and value them for who they are. This feeling can contribute positively to one's mental and emotional well-being, fostering a sense of belonging and social connection. Acceptance is often associated with an atmosphere of understanding, support, and non-judgment, where individuals feel secure and comfortable within their social or community context.

**b. Indicator of Self-Esteem**

Self-esteem tends to be a positive or a negative factor in the language learning environment because self-esteem highly affect on learning a foreign language. There are two types of self esteem, included:

a. High Self-Esteem

High self-esteem is a condition in which an individual possesses a positive self-perception and a high level of confidence. Individuals with high self-esteem tend to have faith in their abilities, feel a sense of high value, and believe in their capacity to overcome life's challenges. They

may maintain a positive view of themselves, accept who they are, and feel deserving of recognition and success. High self-esteem is often associated with a willingness to take risks, the ability to cultivate healthy social relationships, and good mental resilience. It's important to note that self-esteem is dynamic and can change over time, influenced by life experiences, achievements, and social interactions. Improving self-esteem may involve cultivating positive self-thoughts, skill development, and creating a supportive social environment.

Sohrun states again that there are 3 characteristics of person with high self-esteem:

- 1) The person feels valuable, respect herself/himself but neither self-admiring nor expecting other to admire them They have high self-esteem, hold self-respect, but refrain from being excessively self-indulgent or seeking external validation. This reflects a healthy self-awareness and independence from relying too much on the approval of others to feel valued.
- 2) Does not label herself/himself superior than others. It means that the individual does not consider themselves to be better, more important, or superior to other people. It reflects a humble and egalitarian perspective, indicating that the person avoids placing themselves in a position of perceived superiority over others.
- 3) Tend to develop and improve themselves to be a good person in the next. It means that the individual has a tendency to work on personal growth and self-improvement with the goal of becoming a

better person in the future. It indicates an active effort to develop positive qualities, enhance skills, and cultivate virtues to contribute to personal and moral advancement. This mindset reflects a proactive approach to self-betterment and a commitment to continuous improvement.

High self-esteem is required to increase initiative and pleasant feelings when learning because it can be caused a happiness in students that will outcome regardless of stress, or another situation. Yu dkk mentioned that the students with high self-esteem continuously perform better than students of similar potential like them but have low self-esteem. Moreover, they already put themselves in higher goals, not so deterred by failure, and the students have view of their own potential in realistic way.<sup>14</sup> Therefore, the higher of self-esteem, there would be a better worth of the self in which will turn students be more active in academic achievements.

b. Low Self-Esteem

Low self-esteem is a negative feeling of oneself. Individuals with low self-esteem tend to have a poor self-image and may struggle with feelings of inadequacy, self-doubt, and a lack of confidence. They often view themselves unfavorably, attributing their worth or abilities negatively. Low self-esteem can impact various aspects of a person's life, influencing their relationships, academic or professional performance, and overall

---

<sup>14</sup> Wenjing Yu et al., "The Role of Self-Esteem in the Academic Performance in Rural Students in China," *International Journal of Environmental Research and Public Health* 19, no. 21 (2022).



well-being. It may be associated with difficulties in coping with challenges, setting and achieving goals, and forming positive connections with others. Building and maintaining healthy self-esteem often involves addressing negative self-perceptions and developing a more positive and realistic self-view.

Sohrun states that there are 4 characteristics of person with low self-esteem:

- 1) Only focus on protecting themselves and fear of doing mistake. It means that individuals exhibiting this behavior are primarily concerned with self-preservation and avoiding errors. It implies a mindset characterized by an intense desire to shield oneself from potential harm, criticism, or negative consequences. The fear of making mistakes may lead to a cautious and defensive approach, hindering personal growth or taking risks. This mindset can impact decision-making, hinder creativity, and limit one's willingness to step outside their comfort zone. Over time, such a focus on self-protection and fear of mistakes may impede opportunities for learning and development.
- 2) Excessive disappointment when facing failure, also has social anxiety. It suggests that the individual experiences a heightened and intense level of disappointment when encountering failure. This emotional response to setbacks goes beyond a typical or moderate reaction. Additionally, the person is mentioned to have social anxiety, indicating an excessive fear or discomfort in social

situations. The combination of excessive disappointment and social anxiety suggests that the individual may struggle with managing setbacks and may feel heightened anxiety or discomfort in various social interactions. These emotional challenges might impact their overall well-being and ability to navigate both personal and social aspects of life.

- 3) Exaggerate negative events that happened on them. That is means that individuals have a tendency to amplify or magnify the negative aspects of events or experiences that have occurred in their lives. Instead of presenting events in a more balanced or objective manner, they emphasize the negative aspects, potentially intensifying their emotional impact. This tendency to exaggerate negatives can influence one's perception of reality, impacting their emotions, attitudes, and overall outlook on life.
- 4) Feeling awkward, embarrassed and cannot express themselves when communicating with other people, tend to be pessimistic, cynical and have inflexible thoughts. It means that individuals experience discomfort, self-consciousness, and difficulty in effectively expressing themselves during communication. This suggests a level of social anxiety or unease in social interactions, which may hinder their ability to communicate confidently and openly. This can lead to challenges in conveying thoughts or feelings, potentially impacting the quality of their interactions and relationships. The feelings of awkwardness and embarrassment

may stem from a fear of judgment or a lack of confidence in expressing themselves verbally.

Low self-esteem can be caused from several factors. The self-esteem of students is threatened when they start learning the foreign language, they have to cope strange situation with many other students and learn new rules. The problems such as afraid of being mocked, afraid of taking risks or a perfectionist attitude can affect self-esteem in a negative way to students who will lack of energy and confidence, tend to feel depressed, inadequate and feel insecure.

Brown defined there are three levels of self-esteem, namely global self-esteem, situational self-esteem, and task self-esteem.<sup>15</sup>

#### 1. Global Self-Esteem

Global self-esteem is the appraise element of self-knowledge. In general, high self-esteem refers to right global evaluations of the self, otherwise, low self-esteem refers to bad evaluations of the self. It is permanent characteristic in grown up people that cannot be changed except there is an advanced treatment. It is a consideration with the value of people over both time and various situations.

#### 2. Situational Self-Esteem

Situational self-esteem can be defined as a self-assessment in daily situations such as education, social interaction, carrier world, and

---

<sup>15</sup> Brown Henry Douglas, *Teaching by Principles : An Interactive Approach to Language Pedagogy* (New York : San Fransisco State University, 2007).

family, or any specific relatively such as ingenuity of person, how to speak and increase sentences, physical ability or mental ability, characteristics like love to socialize and make friends, has empathy, flexibility to the situation and the specific qualities of characteristics.

### 3. Task Self-Esteem

Task self-esteem has correlation with the self-assessment makes of a specific situations. For example, in English subject such as speaking, writing, a certain class in learning foreign language or a classroom exercise.

Those three levels of self-esteem have positive connection to each other with learning speaking foreign language. Brown added that global self-esteem has a strong connection in performance language speaking, meanwhile, task self-esteem related to the assessment that made of students' performance on a speech according to general rating of mistake they thought they had made. The comparison task self-esteem included of the assessment students made to comparing predicted performance on a speech with other performance in classroom.

## 2. Definition of Speaking

Speaking is a productive skill that refer to the ability to communicate clearly and effectively using spoken language. It involves expressing thoughts, ideas, and information in a way that is easy for others to understand. Good speaking skills include using the right words, speaking clearly, and engaging with the audience or listener. These skills are important in everyday conversations, presentations, and various aspects of personal and professional life. Paul and Norbury states that

speaking is an unwritten expression of person that requires the exact patterns of rhythm and inflection, also the accurate of the sequence words to convey the correct meaning.<sup>16</sup> On the same hand, Pradita and Jayanti defined speaking as a process of producing and expressing idea through spoken and gestured symbols in a various context, it is very helpful for people to share idea with oral communication and express feeling to others in every aspect of life.<sup>17</sup>

In academic world, speaking has main role especially in learning foreign language class. Koch and Schmitt in their book said that speaking is showing expression, idea or topic and feeling through mind using the ability to pronounce the words correctly then becomes sentence or phrase that related to the point.<sup>18</sup> From this statement, the students and teachers are be able to connect their mind with oral communication. Also, Rao defined speaking as the basic ability in language learning which allow students to communicate productively because it gives chance to them to convey information efficiently so that the listener can understand.

Based on statements above, it can be concluded that speaking is an unwritten expression to communication in different context and situation, this skill can be enhanced through learning language because the students and teachers can express their ideas, opinionns and suggestions, organize word by word then becomes a sentence or phrase that related to the topic.

---

<sup>16</sup> Rhea Paul and Norbury Courtenay, *Language Disorders from Infancy through Adolescence-E-Book: Listening, Speaking, Reading, Writing, and Communicating* (Elsevier Health Sciences, 2012).

<sup>17</sup> Linda Eka Pradita and Rani Jayanti, *Berbahasa Produktif Melalui Keterampilan Berbicara: Teori Dan Aplikasi* (Penerbit NEM, 2021).

<sup>18</sup> Arthur Koch and Jason Schmitt, *Speaking With a Purpose*, 10th ed. (Routledge: Taylor & Francis Group, 2017).

### a. Fundamental Types of Speaking

There are several of fundamental types of speaking that proposed by Brown and Abeywickrama as explained in the following:

#### 1. Imitative

Imitative is the type of speaking that needed by individuals who taking test to copy a word, phrase, or a sentence. Pronunciation and grammar are the aspects of the assessment, but pronunciation take the main part of the assessment, meanwhile grammar takes part as the scoring criteria. The main point that has to be concerned in imitative speaking is that the communicative competence of the language is not necessary. speaker need to gain some information, and then reproduce it verbally without having to add additional statement. In sum, imitative is what comes out from mind through oral is purely the information the speaker hears.

#### 2. Intensive

Intensive speaking typically refers to a focused and concentrated approach to language practice, particularly in the context of language learning or improvement. In language education, intensive speaking activities involve dedicated and concentrated efforts to enhance oral communication skills. This may include drills, dialogues, role-playing, or other structured exercises designed to provide learners with ample opportunities to practice and refine their speaking abilities. The goal is to immerse individuals in speaking tasks that demand their full attention and effort, facilitating a more in-depth understanding and application of spoken language skills.

### 3. Responsive

It refers to the ability to react or reply promptly and appropriately in a conversation or communication exchange. It involves actively listening to what others are saying and providing thoughtful and relevant responses. Responsive speaking is an essential component of effective communication, as it demonstrates engagement, understanding, and the ability to contribute meaningfully to a conversation. This skill is valuable in various contexts, including social interactions, professional settings, and educational environments, where the ability to respond appropriately to spoken information is crucial for building connections and conveying ideas.

### 4. Interactive

Responsive and interactive speaking has a significant difference between the load and complexity of the sentences. Interactive speaking means being able to talk and communicate with others in a way that involves back-and-forth conversations. It's about actively participating, responding to what others say, and working together to understand and share information. This skill is important in everyday conversations, group discussions, and other situations where people communicate with each other.

### 5. Extensive

It could be stated that extensive speaking is the eventual speaking skill that requires elements of the strong language. This type of speaking has concern with all-around range of speech production. Besides, the speaker will need to interact with the counterpart, which could be more responsive in answering questions and building discussions.

Based on explanation of the theories above, it may be concluded that in language assessment, imitative speaking involves individuals reproducing words, phrases, or sentences without the need for communicative competence. The focus is primarily on pronunciation, with grammar playing a role in scoring criteria. The speaker's task is to reproduce verbally the information they have heard, without adding additional statements. On the other hand, intensive speaking refers to a concentrated approach to language practice, involving focused efforts to enhance oral communication skills through drills, dialogues, and role-playing. Responsive speaking emphasizes reacting promptly and appropriately in conversations, demonstrating engagement and understanding. Interactive speaking involves back-and-forth communication, actively participating, responding to others, and collaborating. Finally, extensive speaking encompasses a broad range of speech production, requiring strong language elements and interaction with counterparts in discussions and question-answering scenarios. Each type of speaking skill serves distinct purposes in language development and assessment.

#### **b. Components of speaking**

Harmer states that speaking is a complex skill, it is quite hard to learn because speaking related to 5 of important components; grammar, vocabulary, pronunciation, fluency and comprehension. These components are the points that affecting how good a person in English. The components of speaking as follows: <sup>19</sup>

##### **a. Grammar**

Grammar is one of the components that has set of rules which explain how to use a language. This point is required for students because they need to

---

<sup>19</sup> Jeremy Harmer, *The Practice of English Teaching*, 4th ed. (Pearson Longman, 2007).



arrange word by word to be a sentence or phrase correctly when communication. Also, the purpose of learning grammar is to understand and apply the rules and structure of a language, enabling effective communication. Grammar provides a framework for constructing sentences, organizing ideas, and conveying meaning accurately. It helps individuals express themselves clearly, avoid misunderstandings, and communicate more effectively in both written and spoken language. Additionally, a solid grasp of grammar enhances overall language proficiency, supporting language learners in their reading, writing, listening, and speaking skills. Understanding grammar also contributes to language fluency, enabling individuals to convey their thoughts more precisely and communicate in a way that is appropriate for different contexts.

b. Vocabulary

Vocabulary is a set of the correct words that used in communication by people. A person cannot communicate successfully or show their ideas in both written and unwritten form with having a sufficient vocabulary. Also, one of the barriers that can become an obstacle students in language learning is having a limited vocabulary. Hence, the role of the teachers is very necessary, they should have enough knowledge regarding how to manage an interesting class so that the students can get high success in their vocabulary learning.

c. Pronunciation

There is a way for students to produce understandable language when they speak, namely pronunciation. This is because pronunciation has relation with phonological processes that lead to grammatical components consisting

of the basics and elements that determine how the varieties and patterns of sounds in a language are. Proper pronunciation involves accurately producing the sounds of a language, which contributes to effective verbal communication. Clear and accurate pronunciation enhances overall language proficiency and helps individuals convey their ideas, thoughts, and messages more clearly and confidently.

d. Fluency

Fluency can be described as the ability to speak fluently and correctly. The goal of many language learners when learning is their fluency in speaking the language. Characteristics of fluency include a fairly fast speaking rate and only a few pauses and "ums" or "ers". Those characteristics above prove that speakers do not need to spend much of their time looking for the items of the language needed to convey the message.

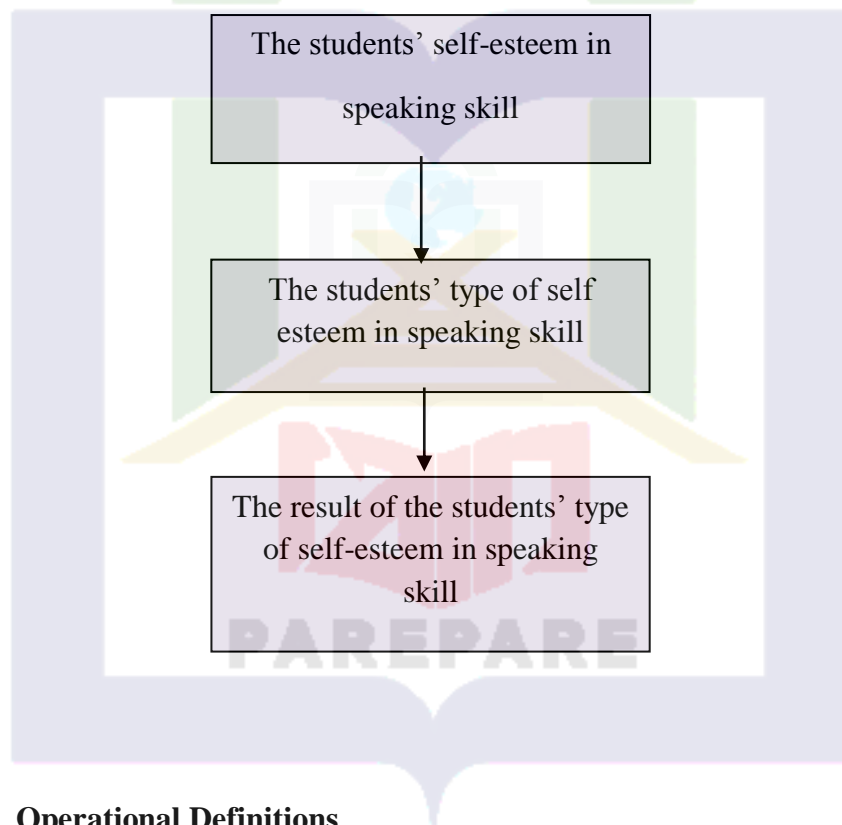
e. Comprehension

Comprehension can be identified as the the ability to understand, grasp, and interpret information or ideas. In the context of language or reading, comprehension involves understanding the meaning of written or spoken words, sentences, or passages. It goes beyond recognizing individual words and involves making sense of the overall message, context, and intent of the communication. Comprehension skills are crucial for effective communication, learning, and problem-solving in various contexts. Strong comprehension skills enable individuals to extract meaning from written material, follow instructions accurately, and engage in meaningful conversations.

### C. Conceptual Framework

The framework is an illustration of the design of relationships between concepts or variables and is a complete image of the research focus. The conceptual framework is usually presented in the form of a schematic chart.

According to attention to the title and these variables, we can describe the conceptual framework this research as follows:



### D. Operational Definitions

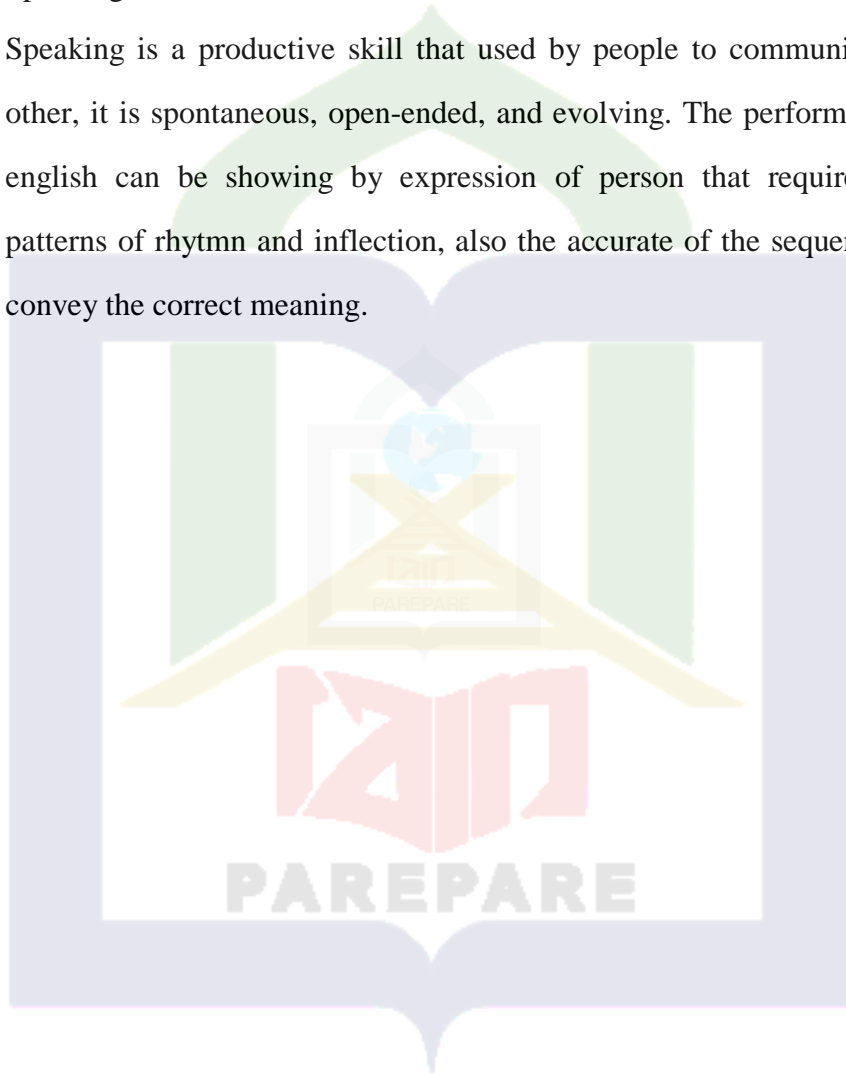
#### 1. Self-Esteem

Self-esteem is confidence in one's own worth or abilities. Self-esteem encompasses beliefs about oneself as well as emotional states, such as

triumph, despair, pride, and shame. In another definition, Self-esteem is an attractive psychological construct because it predicts certain outcomes, such as academic.

## 2. Speaking

Speaking is a productive skill that is used by people to communicate to each other, it is spontaneous, open-ended, and evolving. The performance of speaking English can be shown by the expression of a person that requires the exact patterns of rhythm and inflection, also the accuracy of the sequence of words to convey the correct meaning.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Research Design

This research used a quantitative method by using descriptive design to get the data. In research, quantitative methods is a research methods that use a lot of numbers, starting from the data collection process to its interpretation. This method is part of a series of systematic investigations of phenomena by collecting data to then be measured using mathematical or computational statistical techniques usually widely used in psychology.<sup>20</sup> Therefore, the researcher wants to show the students' self-esteem in speaking skill at the fifth semester of English Education Program IAIN Parepare.

#### B. Research Location and Time

##### 1. Research Location

The location of this research at Tarbiyah Faculty IAIN Parepare which located in Jln. Amal Bakti No.08 Kota Parepare, South Sulawesi.

##### 2. Research Time

This research will conduct approximately few weeks (adapted to the needs of the researcher).

#### C. Population and Sample

##### 1. Population

Population is an area of generalization that contains of objects or subjects and has specific quantities or characteristics that already have a determination

---

<sup>20</sup> Deni Dermawan, *Metode Penelitian Kuantitatif*, 1st ed. (PT. Remaja Rosdakarya, Bandung., 2013).

from the researcher to be studied. The population in this research is all of the fifth semester students of English Education Program IAIN Parepare with total number 59 (Fifty nine) students.

## 2. Sample

In this research, the researcher will use total sampling technique, in which all the population of students of fifth semester with total number is 59 (Fifty nine) students used as the sample.

### **D. Instrument of Research**

In collecting the data, the researcher used questionnaire with distribute questions related to students' self-esteem and the students' speaking skill to all the students fifth semester at English Education Program IAIN Parepare. The kind of questionnaire that the researcher used was close questionnaire, it is aimed to know the students' perception about their selves. The questionnaire was adopted from Coopersmith scale.

### **E. Process of Collecting Data**

The procedures of collecting data in this research, as following :

- a. The questionnaires distributed by the researcher through Google Form, it is contains a set of written questions to respondents.<sup>21</sup>
- b. The variable in which consisting of variable elements and each item will be measured with a Likert scale to measure attitudes, opinionns, and perceptions of respondent.

---

<sup>21</sup> Kuesioner Penelitian "An Analysis of Students' Self-Esteem in Speaking Skill at the Fifth Semester of English Education Program IAIN Parepare', "https://forms.gle/tu7JAVoqKnbonLiR8.

c. Each respondent's answer will given a score according to the Likert scale as follows:

1) Self-Esteem Questionnaire

a) Positive Statement

*Strongly Agree* = 4

*Agree* = 3

*Disagree* = 2

*Strongly Disagree* = 1

b) Negative Statement

*Strongly Agree* = 1

*Agree* = 2

*Disagree* = 3

*Strongly Disagree* = 4

d. The researcher collecting data in form tabular.

## F. Technique of Data Analysis

After all data have to collect, data is presented based on the results of the tests obtain from the research.in analyzing the students self esteem in speaking skills, the researcher use the step are as follow :

1. Scoring classification, which the data be collected through questionnaire will be analyzed by using scoring classification.

Table 3.1 Classification of Self-Esteem score

Score	Classification
81-100	Very High
56-80	High

<b>26-55</b>	<b>Low</b>
<b>1-25</b>	<b>Very Low</b>

2. Calculating the rate percentage of students score by using the formula :

$$P = \frac{F}{N} \times 100\%$$

Notation :

P is percentage

F is Frequency

N is Total number of sample





## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

Self-esteem in speaking skills refers to the students' confidence and overall opinion of their own ability to communicate verbally. It involves how students perceive their speaking skills, whether they feel comfortable expressing themselves, and the level of assurance they have in engaging in conversations or public speaking. High self-esteem in speaking is associated with a positive self-image and belief in one's proficiency in verbal communication, while low self-esteem may lead to feelings of insecurity, fear of speaking, and reluctance to express thoughts verbally. Building positive self-esteem in speaking often involves practice, recognizing achievements, and developing a positive mindset about one's ability to communicate effectively. Self-esteem of the fifth semester students of English Education program IAIN Parepare in this research determined at the results of processing questionnaire data that has been distributed to respondents which contains 8 positive statement items and 8 negative statement items, where determining self-esteem is based on the total mean score of students.

#### 1. High Self-Esteem

High self-esteem in speaking English is often influenced by positive education that provides motivation, strong language skills, and positive experiences in communication. Social support from friends, family, and the surrounding environment also plays a crucial role in building self-confidence. Additionally, confidence in communication skills, recognition of achievements, and active involvement in English-language activities

contribute to the development and maintenance of high self-esteem in the context of speaking English.. There was 8 statements from the questionnaire about positif statements.

- 1) Statement 1 (I can make my friends pay attention to me when I speak in English)

Table 4.1 The percentage of Statement 1 High Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	4	6,78
Agree	18	30,51
Disagree	17	28,82
Strongly Disagree	20	33,89
Amount	59	100,00

The table 4.1 shows that half of students strongly agree about the statement 1, which state that they can make their friends pay attention when they speak in English. The total percentage of Strongly Agree was 4 students (6,78%), The total percentage of Agree was 18 students (30,51%), the total percentage of disagree was 17 students (28,82%), and the total percentage of Strongly Disagree was 20 students (33,89%).

- 2) Statement 2 (I view myself in a positive light in English language)

Table 4.2 The percentage of Statement 2 High Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	4	6,78
Agree	21	35,59
Disagree	17	28,82
Strongly Disagree	17	28,82
Amount	59	100,00

The table 4.2 shows that half of the students view themselves in a positive light in English Language. There were 6,78% of the students strongly agree with this statement, and then there were 35,59% of the students agree, there were 28,82% of the students disagree and there were 28,82% of the students strongly disagree with this statement..

### 3) Statement 3 (I am proud of my English skills)

Table 4.3 The percentage of Statement 3 High Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	5	8,47
Agree	19	32,20
Disagree	16	27,12
Strongly Disagree	19	32,20
Amount	59	100,00

The table 4.3 shows there are 24 students proud of their English skills. There were 8,47% of the students strongly agree with this statement, and then there were 32,20% of the students agree, there were

27,12% of the students disagree and there were 32,20% of the students strongly disagree with this statement.

4) Statement 4 (I have ways to improve my speaking skills)

Table 4.4 The percentage of Statement 4 High Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	4	6,78
Agree	20	33,90
Disagree	18	30,51
Strongly Disagree	17	28,81
Amount	59	100,00

The table 4.4 shows that there are 24 of students agree about the statement 4, which state that they have ways to improve their speaking skills. The total percentage of Strongly Agree was 4 students (6,78%), The total percentage of Agree was 20 students (33,90%), the total percentage of disagree was 18 students (30,51%), and the total percentage of Strongly Disagree was 17 students (28,81%).

5) Statement 5 (I feel that I can succeed with my speaking skills)

Table 4.5 The percentage of Statement 5 High Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	4	6,78
Agree	17	28,81
Disagree	16	27,12
Strongly Disagree	22	37,29
Amount	59	100,00

The table 4.5 shows that 21 of students feel that they can succeed with their speaking skills. There were 6,78% of the students strongly agree with this statement, and then there were 28,81% of the students agree, there were 27,12% of the students disagree and there were 37,29% of the students strongly disagree with this statement.

6) Statement 6 (My parents care about language achievement in English)

Table 4.6 The percentage of Statement 6 High Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	4	6,78
Agree	18	30,51
Disagree	16	27,12
Strongly Disagree	21	35,59
Amount	59	100,00

The table 4.6 shows that 22 of students agree about the statement 6, which state that the students' parents care about their language achievement in English. The total percentage of Strongly Agree was 4 students (6,78%), The total percentage of Agree was 18 students (30,51%), The total percentage of disagree was 16 students (27,12%) and the total percentage of Strongly Disagree was 21 students (35,59%).

7) Statement 7 (I get support from my lecturers to improve my performance in speaking skills)

Table 4.7 The percentage of Statement 7 High Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	5	8,47
Agree	21	35,59
Disagree	16	27,12
Strongly Disagree	17	28,81
Amount	59	100,00

The table 4.7 shows that 26 of the students agree that they get support from their lectures to improve their performance in speaking skilss. There were 8,47% of the students strongly agree with this statement, and then there were 35,59% of the students agree, there were 27,12% of the students disagree and there were 28,81% of the students strongly disagree with this statement.

8) Statement 8 (I hope I can improve my English speaking skills)

Table 4.8 The percentage of Statement 8 High Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	5	8,47
Agree	20	33,90
Disagree	12	20,34
Strongly Disagree	22	37,29
Amount	59	100,00

The table 4.8 shows that 25 of the students hope they can improve their English speaking skills. There were 8,47% of the students strongly agree with this statement, and then there were

33,90% of the students agree, there were 20,34% of the students disagree, and there were 37,29% of the students strongly disagree with this statement.

## 2. Low Self-Esteem

Low self-esteem in speaking skills can be caused by various factors. One of them is negative experiences in learning or communicating in English, such as frequent criticism or feeling incapable of understanding and being valued by the surrounding environment. Inadequate language skills, including incorrect grammar, limited vocabulary, or difficulties in pronunciation, can also lead to a lack of confidence. Sometimes, comparing oneself to others perceived as more proficient in English can also undermine self-esteem. Social and cultural factors, such as discomfort with language and cultural differences, may contribute to low self-esteem in speaking English.

There were 8 item questionnaire was distributed in students at the fifth semester of English Education program IAIN Parepare.

### 1) Statement 1 (I think my friends are ignorant about my English language skills)

Table 4.9 The percentage of Statement 1 Low Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	16	27,12
Agree	18	30,51
Disagree	20	33,90
Strongly Disagree	5	8,47
Amount	59	100,00

The table 4.9 shows the percentage of statement “I think my friends are ignorant about my english language skills”, there was 34 of students agree with this statement. 27,12% students chose strongly agree, there were 30,51% of students agree, there were 33,90% of students disagree and there were 8,47% students strongly disagree with this statement.

- 2) Statement 2 (I tend to think that my friend underestimate my English skills)

Table 4.10 The percentage of Statement 2 Low Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	15	25,42
Agree	19	32,20
Disagree	21	35,59
Strongly Disagree	4	6,78
Amount	59	100,00

The table 4.10 shows the percentage of statement “I tend to think that my friend underestimate my English skills”, there was 34 of the students at the fifth semester of English Education program IAIN Parepare think that their friends underestimate their English skills. 25,42% chose strongly agree, there were 32,20% of students agree, there were 35,59% of students disagree and there were 6,78% students strongly disagree with this statement.

- 3) Statement 3 (I thought there was nothing I could do in English speaking Class)



Table 4.11 The percentage of Statement 3 Low Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	17	28,81
Agree	12	20,34
Disagree	25	42,37
Strongly Disagree	5	8,47
Amount	59	100,00

The table 4.11 shows the percentage of statement “I thought there was nothing I could do in English Speaking Class”, there was 29 of the students at the fifth semester of English Education program IAIN Parepare think that there was nothing they could do in English speaking class, in other words they were hopeless with the skills they have. 28,81% of students chose strongly agree, there were 20,34% of students agree, there were 42,37% of students disagree and there were 8,47% students strongly disagree with this statement.

4) Statement 4 (I tend to think that I am a failure in my speaking skills)

Table 4.12 The percentage of Statement 4 Low Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	9	15,25
Agree	29	49,15
Disagree	17	28,81
Strongly Disagree	4	6,78
Amount	59	100,00

The table 4.12 shows the percentage of statement “I tend to think that I am a failure in my speaking skills”, there was 38 of the students at the fifth semester of English Education program IAIN Parepare experiences failure in their speaking skills. 15,25% of students chose strongly agree, there were 49,15% of students agree, there were 28,81% of students disagree and there were 6,78% students strongly disagree with this statement.

5) Statement 5 (I'm embarrassed to ask people in English)

Table 4.13 The percentage of Statement 5 Low Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	11	18,64
Agree	20	33,90
Disagree	24	40,68
Strongly Disagree	4	6,78
Amount	59	100,00

The table 4.13 shows the percentage of statement “I'm embrassed to ask people in English”, there was 31 of the students at the fifth semester of English Education program IAIN Parepare feel awkward or uncomfortable about seeking information from others. 18,64% of students chose strongly agree, there were 33,90% of students agree, there were 40,68% of students disagree and there were 6,78% students strongly disagree with this statement.

6) Statement 6 (I don't think I have speaking skills that can make others proud)

Table 4.14 The percentage of Statement 6 Low Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	21	35,59
Agree	16	27,12
Disagree	20	33,90
Strongly Disagree	2	3,39
Amount	59	100,00

The table 4.14 shows the percentage of statement “I dont think I have speaking skills that can make others proud”, there was 37 of the students at the fifth semester of English Education program IAIN Parepare feel lack of confidence in their ability to communicate effectively. 35,59% of students chose strongly agree, there were 27,12% of students agree, there were 33,90% of students disagree and there were 3,39% students strongly disagree with this statement.

7) Statement 7 (My parents are indifferent to my achievements in English)

Table 4.15 The percentage of Statement 7 Low Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	14	23,73
Agree	19	32,20
Disagree	21	35,59
Strongly Disagree	5	8,47
Amount	59	100,00

The table 4.15 shows the percentage of statement “My parents are indifferent to my achievement in English”, there was 33 of the students at the fifth semester of English Education program IAIN Parepare think their parents are not showing much interest or enthusiasm regarding their accomplishments in the English language. 23,73% of students chose strongly agree, there were 32,20% of students agree, there were 35,59% of students disagree and there were 8,47% students strongly disagree with this statement.

8) Statement 8 (My English skills are below average)

Table 4.16 The percentage of Statement 8 Low Self-Esteem

Opinionn	Frequency	Percentage (%)
Strongly Agree	15	25,42
Agree	19	32,20
Disagree	20	33,90
Strongly Disagree	5	8,47
Amount	59	100,00

The table 4.16 shows the percentage of statement “My English skills are below average”, there was 34 of the students at the fifth semester of English Education program IAIN Parepare assessed their proficiency in the English skill to be less than average level where 25,42% of chose strongly agree, there were 32,20% of students agree, there were 33,90% of students disagree and there were 8,47% students strongly disagree with this statement.

According to the results of questionnaire data processing for 59 respondents at the fifth semester students of English Education program IAIN Parepare based on the positive and the negative statement, it was obtained the total mean score of students by using the equation below :

$$\text{The total mean score of student} = \frac{\text{students total points}}{\text{score total maximum}} \times 100$$

$$\text{The total mean score of student} = \frac{2075}{3776} \times 100 = 54,95$$

Based on the results obtained in the calculation above, it can be seen that the total mean score of students was “54,95”. It means that majority of the students have low self-esteem. Based on the data obtained from the questionnaires score distributed to the respondent was 16 items, where there are 8 items were positive statements and 8 items were negative statements. The mean score of students’ self-esteem in speaking skills English is presented in the following table.

Table 4.17 The Mean Score of the Students’ Self-Esteem

Item	Classification	Mean Score
Self-Esteem	Low Self-Esteem	54,95

Table 4.17 shows that the mean score of the students’ self-esteem in speaking skill english was 54,95 and based on the standard of classification it was classified as low self-esteem.

Based on the data analysis carried out at the students at the fifth semester of English Education program IAIN Parepare, students’ self-esteem can be classified as stated in the following tabel below.

Table 4.18 The Classified Students' Self-Esteem

Classification	Score	Amount of students	Percentage (%)
Very High	81 – 100	0	0,00
High	56 – 80	22	37,29
Low	26 – 55	37	62,71
Very Low	1 – 25	0	0,00
Amount		59	100,00

The chart about students' self esteem students at the fifth semester of English Education program IAIN Parepare, can be show in the following chart below:

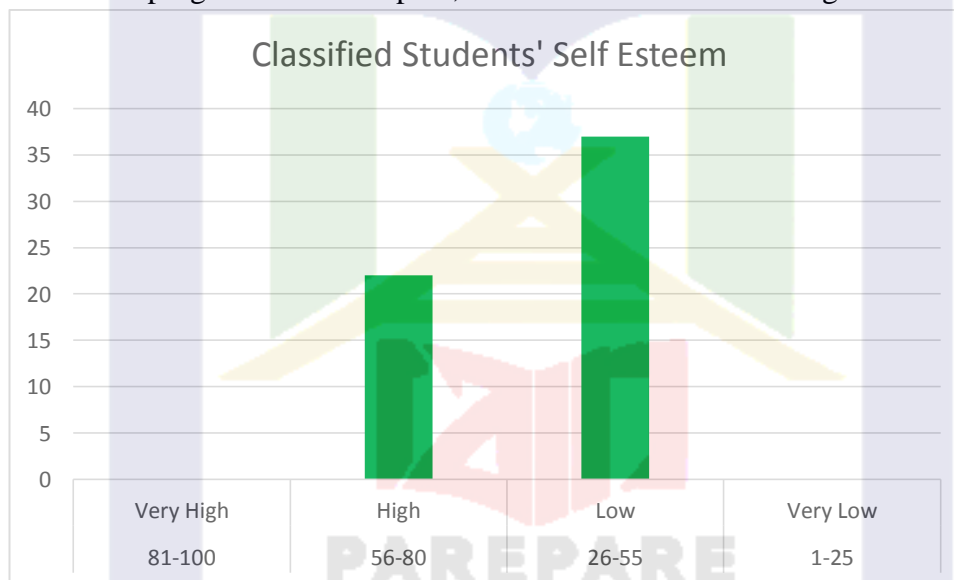


Figure 4.1 The Classified Students' Self-Esteem

Based on the table 4.18 and figure 1, shows that there were 22 students (37-29%) high self esteem and 37 students (62,71%) low self-esteem and there were not students have very high and very low self esteem.

## **B. Discussion**

### **1. Students' Self-Esteem**

Based on the result of the data analysis of students' self-esteem in speaking skills collected through questionnaire, it was found that from 59 total of students, mostly of students choose disagree with positive statement and agree with negative statement. In positive statement, statement "I can make my friends pay attention to me when I speak in English" there were 22 students in the data agree when they are speak, it was reflect their confidence in their communicative abilities. It implies that, when conversing in the English language, the students possess the skill to captivate the interest of their friends and successfully maintain their attention. This confidence might be grounded in the students' proficiency, engaging communication style, or perhaps a combination of factors that contribute to an effective and compelling manner of expressing oneself in English. That ability cannot be separated from the self-esteem that exists in the fifth semester students of English Education program IAIN Parepare.

The statement "I view myself in a positive light in English language" there was 25 of students feel that way. That is means the students hold a positive perception of their proficiency in the English language. This encompasses the belief that they can communicate effectively, express ideas clearly, and comprehend content in English. Furthermore, the students may take satisfaction in the progress of their English language skills, including the use of proper grammar, good pronunciation, and the ability to engage confidently in conversations or presentations. Rao stated that have good English speaking skills typically exhibits positive signs such as clear pronunciation, positive body language, a willingness to speak, the ability to overcome

challenges, and active participation in various English-speaking situations.<sup>22</sup> They tend to have a good understanding, adaptability in language use, and an openness to learning and continuously improving their speaking skills. The awareness of these achievements may provide a sense of fulfillment and enhance motivation to continue improving their English language abilities.

There were 24 of students agree with statement “I am proud of my English skills”, it was indicate that the students feel a sense of pride and satisfaction in their proficiency in the English language. This may encompass various aspects, including speaking, writing, comprehension, and participating in English language communication situations. The statement may also reflect the students’ dedication and efforts to enhance their English language skills. Awareness of progress in this regard often brings personal satisfaction and boosts confidence in their English language abilities.

The statement “I have ways to improve my speaking skills” was chosen by 24 of students. The students was aware of various methods or strategies to enhance their proficiency in spoken communication. It implies a proactive approach to skill development, suggesting that the students have identified specific techniques, resources, or opportunities that can be utilized to work on and improve their ability to speak effectively. This mindset often reflects a willingness to invest time and effort in the learning process and a commitment to continuous improvement in speaking skills. Improving speaking skills involves consistent practice and varied approaches. Engage in regular conversations with friends, family, or participate in speaking groups or debate clubs. Also, Ban dkk state to improve speaking skills can be actively listen to

---

<sup>22</sup> Parupalli Srivinas Rao, “The Importance of Speaking Skills in English Classrooms,” *Alford Council of International English & Literature Journal(ACIELJ)* 401, no. 2 (2019).



speeches, podcasts, or English conversations to grasp intonation and expand vocabulary, reading diverse English materials enhances vocabulary and comprehension.<sup>23</sup> Students also can recording their selves when speaking, taking English speaking course, and utilizing language learning apps offer valuable feedback. Stepping out of comfort zone, such as public speaking or participating in group discussions, is crucial. Seek feedback from peers, teachers, or self-recordings to identify areas for improvement. With persistence and openness to feedback, significant progress in speaking skills can be achieved.

The 21 of students who chose the statement “I feel that I can succeed with my speaking skills” tend to feel they can succeed with their speaking skills often exhibit confidence, positive self-perception, and a willingness to engage in verbal communication. They may be comfortable expressing their thoughts and ideas, participating in conversations, and even speaking in public. These individuals may have had positive experiences in communication or possess a strong understanding of their strengths in speaking. Additionally, they might actively work on improving their speaking skills through practice, learning, or direct experiences. Positive self-awareness and a willingness to continue learning and developing in the realm of speaking are common traits among people who believe they can succeed with their speaking skills.

The statement “My parents care about language achievement in English” was chosen by 22 of students. They think their parents caring about the students’ achievement in English signifies a deep concern and interest in their educational

---

<sup>23</sup> Bunheng Ban, Sina Pang, and Sereyrath Em, “Debate: One of the Key Factors to Improving Students’ English Language Speaking Skills,” *Journal of General Education and Humanities* 2, no. 2 (2023).

success, particularly in the context of English language proficiency. It means that parents prioritize and value their children's ability to excel in English-related subjects, such as reading, writing, and communication skills. This care often translates into active involvement, including providing support with homework, encouraging reading habits, and possibly seeking additional educational resources. Parents recognize the significance of English proficiency in academic advancement and future opportunities, and as a result, they actively engage in fostering their children's language learning journey. And for that, their care reflects a commitment to their children's overall development and success in an English-speaking academic and professional environment.

“I get support from my lecturers to improve my performance in speaking skills” got 26 of students who chose the statement. The students tend to think that they can seek support from their lecturers to enhance their speaking skills through several channels. Initiating open communication with lecturers about the desire to improve speaking abilities is crucial. Ban dkk added in their study that actively seeking feedback on speaking performances allows students to understand both strengths and areas for improvement. Lecturers can provide valuable guidance on effective speaking techniques, pronunciation, and specific challenges. Inquiring about additional resources, workshops, or one-on-one sessions offered by lecturers outside regular class hours is encouraged. An effective ways to students to receive support from lecturers was actively participating in class discussions, presentations, and utilizing lecturers' office hours for personalized advice. By fostering this communication and taking advantage of available resources, students can

collaboratively work with lecturers to enhance their speaking skills and overall academic performance.

The statement “ I hope I can improve my English speaking skills” only 25 of students express the hope to improve their speaking skills, it signifies a positive intention and a desire for progress in their ability to communicate verbally. This aspiration often stems from recognizing the importance of effective verbal communication in various academic and professional contexts. Students may anticipate engaging in activities such as participating in class discussions, delivering presentations, or simply feeling more confident in conversational settings. The hope for improvement suggests a proactive attitude toward self-development, which may involve seeking support from teachers, practicing regularly, and utilizing resources that facilitate language enhancement. Overall, this expression reflects a commitment to personal growth and proficiency in spoken communication. had a positive respond from students, mostly students agree with this statement.

Otherwise, in negative statement, statement “I think my friends are ignorant about my English language skills” there was 34 of students think that they believe their friends may lack awareness or understanding of their proficiency in English. The term "ignorant" here doesn't necessarily imply a negative judgment but rather a lack of knowledge or awareness regarding the speaker's language abilities. The students may feel that their friends are not fully aware of their competence in English, and this perception could influence the way they are perceived or interacted with in language-related situations.

The statement ” I tend to think that my friend underestimate my English skills” got chosen by 34 students, they suggest a personal perception or belief that their

friend may not fully appreciate or recognize their proficiency in English. This feeling may arise from a lack of acknowledgment or perhaps instances where their language abilities haven't been fully recognized or valued by their friend. Tran stated the students with lack of acknowledgment in speaking skills, their verbal communication abilities are not being recognized or appreciated, it means that despite having proficient speaking skills, the students feel that the others are not giving due credit or acknowledgment to their capabilities.<sup>24</sup> This lack of recognition might lead to feelings of frustration or a sense that the students' speaking skills are underestimated or undervalued by those around them. It's an expression of the students' perspective on how their language skills are perceived by someone close to them.

“I thought there was nothing I could do in English speaking lessons” the 29 of students have that perspective. Several factors contribute to students feeling like there's nothing they can do in English speaking lessons. This perception might come from limited learning resources, including outdated materials and a lack of multimedia tools, limiting opportunities for improvement. Ineffective teaching methods that fail to engage students or cater to diverse learning styles can also play a role. In line with the statement, Tran also added that the absence of personalized feedback, a fear of judgment in the classroom, insufficient practice opportunities, low confidence due to negative experiences, and a rigid curriculum ignoring the students' interests and diverse topics can all contribute to a sense of helplessness among students. Addressing these issues through interactive teaching approaches, providing constructive feedback, fostering a positive learning environment, and encouraging

---

<sup>24</sup> Thi Trang Loan Tran, “An Investigation into the Causes of Students' Anxiety in Learning English Speaking Skills,” *International Journal of TESOL & Education* 2, no. 3 (2022):.

regular practice can empower individuals to overcome the belief that there's nothing they can do to enhance their English speaking skills in lessons.

There was 38 of students who chose the statement “I tend to think that I am a failure in my speaking skills”. Students often feel themselves as facing challenges in their speaking skills due to various factors. Students might feel like they are not good at speaking because they are lack of confidence. Always worry about what others think and compare themselves to their classmates. According to Asti and Indawan, the whole environment sometimes makes the students feel like a competition, and they end up worrying if they are doing as well as others. that is caused the students often stress about what others think and compare themselves to classmates when speaking, mainly because the students want to fit in and be liked. It's a natural human thing, especially in class where the students always being assessed and ranked. There is this fear that the classmates might judge the students or think less of them if the students are not good in their speaking ability.<sup>25</sup> Those kind of feelings makes them doubt their abilities and see mistakes as failures. The students also do not get many chances to talk in real-life situations or get helpful feedback. If the class is not very interesting or encouraging, it adds to the feeling of not doing well. Sometimes, students set really high standards for themselves or feel pressure from others, making them think they're not doing good enough.

‘I’m embarrassed to ask people in English’ got chosen by 31 of students. Students might experience feelings of embarrassment when it comes to asking questions in English for several reasons. This apprehension often stems from a concern about potential judgment, either from friends or lecturers, because they are

---

<sup>25</sup> Asti Gumartifa and Indawan Syahri, “English Speaking Anxiety in Language Learning Classroom,” *English Language in Focus (ELIF)* 2, no. 2 (2021).

fear being perceived as less proficient or competent in the language. Beside that, cultural norms around education and language learning can further influence this problem, as some students may come from backgrounds where asking questions is viewed negatively. Also, Social pressure in a classroom setting, where students fear standing out or being the only ones with uncertainties, can contribute to their hesitation. Low self-confidence in language proficiency and a general fear of making mistakes or exposing perceived inadequacies also becomes the factors why the students feel embarrassed.

The 37 of students chose “I don't think I have speaking skills that can make others proud”. It was suggest that the students lack confidence in their ability to communicate effectively and impress others through their speaking proficiency. Habiba dkk in their study state that lack confidence is the feeling of unsure or hesitant when speaking. This can happen when the students afraid of being judged, worried about making mistakes, or think their language skills are not good enough.<sup>26</sup> People with low confidence in speaking might avoid talking in certain situations, feel nervous about starting conversations, or find it hard to express themselves. They may feel uncertain about their language skills and doubt whether their spoken expression can make those people around them proud, likely influenced by a fear of being judge or feeling they fall short of expectations.

The statement “My parents are indifferent to my achievements in English” got chosen 33 of students. There can be several reasons why students' parents might appear indifferent to their achievements in English. One possible explanation is a lack

---

<sup>26</sup> Habiba Qureshi, Fareeha Javed, and Sana Baig, “The Effect of Psychological Factors on English Speaking Performance of Students Enrolled in Postgraduate English Language Teaching Programs in Pakistan,” *Global Language Review* V, no. II (2020).

of awareness or understanding of the significance of language proficiency and academic achievements in English. Parents may not be fully informed about the effort and dedication their children put into improving their language skills. In addition, differing priorities or challenges within the family might divert the parents' attention away from their children's academic accomplishments. Cultural and generational differences in attitudes towards education and language learning can also contribute to this perceived indifference. It's essential to recognize that communication gaps and differing expectations may be at play, and addressing these through open and honest conversations can help foster a better understanding between students and their parents.

The last, there were 34 of students experienced the statement “My English skills are below average”. Students' English proficiency may be below average due to various factors. Limited knowledge to the English language, inadequate learning resources, and a lack of practice opportunities can hinder language development. Also, ineffective teaching methods that used by lecturers for different style for learning, coupled with lack of support for language learning at home, may contribute to slower progress. This statement is supported by Anik Nunuk dkk in their study, when lecturers use ineffective teaching methods for different learning styles, it means they might not adjust their approach to suit how each student learns best, this could involve sticking to one teaching style, like just giving lectures, without including activities that appeal to various ways of learning, also not providing timely feedback or using engaging tools like videos can also make the teaching less effective.<sup>27</sup> The

---

<sup>27</sup> Anik Nunuk Wulyani, Irina Elgort, and Averil Coxhead, “Exploring EFL Teachers’ English Language Proficiency: Lessons from Indonesia,” *Indonesian Journal of Applied Linguistics* 9, no. 2 (2019).

each students' learning differences, socioeconomic factors, and the overall learning environment can also play significant roles in students' language development.

It indicated that the level of students' self-esteem at the fifth semester of english education program IAIN Parepare was categorized low self esteem with the mean score 54,95. It showed that the majority of the students dont confident with their ability to think and improve their basic challenge especially in english speaking class, they could not have a progress in learning speaking and showed positive themselves by their skills.





## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the research findings and discussions in the previous chapter, the researcher comes to the following conclusions that the students' self-esteem at the fifth semester of English Education program IAIN Parepare was categorized low self-esteem with the mean score 54,95. The classified of the students' self-esteem at the fifth semester of English Education program IAIN Parepare, show that there were 22 students (37,29%) high self-esteem, and 37 students (62,71%) low self-esteem. It showed that the majority of the students worry that their friends do not understand or appreciate their language skills. Challenges like ineffective teaching methods and feeling unsure in English lessons add to the complexity. There was also a fear of being judged by classmates. Also, the students' parents showed lack of interest their children in English achievements, and the belief of students that their English skills are below average.

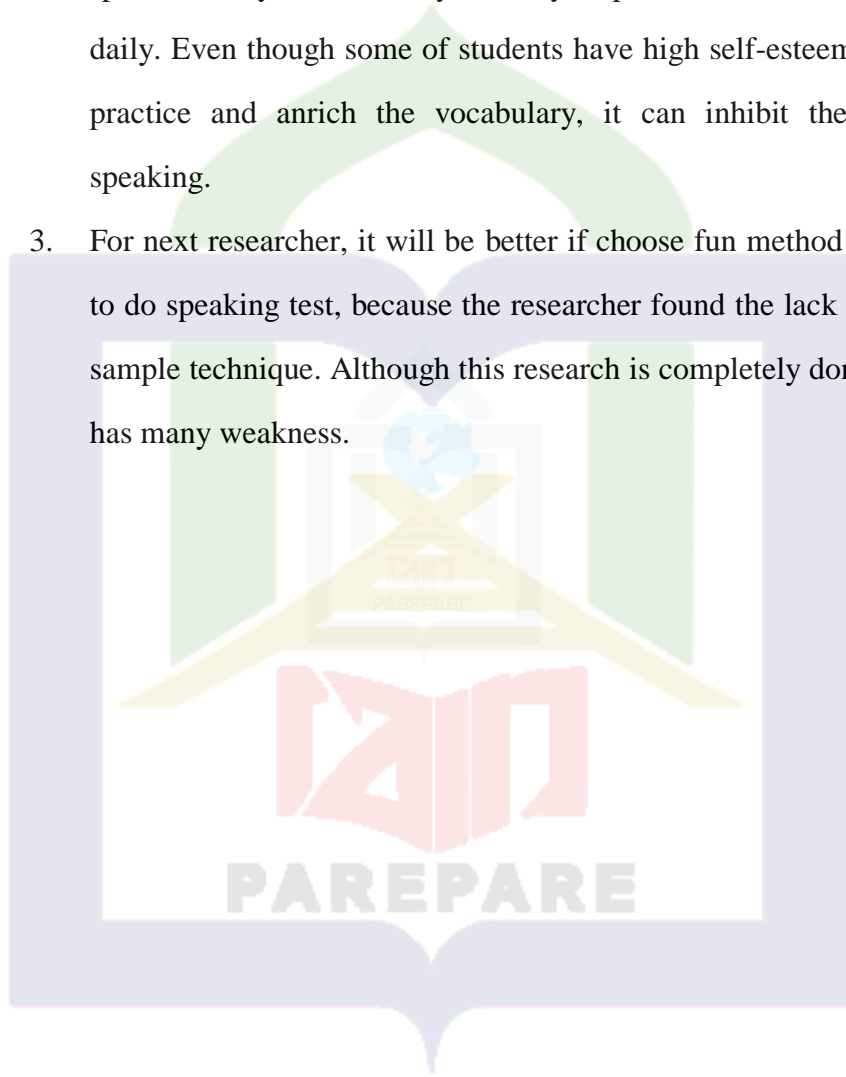
#### B. Suggestions

Based on the results of the researcher above, the researcher offer some suggestions as follows :

1. For Lecturer, it is important to give practice using English in learning process because most of students may have a competence and ability to skills speaking English, but they can not apply in their real life because they rarely to practice it. Besides that, lecturer should ne able to give

more opportunities to students and invite them to have more interaction in English.

2. For students, almost all of students believe with themselves but cannot speak fluently because they are lazy to practice, either in academic or daily. Even though some of students have high self-esteem but without practice and enrich the vocabulary, it can inhibit their ability in speaking.
3. For next researcher, it will be better if choose fun method or technique to do speaking test, because the researcher found the lack of accidental sample technique. Although this research is completely done, but it still has many weakness.



## BIBLIOGRAPHY

*Al-Qur'an Al-Karim.*

Ban, Bunheng, et al. "Debate: One of the Key Factors to Improving Students' English Language Speaking Skills," *Journal of General Education and Humanities*, 2.2 (2023).

Brown, Hendry Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed. New York: Addison Wesley Longman, 2001.

Brown, Henry Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: San Fransisco State University, 2007.

Dermawan, Deni. *Metode Penelitian Kuantitatif*. 1st ed. PT. Remaja Rosdakarya, Bandung, 2013.

Gumartifa, Asti and Indawan Syahri. "English Speaking Anxiety in Language Learning Classroom," *ELIF: English Language in Focus*, 2.2 (2021).

Harmer, Jeremy. *The Practice of English Teaching*. 4th ed. Pearson Longman, 2007.

Koch, Arthur and Jason Schmitt. *Speaking With a Purpose*. 10th ed. Routledge: Taylor and Francis Group, 2017.

Kuesioner Penelitian "An Analysis of Students' Self-Esteem in Speaking Skill at the Fifth Semester of English Education Program IAIN Parepare," <https://forms.gle/tu7JAVoqKnbonLiR8>.

McPheat, Sean. *Personal Confidence & Motivation*. 1st ed. MTD Training and bookbon.com, 2013.

Murphy, Beth. *How to Increase Your Self-Esteem*. 3rd ed. MInd, 2011.

Nadiah, Arina and Ikram. "The Students' Self Confidence in Speaking Skills," *ELITE JOURNAL: Journal of English Linguistics, Literature and Education*, 1.1 (2019).

Narahara, Sean. "The Relationship Between Students' Self -Esteem and Their Speaking Abilities for the Eleventh-Grade Students of SMA Al- Mudatsiriyah Jakarta," *International Undergraduate Conference on English Education*, 1.2 (2022).

Nurdini, Rahmi Aulia. "The Students' Self-Esteem Level in Contributing to English Speaking Skill." *BLESS: Bilingualism, Language, and Education Studies*, 1.2

(2019).

- Paul, Rhea and Norbury Courtenay. *Language Disorders from Infancy through Adolescence-E-Book: Listening, Speaking, Reading, Writing, and Communicating*. Elsevier Health Sciences, 2012.
- Pradita, Linda Eka dan Rani Jayanti. *Berbahasa Produktif Melalui Keterampilan Berbicara: Teori dan Aplikasi*. Penerbit NEM, 2021.
- Qureshi, Habiba, et al. "The Effect of Psychological Factors on English Speaking Performance of Students Enrolled in Postgraduate English Language Teaching Programs in Pakistan," *Global Language Review*, 5.2 (2020).
- Rao, Parupalli Srivinas. "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English and Literature Journal(ACIELJ)*, 401.2 (2019).
- Satriani, Mutia. "The Correlation Between Self-Esteem and Speaking Performance in Indonesia," *Journal of Teaching and Learning English in Multicultural Context (TLEMC)*, 3.1 (2019).
- Siregar, Rabiatul Adawiyah. *Keterampilan Berbicara*. 1st ed. Yayasan Candekia Pendidikan Muslim, 2021.
- Steinem, Gloria. *Revolution from Within: Book of Self-Esteem*. Open Road Media, 2012.
- Su, Yosefina Rosdiana, et al. "Fostering Students' Self-Esteem in Speaking by Extending Speaking Activities in Social Media," *Pedagogy : Journal of English Language Teaching*, 7.1 (2019).
- Suhron, Muhammad. *Asuhan Keperawatan Konsep Diri: Self-Esteem*. Unmuh Ponorogo Press, 2016.
- Tran, Thi Trang Loan. "An Investigation into the Causes of Students' Anxiety in Learning English Speaking Skills," *International Journal of TESOL and Education*, 2.3 (2022).
- Tripudiyana, Tiara, at al. "A Correlation Between Students' Self-Esteem and Speaking Skill." *JETLE: Journal of English Language Teaching and Learning*, 3.2 (2022).
- Utari, Jesi, at al. "The Correlation Between Self Confidence and Speaking Ability of The Fourth Semester Students of Indo Global Mandiri University," *Ulil Albab: Jurnal Ilmiah Multidisiplin*, 1.12 (2022).


- Wulyani, Anik Nunuk, at al. “Exploring EFL Teachers’ English Language Proficiency: Lessons from Indonesia,” *Indonesian Journal of Applied Linguistics*, 9.2 (2019).
- Yu, Wenjing, at al. “The Role of Self-Esteem in the Academic Performance in Rural Students in China,” *International Journal of Environmental Research and Public Health*, 19.21 (2022).
- Zubair, Muhammad Kamal, et al. *Penulisan Karya Ilmiah Berbasis Teknologi Informasi*, IAIN Parepare Press, 2020.



# APPENDICES



Appendix 1: Administration Form

  
**KEPUTUSAN  
DEKAN FAKULTAS TARBİYAH  
NOMOR : 3784 TAHUN 2022  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

---

**DEKAN FAKULTAS TARBİYAH**

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;

b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;

4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;

5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;

6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;

7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;

8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;

9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;

10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;

b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

**MEMUTUSKAN**

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUTE AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**

Kesatu : Menunjuk saudara; 1. Dr. Arqam, M.Pd.  
2. Kalsum, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :


Nama : Ariyah Ihtisyam Idris  
NIM : 19.1300.021  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Students' Self Esteem In Performing Speaking At English Department IAIN Parepare


Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 14 September 2022

Dekan,  
  
Zulfah





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404  
PO Box 909 Parepare 9110, website : [www.iainpare.ac.id](http://www.iainpare.ac.id) email: [mail.iainpare.ac.id](mailto:mail.iainpare.ac.id)

Nomor : B-5051/In.39/FTAR.01/PP.00.9/12/2023

07 Desember 2023

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di  
KOTA PAREPARE

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : ARIIBAH IHTISYAM IDRIS  
Tempat/Tgl. Lahir : MAKASSAR, 28 April 2001  
NIM : 19.1300.021  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : JL. LAUPE NO. 130, KEL. BUKIT HARAPAN KEC. SOREANG KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

**AN ANALYSIS OF STUDENTS' SELF-ESTEEM IN SPEAKING SKILL AT THE FIFTH SEMESTER OF ENGLISH EDUCATION PROGRAM IAIN PAREPARE**

Pelaksanaan penelitian ini direncanakan pada bulan Desember sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Dekan,



Dr. Zulfah, S.Pd., M.Pd.  
NIP 198304202008012010



SRN IP0001007



**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

*Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpisp@pareparekota.go.id*

**REKOMENDASI PENELITIAN**

**Nomor : 1007/IP/DPM-PTSP/12/2023**

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
  2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
  3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA

NAMA : **ARIIBAH IHTISYAM IDRIS**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **JL. LAUPE NO. 124 PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **AN ANALYSIS OF STUDENTS SELF-ESTEEM IN SPEAKING SKILL AT THE FIFTH SEMESTER OF ENGLISH EDUCATION PROGRAM IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **11 Desember 2023 s.d 14 Januari 2024**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **13 Desember 2023**

**KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
KOTA PAREPARE**



**Hj. ST. RAHMAH AMIR, ST, MM**

**Pembina Tk. 1 (IV/b)**

**NIP. 19741013 200604 2 019**

**Biaya : Rp. 0.00**

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPISP Kota Parepare (scan QRCode)



Balai  
Sertifikasi  
Elektronik





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ ( 0421 ) 21307 Fax.24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

**SURAT KETERANGAN TELAH MENELITI**  
NOMOR : B-213/ln.39/FTAR.01/PP.00.9/01/2024

Yang bertanda tangan di bawah ini,

Nama : Dr. Zulfah, M.Pd.  
NIP : 19830420 200801 2 010  
Pangkat / Golongan : Pembina / IV a  
Jabatan : Dekan Fakultas Tarbiyah  
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Ariibah Ihtisyam Idris  
NIM : 19.1300.021  
Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris  
Alamat : Jl. Laupe No. 130, Kel. Bukit Harapan, Kec. Soreang  
Kota Parepare

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai tanggal 11 Desember 2023 sampai dengan bulan 15 Januari 2024, dengan judul penelitian **“An Analysis Students’ Self-Esteem In Speaking Skill At The Fifth Semester of English Education Program IAIN Parepare”**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 15 Januari 2024



Dekan,  
Dr. Zulfah, M.Pd.  
NIP.19830420 200801 2 010

*Appendix 2: Instrument of Questionnaire*

	<p><b>KEMENTERIAN AGAMA</b> <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b> <b>FAKULTAS TARBIYAH</b> Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307</p>
	<p><b>VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI</b></p>

NAME OF STUDENT : Ariibah Ihtisyam Idris  
STUDENT REG. NUMBER : 19.1300.021  
FACULTY : Tarbiyah  
STUDY PROGRAM : English Education  
TITLE OF THE THESIS : The Analysis of Students' Self-Esteem in Speaking Skill at the Fifth Semester of English Education Program IAIN Parepare

**QUESTIONNAIRE**

Filling instructions :

1. Fill in the identity correctly in the space provided completely
2. Fill in all the numbers and don't miss anything question
3. Put a checklist (√) on the answer that according to the respondent has the most suitable
4. Answer each part of the questionnaire according to the instructions

A. Respondent Identity

1. Name : .....
2. Reg. Number : .....

B. Fill in the following answers according to what the respondent experienced by placing a checklist (√) in the column provided. The meaning of the sign is as follows:

- SA** = **Strongly Agree**
- A** = **Agree**
- D** = **Disagree**
- SD** = **Strongly Disagree**

**1. Self Esteem**

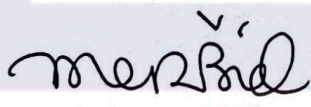
NO	LIST OF QUESTION	ANSWER			
		SA	A	D	SD
1.	I can make my friends pay attention to me when I speak in English				
2.	I think my friends are ignorant about my English language skills				
3.	I tend to think that my friend underestimate my English skills				
4.	I view myself in a positive light in English language				
5.	I am proud of my English skills				
6.	I thought there was nothing I could do in English speaking lessons				
7.	I have ways to improve my speaking skills				
8.	I feel that I can succeed with my speaking skills				
9.	I tend to think that I am a failure in my speaking skills				
10.	I'm embarrassed to ask people in English				

NO	LIST OF QUESTION	ANSWER			
		SA	A	D	SD
11.	My parents care about language achievement in English				
12.	I get support from my lecturers to improve my performance in speaking skills				
13.	I don't think I have speaking skills that can make others proud				
14.	My parents are indifferent to my achievements in English				
15.	I hope I can improve my English speaking skills				
16.	My English skills are below average				

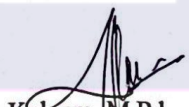
(Adopted by Riska Ananda, 2017)

Approved by  
Consultant Commissions

Consultant

  
Dr. Arqam, M.Pd.  
NIP. 197403292002121001

Co-consultant

  
Katsum, M.Pd.  
NIP. 198609262023212030

*Appendix 3: The Result of Students' Questionnaire*

## **KUESIONER PENELITIAN 'AN ANALYSIS OF STUDENTS' SELF-ESTEEM IN SPEAKING SKILL AT THE FIFTH SEMESTER OF ENGLISH EDUCATION PROGRAM IAIN PAREPARE'**

Assalamu' Alaikum Warahmatullahi Wabarakatuh.

Perkenalkan nama saya Ariibah Ihtisyam Idris (19.1300.021) Mahasiswa Program Studi Pendidikan Bahasa Inggris Institut Agama Islam Negeri Parepare yang saat ini sedang melakukan penelitian Skripsi dengan Judul "An Analysis of Students' Self-Esteem in Speaking Skill at the Fifth Semester of English Education Program IAIN Parepare". Oleh karena itu, saya meminta dukungan dan partisipasi dari teman-teman sekalian untuk meluangkan sedikit waktu mengisi kuesioner penelitian ini dengan sejujur-jujurnya.

Semua informasi yang diberikan akan dirahasiakan dan hanya digunakan untuk kepentingan akademis. Terima kasih atas dukungan dan partisipasinya, semoga hal-hal baik senantiasa menyertai kita semua, Aamiin Ya Rabbal Alamin.

---

### **Identitas**

---

**NAMA \***

KARMILA JAMAL

---

**NIM \***

'2120203888203004

---

### Daftar Pertanyaan Kuesioner

**1. I can make my friends pay attention to me when I speak in English (Saya dapat membuat \*  
teman-teman saya memperhatikan saya ketika saya berbicara dalam bahasa Inggris)**

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**2. I think my friends are ignorant about my English language skills (Saya merasa teman-  
teman saya cuek dengan kemampuan bahasa Inggris saya) \***

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**3. I tend to think that my friend underestimate my English skills (Saya cenderung berpikir \*  
bahwa teman saya meremehkan kemampuan bahasa Inggris saya)**

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**4. I view myself in a positive light in English language (Saya memandang diri saya secara \*  
positif dalam bahasa Inggris)**

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**5. I am proud of my English skills (Saya bangga dengan kemampuan bahasa Inggris saya) \***

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)



**6. I thought there was nothing I could do in English speaking lessons (Saya merasa tidak ada yang bisa saya lakukan dalam pelajaran bahasa Inggris)** \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**7. I have ways to improve my speaking skills (Saya memiliki cara untuk meningkatkan kemampuan berbicara saya)** \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**8. I feel that I can succeed with my speaking skills (Saya merasa bahwa saya dapat berhasil dengan kemampuan berbicara saya)** \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

9. I tend to think that I am a failure in my speaking skills (Saya cenderung berpikir bahwa saya gagal dalam keterampilan berbicara saya) \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

10. I'm embarrassed to ask people in English (Saya malu bertanya kepada orang lain dalam bahasa Inggris) \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

11. My parents care about language achievement in English (Orang tua saya peduli dengan pencapaian bahasa Inggris saya) \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

12. I get support from my lecturers to improve my performance in speaking skills (Saya mendapat dukungan dari dosen untuk meningkatkan performa saya dalam keterampilan berbicara) \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

13. I don't think I have speaking skills that can make others proud (Saya merasa tidak memiliki kemampuan berbicara yang dapat membuat orang lain bangga) \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

14. My parents are indifferent to my achievements in English (Orang tua saya acuh tak acuh terhadap prestasi saya dalam berbahasa Inggris) \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**15. I hope I can improve my English speaking skills (Saya berharap dapat meningkatkan kemampuan berbicara bahasa Inggris saya) \***

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**16. My English skills are below average (Kemampuan bahasa Inggris saya di bawah rata-rata) \***

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

PAREPARE

# KUESIONER PENELITIAN 'AN ANALYSIS OF STUDENTS' SELF-ESTEEM IN SPEAKING SKILL AT THE FIFTH SEMESTER OF ENGLISH EDUCATION PROGRAM IAIN PAREPARE'

Assalamu' Alaikum Warahmatullahi Wabarakatuh.

Perkenalkan nama saya Ariibah Ihtisyam Idris (19.1300.021) Mahasiswa Program Studi Pendidikan Bahasa Inggris Institut Agama Islam Negeri Parepare yang saat ini sedang melakukan penelitian Skripsi dengan Judul "An Analysis of Students' Self-Esteem in Speaking Skill at the Fifth Semester of English Education Program IAIN Parepare". Oleh karena itu, saya meminta dukungan dan partisipasi dari teman-teman sekalian untuk meluangkan sedikit waktu mengisi kuesioner penelitian ini dengan sejujur-jujurnya.

Semua informasi yang diberikan akan dirahasiakan dan hanya digunakan untuk kepentingan akademis. Terima kasih atas dukungan dan partisipasinya, semoga hal-hal baik senantiasa menyertai kita semua, Aamiin Ya Rabbal Alamin.

## Identitas

**NAMA \***

SYAHRIANITA

**NIM \***

'2120203888203045

IAIN  
PAREPARE

**Daftar Pertanyaan Kuesioner**

**1. I can make my friends pay attention to me when I speak in English (Saya dapat membuat \* teman-teman saya memperhatikan saya ketika saya berbicara dalam bahasa Inggris)**

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**2. I think my friends are ignorant about my English language skills (Saya merasa teman-teman saya cuek dengan kemampuan bahasa Inggris saya)**

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**3. I tend to think that my friend underestimate my English skills (Saya cenderung berpikir \*  
bahwa teman saya meremehkan kemampuan bahasa Inggris saya)**

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**4. I view myself in a positive light in English language (Saya memandang diri saya secara \*  
positif dalam bahasa Inggris)**

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**5. I am proud of my English skills (Saya bangga dengan kemampuan bahasa Inggris saya) \***

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

6. I thought there was nothing I could do in English speaking lessons (Saya merasa tidak ada yang bisa saya lakukan dalam pelajaran bahasa Inggris) \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

7. I have ways to improve my speaking skills (Saya memiliki cara untuk meningkatkan kemampuan berbicara saya) \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

8. I feel that I can succeed with my speaking skills (Saya merasa bahwa saya dapat berhasil dengan kemampuan berbicara saya) \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)



**9. I tend to think that I am a failure in my speaking skills (Saya cenderung berpikir bahwa saya gagal dalam keterampilan berbicara saya) \***

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**10. I'm embarrassed to ask people in English (Saya malu bertanya kepada orang lain dalam bahasa Inggris) \***

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**11. My parents care about language achievement in English (Orang tua saya peduli dengan pencapaian bahasa Inggris saya) \***

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**12. I get support from my lecturers to improve my performance in speaking skills (Saya mendapat dukungan dari dosen untuk meningkatkan performa saya dalam keterampilan berbicara)** \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**13. I don't think I have speaking skills that can make others proud (Saya merasa tidak memiliki kemampuan berbicara yang dapat membuat orang lain bangga)** \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

**14. My parents are indifferent to my achievements in English (Orang tua saya acuh tak acuh terhadap prestasi saya dalam berbahasa Inggris)** \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

15. I hope I can improve my English speaking skills (Saya berharap dapat meningkatkan kemampuan berbicara bahasa Inggris saya) \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

16. My English skills are below average (Kemampuan bahasa Inggris saya di bawah rata-rata) \*

- Strongly Aggre (sangat setuju)
- Agree (setuju)
- Disagree (tidak setuju)
- Strongly Disagree (sangat tidak setuju)

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

PAREPARE

Appendix 3: The Result of Students' Questionnaire

Respondent	Statement postive								Amount	Statement Negative								Amount	Total Of Amount
	1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8		
Respondent 1	2	3	2	3	2	2	2	1	17	3	2	1	2	2	2	3	3	18	35
Respondent 2	3	3	2	2	2	2	2	2	18	2	2	2	3	3	1	3	3	19	37
Respondent 3	3	4	3	1	2	3	3	3	22	1	3	1	3	2	3	2	2	17	39
Respondent 4	2	1	1	2	3	2	3	1	15	3	3	3	2	3	1	3	2	20	35
Respondent 5	3	3	1	1	3	3	2	3	19	1	3	1	2	3	3	2	2	17	36
Respondent 6	3	2	2	3	1	2	2	1	16	1	2	1	2	1	2	3	2	14	30
Respondent 7	2	1	1	1	1	2	4	3	15	3	1	2	3	2	1	1	3	16	31
Respondent 8	1	2	1	3	1	2	2	2	14	2	2	1	2	2	2	1	3	15	29
Respondent 9	1	1	3	4	1	3	3	2	18	1	3	1	2	3	2	2	2	16	34
Respondent 10	1	2	2	3	1	2	1	2	14	1	3	1	2	3	3	3	1	17	31
Respondent 11	1	2	2	3	3	3	2	1	17	1	3	2	2	2	1	2	3	16	33
Respondent 12	1	2	2	2	2	2	1	4	16	1	1	1	4	3	1	2	3	16	32
Respondent 13	1	4	1	3	3	1	4	3	20	2	1	3	1	3	1	1	3	15	35
Respondent 14	1	3	1	3	1	2	1	4	16	1	3	3	1	2	1	1	2	14	30
Respondent 15	3	3	3	1	3	2	3	1	17	1	2	2	1	2	3	3	1	15	32
Respondent 16	4	1	4	3	4	1	4	2	20	1	2	3	2	2	2	1	1	14	34
Respondent 17	3	1	4	1	4	3	3	4	23	2	4	3	1	2	3	2	2	19	42
Respondent 18	4	3	3	3	3	3	3	4	26	2	4	1	2	3	3	1	3	19	45
Respondent 19	3	4	4	3	4	1	1	3	23	2	3	1	1	2	4	1	2	16	39
Respondent 20	4	2	4	4	4	1	3	3	25	2	3	1	1	4	2	1	4	18	43
Respondent 21	1	4	1	2	1	2	1	1	13	4	1	3	4	3	2	3	3	23	36
Respondent 22	1	1	1	1	1	1	4	1	12	3	1	3	1	2	2	3	4	19	31
Respondent 23	1	1	1	2	1	1	1	3	11	4	2	3	2	4	2	3	3	23	34
Respondent 24	1	3	1	1	1	1	3	3	14	4	1	3	2	3	1	3	4	21	35
Respondent 25	3	1	3	1	3	3	1	3	18	1	2	1	2	2	2	2	4	16	34

Respondent 26	1	1	2	1	2	1	2	1	11	3	2	3	2	2	3	3	3	21	32
Respondent 27	3	1	1	3	1	3	3	4	21	1	3	3	2	3	3	2	2	19	40
Respondent 28	2	1	2	2	2	1	2	1	13	3	1	3	3	2	1	3	3	19	32
Respondent 29	2	1	3	1	3	1	1	1	11	3	2	4	3	1	3	1	2	19	30
Respondent 30	2	1	1	2	1	1	3	1	13	3	1	3	3	1	3	3	2	19	32
Respondent 31	3	3	3	1	3	4	3	3	23	2	3	2	2	3	2	1	4	19	42
Respondent 32	1	3	1	2	1	1	1	1	11	3	1	3	3	1	3	3	3	20	31
Respondent 33	3	2	4	3	4	3	3	1	22	2	4	2	2	2	2	2	1	17	39
Respondent 34	1	3	1	1	1	1	3	2	14	2	4	3	3	1	3	3	3	22	36
Respondent 35	2	3	2	3	2	3	3	1	20	3	3	1	2	2	3	2	1	17	37
Respondent 36	2	3	1	3	1	4	3	1	20	1	2	2	2	2	3	1	1	14	34
Respondent 37	2	2	3	4	3	3	3	2	22	3	3	1	2	4	3	2	2	20	42
Respondent 38	2	3	3	3	3	4	3	1	22	2	2	2	2	3	3	1	1	16	38
Respondent 39	3	2	2	3	2	3	2	1	19	2	2	2	2	3	3	2	2	18	37
Respondent 40	3	2	2	3	2	3	2	3	21	2	2	2	2	2	3	2	2	17	38
Respondent 41	3	3	1	3	1	3	3	1	20	2	2	1	1	3	3	1	1	14	34
Respondent 42	3	2	2	4	2	4	4	3	26	3	3	1	2	3	4	1	2	19	45
Respondent 43	1	2	3	2	3	1	1	3	15	2	1	3	2	3	1	4	1	17	32
Respondent 44	3	3	2	1	2	1	3	1	16	3	1	3	2	3	1	3	3	19	35
Respondent 45	1	2	3	2	3	1	3	1	14	2	1	3	2	1	1	4	2	16	30
Respondent 46	1	1	3	2	3	1	1	3	14	2	3	4	3	3	1	4	3	22	36
Respondent 47	1	3	3	1	3	2	1	1	13	3	2	4	4	1	2	3	2	21	34
Respondent 48	1	2	3	1	3	1	1	1	11	3	1	4	4	3	1	4	3	23	34
Respondent 49	1	1	3	1	3	1	2	2	12	4	3	4	3	1	1	3	2	21	33
Respondent 50	2	3	1	2	1	1	2	3	16	2	1	3	3	3	2	4	1	19	35
Respondent 51	2	2	2	2	2	3	3	3	19	1	3	3	3	1	1	2	3	17	36
Respondent 52	3	3	2	3	2	2	2	3	20	1	1	2	3	4	1	2	1	15	35
Respondent 53	3	2	3	3	3	1	2	2	19	1	2	2	1	2	2	2	2	14	33

Respondent 54	2	3	3	2	3	2	1	2	16	3	3	1	3	1	3	3	1	18	34
Respondent 55	2	1	2	2	1	3	1	2	14	3	3	3	3	3	1	2	3	21	35
Respondent 56	2	3	3	2	1	3	2	3	19	3	3	3	3	1	1	2	1	17	36
Respondent 57	2	1	1	2	1	2	2	2	13	3	3	3	2	3	2	3	1	20	33
Respondent 58	4	2	3	2	2	3	1	3	20	3	2	3	2	2	1	2	3	18	38
Respondent 59	2	3	1	1	1	2	1	3	14	4	2	4	3	3	1	3	1	21	35



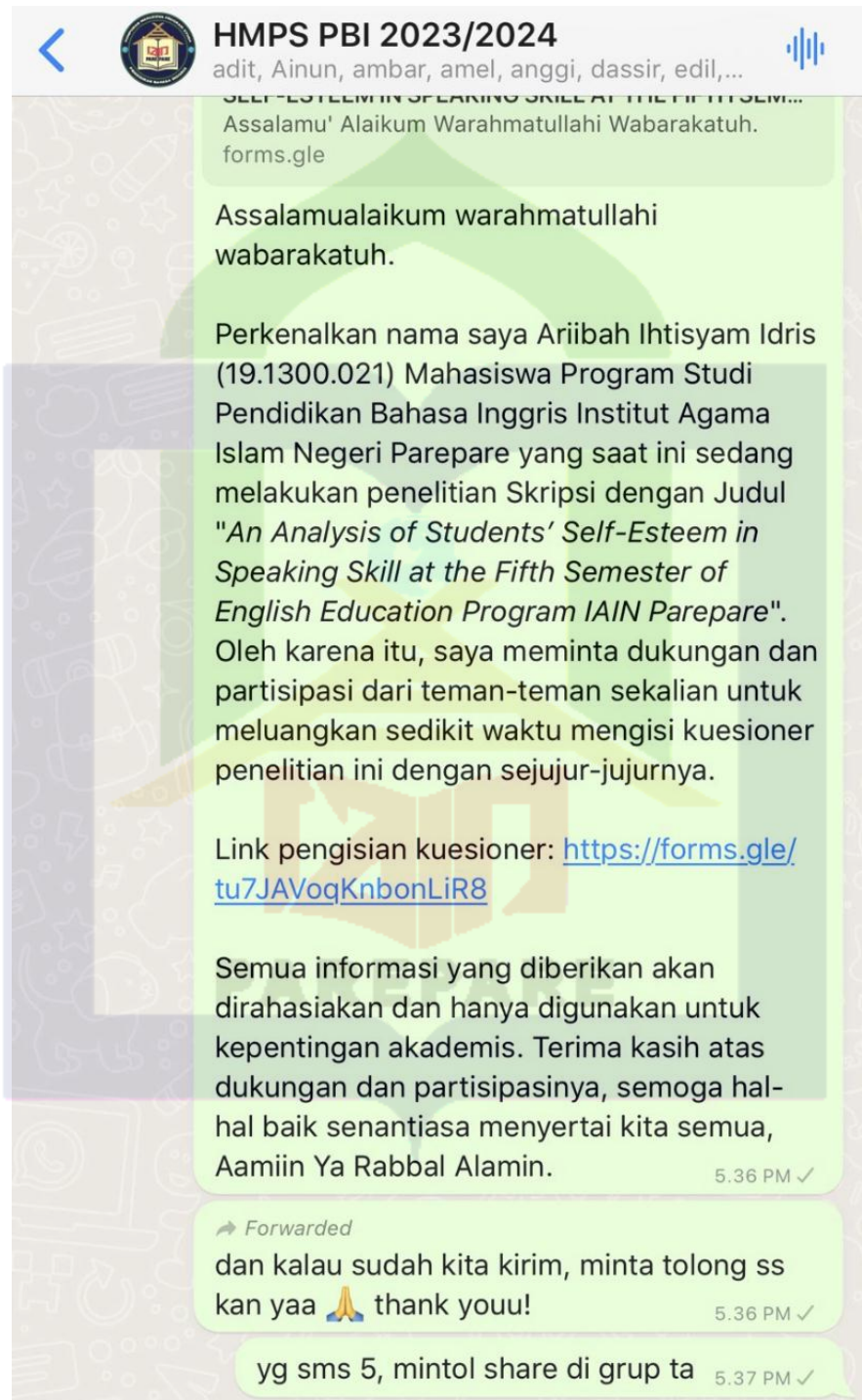
Respondent	Amount of Statement Positive	Amount of Statement Negative	Total Amount	Scoring Analyze	Classified Students Self Esteem
Respondent 1	17	18	35	54,6875	Low
Respondent 2	18	19	37	57,8125	High
Respondent 3	22	17	39	60,9375	High
Respondent 4	15	20	35	54,6875	Low
Respondent 5	19	17	36	56,25	High
Respondent 6	16	14	30	46,875	Low
Respondent 7	15	16	31	48,4375	Low
Respondent 8	14	15	29	45,3125	Low
Respondent 9	18	16	34	53,125	Low
Respondent 10	14	17	31	48,4375	Low
Respondent 11	17	16	33	51,5625	Low
Respondent 12	16	16	32	50	Low
Respondent 13	20	15	35	54,6875	Low
Respondent 14	16	14	30	46,875	Low
Respondent 15	17	15	32	50	Low
Respondent 16	20	14	34	53,125	Low
Respondent 17	23	19	42	65,625	High
Respondent 18	26	19	45	70,3125	High
Respondent 19	23	16	39	60,9375	High
Respondent 20	25	18	43	67,1875	High
Respondent 21	13	23	36	56,25	High
Respondent 22	12	19	31	48,4375	Low
Respondent 23	11	23	34	53,125	Low
Respondent 24	14	21	35	54,6875	Low
Respondent 25	18	16	34	53,125	Low
Respondent 26	11	21	32	50	Low
Respondent 27	21	19	40	62,5	High
Respondent 28	13	19	32	50	Low
Respondent 29	11	19	30	46,875	Low
Respondent 30	13	19	32	50	Low
Respondent 31	23	19	42	65,625	High
Respondent 32	11	20	31	48,4375	Low
Respondent 33	22	17	39	60,9375	High
Respondent 34	14	22	36	56,25	High
Respondent 35	20	17	37	57,8125	High
Respondent 36	20	14	34	53,125	Low

Respondent 37	22	20	42	65,625	High
Respondent 38	22	16	38	59,375	High
Respondent 39	19	18	37	57,81	High
Respondent 40	21	17	38	59,375	High
Respondent 41	20	14	34	53,125	Low
Respondent 42	26	19	45	70,3125	High
Respondent 43	15	17	32	50	Low
Respondent 44	16	19	35	54,6875	Low
Respondent 45	14	16	30	46,875	Low
Respondent 46	14	22	36	56,25	High
Respondent 47	13	21	34	53,125	Low
Respondent 48	11	23	34	53,125	Low
Respondent 49	12	21	33	51,5625	Low
Respondent 50	16	19	35	53,125	Low
Respondent 51	19	17	36	56,25	High
Respondent 52	20	15	35	54,6875	Low
Respondent 53	19	14	33	51,5625	Low
Respondent 54	16	18	34	53,125	Low
Respondent 55	14	21	35	54,6875	Low
Respondent 56	19	17	36	56,25	High
Respondent 57	13	20	33	51,5625	Low
Respondent 58	20	18	38	59,375	High
Respondent 59	14	21	35	54,6875	Low

$$\text{Scoring Analyze of student} = \frac{\text{students total points of Questionairre}}{\text{score total maximum of Questionairre}} \times 100$$



## Appendix 4: Documentation



## CURRICULUM VITAE



Ariibah Ihtisyam Idris. The writer was born on April 28<sup>th</sup> 2001 in Makassar. She is the first child of two children in her family, and has one little sister. Her father's name is Idris Muttalib and her mother's name is Gustiwati. The writer began her studies in SD Negeri 63 Parepare in 2007 and graduated in 2013. After that, she continued her studies at SMP Negeri 10 Parepare and finished in 2016. Afterward, the writer continued her studies at SMA Negeri 4 Parepare and finally graduated in 2019. In the same year her graduation from senior high school, the writer committed to continued her studies at one of universities in Parepare named IAIN Parepare, Tarbiyah Faculty, chose English Education as the major. While studying at IAIN Parepare, the writer became part of the FORKIM (Forum

Karya Tulis Ilmiah Mahasiswa) community also joined SiGuRu community as the volunteer for help teaching street children. As a prerequisite for the Bachelor of Education degree (S.Pd), the writer fulfilled the final project requirement through a thesis titled: "An Analysis of Students' Self-Esteem in Speaking Skills at the Fifth Semester of English Education Program IAIN Parepare".