SELF-ESTEEM, ANXIETY, and GENDER in ORAL COMMUNICATION of EFL STUDENTS

Syarifuddin Dollah
Dedication

I dedicate this book to
my mother, father, wife, and daughter.
Acknowlegments

Alhamdulillah, this book has come to its final form on the blessing of the Almighty God. This book was made possible with the support, guidance, cooperation, help, encouragement, and prayers from numerous persons.

First of all, the writer would like to extend his sincere gratitude and deep appreciation to Prof. Dr. Moh. Tayyeb Manrihu, Prof. Dr. O. J. Wehantouw, M. S. and Prof. Dr. Hafsah Amin Nur, M. S. In spite of their tied schedule, they were more than willing to go through the drafts, gave helpful comments and corrections. Likewise, he feels grateful to Prof. Dr. Muhammad Amin Rasyid, M.A., Prof. Dr. Andi Buddi Mustari, M. S., Prof. Dr. Muhammad Basri Wello, M. A., Prof. Drs. Arief Tiro, M.Pd., M.Ed., Ph.D., and Dr. Martin L. Manda, M. A., M.Phil., whose constructive criticisms were valuable for the enhancement of this work.

His gratitude is also addressed to Rector of Universitas Negeri Makassar, Dean of Faculty Languages and Arts of Universitas Negeri Makassar, Head of English Department of Faculty of Languages and Arts of Universitas Negeri Makassar. The writer had been possible to get the opportunity to pursue his studies to doctoral program because of their agreement and support. The writer’s gratitude also goes to the Rector of Hasanuddin University, the Director of Graduate Program of
Hasanuddin University, and the Head of English Language Studies (ELS) Program of Graduate Program of Hasanuddin University, for all their best during his period of studies.

Finally, he conveys his gratitude and deepest appreciation to his parents, H. Dollah Samada and Hj. Hajarah Wahab, his mother-in-law, Hj. Sahri Banong Malik, and his wife, Dra. Hj. Nur Hasia, for their prayers and moral support.

Makassar, September 2016
Syarifuddin Dollah
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The ability to communicate is one of the most important things that the Almighty God has given to human beings. People can express their ideas, feeling, and desires by communicating. Long time before the writing symbols were used, people had already communicated orally. Even the writing system had been found; the oral communication still takes more important role.

The ability to communicate is not only needed for daily conversation, but also in other occasions, such as in parliament building, seminars, or conferences. Researchers have shown that about 75% of our daily life is used to communicate. It is, of course, mostly used for oral communication.

The ability to communicate in English has become something important in the world since English has become an important tool of communication that is used by different people from different countries. Of the 4000 to 5000 living languages, English is by far the widely used, meaning that English takes an important role in this global era. Accordingly, English is learned in many parts of the world as reported in the United Nation Statistical Yearbook. He then states that proficiency in English becomes not only a must but also an urgent need.
The global spread of English over the last 40 years is remarkable. It is unprecedented in several ways: by the increasing number of users of the language; by its depth of penetration into societies; by its range of functions. He, then, states that worldwide over 1.4 billion people live in countries where English has official status. One out of five of the world’s population speaks English with some degree of competence. Hasman (2000) predicts that by 2000 one in five—over one billion people—will also be learning English. Over 70% of the world’s scientists read English. About 85% of the world’s mail is written in English. And 90% of all information in the world’s electronic retrieval systems is stored in English. By 2010, the number of people who speak English as a second or foreign language will exceed the number of native speakers. This trend will certainly affect the language.

English is used for more purposes than ever before. Vocabularies, grammatical forms, and ways of speaking and writing have emerged influenced by technological and scientific developments, economics and management, literature and entertainment genres. What began some 1,500 years ago as a boorish language, originally spoken by obscure Germanic tribes who invaded England, now encompasses the globe.

Today, the information age has replaced the industrial age and has compressed time and distance. This is transforming world economies from industrial production to information-based goods and services. Ignoring geography and borders, the information revolution is redefining our world. In less than 20 years, information processing, once limited to the printed word, has given way to computers and the internet. Computer-mediated communication is closing the gap between spoken and written English. It encourages more informal conversational language and a tolerance for diversity and individual style, and has resulted in Internet English replacing the authority of language institutes and practices.

While languages such as English, German, and French have been international languages because of their governments’ political powers, this is less likely to be the case in the 21st century where economics and demographics will have more influence on languages.

In Indonesia, English is the mandatory subject to be studied from secondary schools to tertiary level based on the Ministry Decree No. 096/1967. The need of learning English in Indonesia is based partly on the nation-wide assumption that good mastery of English will facilitate one to involve the development of science and technology since 80% of the world’s papers are published in English, and partly on the willingness to build up, and maintaining good relation with other countries and nations in the world for the benefit of getting ahead in international diplomacy, trade, and other international bargaining of internationalizing Indonesian culture. An even more pragmatic reason of learning English in Indonesia is based on the fact that those who can communicate in English often more easily get a job. This is not a surprising fact that 52% of the work opportunities advertised in newspaper acquired good command in English and 28% of work opportunity ads were even issued in English language (Arifin, 2000). In other words, communication in English has become an important part of certain people’s needs in Indonesia.

In relation to its context, communication can be classified into: intrapersonal, interpersonal, small group, organizational,
public, and mass communication. Of those types of communication, interpersonal communication is the most important and frequent for communication. It is important because it is essential to express our ideas, feeling, and desires to other people.

In communication, people need not only linguistic competence but also non-linguistic competence. Many people have good linguistic competence but they sometimes are not able to communicate well. It is caused by different problems. One of them is that they are reluctant to be judged by hearers. They can put a new twist of Mark Twain’s quip that it is better to keep your mouth closed and have others think you are ignorant than to open it remove all doubt. This is in line with the idea of Shumin (1997) that the affective side of the learners is one of the most important influences on language success or failure. The affective factors related to second or foreign language learning, according to Shumin (1997), are emotion, self-esteem, empathy, anxiety, attitude, and motivation.

Many people have studied grammar, vocabulary, and other components of English but they still find communicating orally to others very difficult. Cognitively, they are competent enough to communicate. In fact, they are not able to communicate well. The causes are not only the cognitive factors, but also social factors and/or affective ones. It is because the speakers consider themselves are lower than the others in their social strata, so that they do not want to speak or may be because they feel anxious. On the other hand, many people do not have good grammar and enough vocabulary, but they always try to communicate with others enthusiastically. They sometimes have to be corrected by the ones whom they talk to. Those phenomena are different things that might exist in our surroundings. In other words, cognitive and social factors are not the only factors that affect people in communicating, but also the affective ones.

Another interesting phenomenon that can be seen in English classes, especially in English Department of UNM, is that the number of female students is bigger that the male students but sometimes the male students dominated the class discussion. Therefore, it is interesting for the writer to see how far the affective factors, particularly self-esteem and anxiety, and gender affect the oral communication of EFL learners.

Based on the background above, the problem statements of the research are stated as follows:

1) How does self-esteem affect the oral communication of EFL students at Universitas Negeri Makassar?
   a. Do they have high or low self-esteem in communicating in English?
   b. Why do they have high or low self-esteem in communicating in English? What are the factors affect their self-esteem?

2) How does anxiety affect the oral communication of EFL students at Universitas Negeri Makassar?
   a. Do they have high or low anxiety in communicating in English?
   b. Why do they have high or low anxiety in communicating in English? What are the factors affect their anxiety in communicating in English?

3) How does gender affect the oral communication of EFL students at Universitas Negeri Makassar?

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Self Esteem, Anxiety, and Gender in Oral Communication of EFL Students
a. Do male or female students have better performance in communicating in English?
b. How do male and female students differ in communicating in English?
4) How do the independent variables affect the oral communication of EFL students at Universitas Negeri Makassar?
   a. Which independent variable does affect most their oral communication in English?
b. Do the independent variables simultaneously affect their oral communication in English?

Based on the problem statements above, the objectives of the research are stated as follows:
1. to disclose the effect of self-esteem on the oral communication of EFL students at Universitas Negeri Makassar.
2. to disclose the effect of anxiety on the oral communication of EFL students at Universitas Negeri Makassar.
3. to disclose the effect of gender on the oral communication of EFL students at Universitas Negeri Makassar.
4. to disclose the relationship among the independent variables in affecting the oral communication of EFL students at Universitas Negeri Makassar.

The study focuses on the effect of self-esteem, anxiety, and gender on oral communication of EFL learners. Since self-esteem, anxiety, and gender are considered as part of affective and biological factors in the process of teaching and learning English as a foreign language that is one of the main concerns of Psycholinguistics, the study should be within the boundaries of Applied Linguistics.

The finding of the study is expected to be contributive to the development of Linguistics in general and Applied Linguistics in particular. It is expected to provide not only theoretical significance, but also practical one for the teachers of English, especially those who have great interest in the teaching of oral communication skill.

Theoretically, the study can support the theory of second or foreign language learning in that sufficient practice of speaking and input facilitate language mastery. On the other hand, the practical significance of the study is to provide the teachers and learners of English with current finding related to second or foreign language learning and to provide them with empirical evidence on the effect of self-esteem, anxiety, and gender on oral communication of EFL learners.

It is also expected that the finding of this study can provide information on psychological sides of the students, which is not very easy to measure. As we can see that the evaluation system applied at junior and senior secondary schools is Content-based Curriculum evaluation, which emphasizes not only on cognitive aspects, but also affective and psychomotoric ones.

People, in oral communication, need not only linguistic competence but also non-linguistic competence. Many people have good linguistic competence but they sometimes are not able to communicate well. It can be caused by different problems. One of them is that they are reluctant to be judged by hearers (Brown, 1994:225).
On the other hand, some people can communicate in English with others well although they only master a small number of vocabulary and sentence patterns. This is in line with the idea of Oxford (1990:140) that the affective side of the learners is one of the most important influences on language success of failure. The affective factors related to second or foreign language learning, according to Shumin (1997:81), are emotion, self-esteem, empathy, anxiety, attitude, and motivation. In other words, oral communication can be influenced by not only external factors but also internal factors of the speakers.

This study focuses on the internal factors. It analyzes the effect of self-esteem, anxiety (affective factors), and gender on the oral communication of the EFL students at Universitas Negeri Makassar. This study is also expected to show the relationships among the variables as presented in the following figure.

![Conceptual Framework](image)

**Figure 1.1. Conceptual Framework**

Based on the review of related literature and conceptual framework, the working hypotheses for this study are postulated as follows:

1. **H₁**: Self-esteem affects positively and significantly on the oral communication of EFL students at Universitas Negeri Makassar.
   
   **H₀**: Self-esteem does not affect positively and significantly on the oral communication of EFL students at Universitas Negeri Makassar.

2. **H₁**: Anxiety affects positively and significantly on the oral communication of EFL students at Universitas Negeri Makassar.
   
   **H₀**: Anxiety does not affect positively and significantly on the oral communication of EFL students at Universitas Negeri Makassar.

3. **H₁**: Gender results in positive and significant effect on the oral communication of EFL students at Universitas Negeri Makassar.
   
   **H₀**: Gender does not result in positive and significant effect on the oral communication of EFL students at Universitas Negeri Makassar.

4. **H₁**: Self-esteem, anxiety, and gender show simultaneous relationship in affecting oral communication of EFL students at Universitas Negeri Makassar.
   
   **H₀**: Self-esteem, anxiety, and gender do not show simultaneous relationship in affecting oral communication of EFL students at Universitas Negeri Makassar.

The study applied an ex post facto (causal comparative) design aims at finding out the effect of self-esteem, anxiety, and gender on the oral communication of EFL students at Universitas Negeri Makassar. Ex post facto is a systematic empirical inquiry in which no control of the independent variables because their
manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.

This study has two main variables, namely independent and dependent variables:

a. The independent variables are self-esteem, anxiety, and gender.

b. The dependent variable is the oral communication of EFL students at Universitas Negeri Makassar.

To avoid misunderstanding, the variables are defined operationally as follows:

a. Self-esteem is value or judgments the EFL students at Universitas Negeri Makassar places on themselves or their behavior in learning oral English communication.

b. Anxiety is a state of uneasiness and apprehension or feared caused by the anticipation or something threatening the EFL students at Universitas Negeri Makassar in learning English oral communication.

c. Gender is differences which exist between male and female EFL students at Universitas Negeri Makassar in the process of learning oral English communication.

d. Oral communication is communication in which EFL students at Universitas Negeri Makassar present a message or messages to one or a group of receivers in face-to-face setting (interpersonal communication).

The population of this study was the regular students of English Department of Universitas Negeri Makassar, who were active in academic year 2003/2004. The population is 1,035 students of the three study programs, namely English Education (EE), English Literature (EL), and Business English (BE).

This study applied stratified random sampling method, namely the sample was taken from each level of the students (semester II, IV, VI, and VIII) from the three study programs (EE, EL, and BE). The sample size was around ten percent of the population. It was based on the students' categories (semesters, study programs, and sexes). Therefore, the sample size can be seen from the following table:

<table>
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<tr>
<th>Program</th>
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<th>IV (02/03)</th>
<th>VI (01/02)</th>
<th>VIII (00/01)</th>
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<tr>
<td>Sample</td>
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<td>20</td>
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<td>25</td>
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(Nasution, 2002)

To collect data of this research, three kinds of instruments were used. They were: (1) self-esteem scale, (2) anxiety scale, and (3) oral communication test.

The self-esteem scale was modified of Rosenberg Self-Esteem Scale (2001). It was part A of the scale, which consists of 9 items. Each item consisted of five options, namely: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Positive statement was scored 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Undecided (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD). On the other hand, negative statement...
was scored 1 for Strongly Agree (SA), 2 for Agree (A), 3 for Undecided (U), 4 for Disagree (D), and 1 for Strongly Disagree (SD). Part A of this consisted of 4 positive items and 5 negative items. Therefore, the minimum score of this scale was 9 and the maximum score was 45.

The anxiety scale was modified of Horwitz Foreign Language Classroom Anxiety Scale (FLCAS). It was part B of the scale, which consisted of 31 items. The items also consisted of five options as in part A of the scale and they were scored in the same way. This part consisted of 14 positive statements and 17 positive statements. Therefore, the minimum score was 31 and the maximum was 155. At the end of part B, an open-ended question was provided for additional ideas on the students' self-esteem and anxiety. It was expected that the students could give more information about their self-esteem and anxiety in learning English, particularly in oral communication.

The oral communication test was in the form of interview (structured and open interview). The oral communication test was modified of First Certificate and Certificate of proficiency in English. The test included an oral interview as one of five subtests. It lasted around twelve to fifteen minutes and was conducted between a single examinee and the examiner. The examiner started his questions by asking question about the students' personal identity; name, gender, school, age, study program, home, and tribes, as an introduction of the test or a rapport before the interview. Some parts of the personal identity were not the main parts of the data analysis, such as name, school, age, study program, home, and tribes. Only two of them were analyzed in data analysis, namely gender and semester. Then, he asked questions related to their choices on the self-esteem and anxiety scale. After that, the examiner asked some questions about the given photograph and passage. The marking system was based on five mark categories for the whole tests: grammar, vocabulary, pronunciation, fluency, and content. The examiner made an impression-based judgment for each mark category, using outline-rating scales provided, namely 30 for grammar, 30 for vocabulary, 20 for pronunciation, 10 for fluency, and 10 for content (Acher, 1983; Underhill, 1997). So, the maximum score for the oral communication test was 100. In order to get valid score, two raters scored the test. The score from the two raters were then combined and divided by two as a final score of the oral communication test.

To have a good instrument, it was important to do a try-out, especially for the questionnaires (scales) adapted/translated into Indonesian from standardized English questionnaires (scales). This try-out was intended to see the reliability of the scales after the adaptation. The try-out class chosen was semester IV students of English Department of UNM 2003/2004 academic year. The class was chosen based on the consideration that the class had studied speaking I, II, and III. The students at this level were considered that they had had experience in speaking subjects, so that they could give their ideas on the questionnaires given to them.

The aim of this try-out was not only to see the quality of the instruments, but also to determine the time needed in the administration the instruments.

Since data of this research were collected utilizing three kinds of instruments, the procedure of data collection was done into the following phases.
First, the researcher tried out the questionnaires (self-esteem and anxiety scale) to see its reliability and the time needed for its administration.

Second, in the data collection, the researcher firstly asked the students one by one to fill out the questionnaires. Then, the researcher (first rater) asked them for interview in English (oral communication test) using the tape-recorder. Later, the recorded test was given to the second rater to be scored for validation.

The data collected were analyzed by applying descriptive statistics and inferential statistics using SPSS and Minitab computer program. The descriptive statistics were the mean, which indicates the average performance of a group on a measure of some variables, and the standard deviation, which indicates how spread out a set of score was, that was, whether the scores were relatively close together and clustered around the mean or spread out covering a wide range of scores. The inferential statistics was the mixed model multiple regressions with two quantitative and one qualitative independent variables, and one qualitative dependent variable (Gay, 1996:328; Tiro, 2000:197).

The model is
\[ y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \epsilon \]

Where \( y \) = oral communication
\( x_1 \) = self-esteem
\( x_2 \) = anxiety
\( x_3 \) = gender (2 for male and 1 for female)
\( \epsilon \) = random error component

The Nature of Oral Communication

Writing in a diary, watching television, talking with friends, speaking on the telephone, and reading a menu have in common are all forms of communication. It has been estimated that people spend more time communicating than they spend in any other complex activity in life. Even so, communication is a word that most people have difficulty defining and talking about. The word communication may be used to identify activities that do not involve people—for example, the word communication may be used to describe the ways that animals relate to each other. Similarly, it is often said that electronic devices communicate with each other. Communication usually refers to activities involving people, however. Thus, communication may be defined as the means through which people exchange feelings and ideas with one another. While this definition is clear and simple, much more needs to be said.

In oral or spoken communication sound patterns are used to stand for other things. The secret to learning an oral language is to discover which sound patterns are associated with which meanings.
There are two postulates that underlie the informational view of verbal communication: (1) language is an instrument for communication; (2) communication is defined as a system for transmitting information. In line with this theory, the model of communication consists of a source that transmits a message to a destination by means of the manipulation of the alternative signals that can be selected from the connecting channel. A transmitter emits the signals and a receiver receives them. Any interference in the channel is referred to as noise.

In the case of human communication, Titone (1985) further states that both the source and destination are contained in the speaker who is a transmitter and receiver at the same time, capable of controlling and regulating a message. A human communication system contains a feedback mechanism. Moreover, within a stimulus-response (S-R) framework it can be said that speech perception or comprehension occurs in the receiver and that the motor organization of a speech event occurs in the transmitter, while organization of speech in both the source and destination, as presented in the following figure.

Psychologically, verbal communication can be characterized by which thoughts are transformed into the signals of socially established code (encoding) and as the process by which these signals are given a meaning or interpretation (decoding).

### Types of Oral Communication

Baird (1981) states that oral communication consists of five general types:

a. **Intrapersonal communication**, in which two individuals communicate with him or herself usually by thinking but occasionally aloud.

b. **Interpersonal communication**, in which two individuals communicate with each other face to face.

c. **Group communication**, in which several people meet face to face to discuss whatever matters may be at hand, in which these people share the source and receive the ideas.

d. **Public communication** (or public speaking), in which speaker presents a message to a group of receivers in face-to-face setting. While the receivers occasionally may adopt the
source role, generally the speaker does most or all of the talking.

e. Mass communication, in which one speaker transmits a message to a group of receivers via some mass medium, such as radio or television. Since the source and any feedback that is sent by the receivers to the source occurs on a delayed basis.

Nunan (1991), on the other hand, classifies the spoken language into monologue and dialogue. He further classifies the monologue into planned and unplanned monologues, while the dialogue is further classified into interpersonal and transactional dialogues. Then the interpersonal and transactional dialogues can be unfamiliar and familiar. This classification can be seen in the following figure.

![Figure 2.3. Types of spoken language (Nunan, 1991:21).](image)

Like intrapersonal communication, monologue involves two individuals communicate with him or herself usually by thinking but occasionally aloud. On the other hand, dialogue involve two individuals communicate with each other face to face. In this classification, interpersonal communication is a part of dialogue. Since interpersonal communication is the focus of this study, further description will also be focused on interpersonal communication.

**Interpersonal Communication Context Theories**

Contextual theories primarily explain communication within the traditional medium communication contexts: interpersonal, small group, public speaking, organizational, mass, and intercultural communication. They further introduce four contextual interpersonal communication theories: (a) Contrastivist Theory (CT), (b) Coordinated Management of Meaning (CMM), (c) Dialectical Relationship Theory (DRT), and (d) Face Management Theory (FMT).

Contrastivist Theory (CT) explains the relationship between cognitive complexity and interpersonal communication competency. CT argues that people with high complexity are generally more communicatively competent than people who are cognitively simple.

Coordinated Management of Meaning (CMM) explains how people cocreate meaning in and through communication and use semantic and pragmatic meanings to choreograph joint human action. CMM argues that three classes of rules—constitutive, regulatory, and authoritative-guide communication interactions as communicators cocreate their hierarchically based scripted reality.

Dialectical Relationship Theory (DRT) explains dyadic communication strategies necessary for coping with the inherent dialectical tensions that are endemic to close personal
relationships. DRT posits that the primary dialectical tensions include autonomy-connection, predictability novelty, and openness-closeness.

Face Management Theory (FMT) explains the communicative rules for maintaining and repairing public face in communication interaction. FMT argues that facework contains four classes of communicative strategies: defensive, protective, preventive, and corrective facework.

Since this study focuses on the learners' face to face oral communication and the internal or affective factors of the learners, Face Management Theory (FMT) would be very useful to be applied in exploring the relationship among the variables in this study. Cragan and Shield (1998) further state that FMT enables us to identify, use, and manage face-saving and face threatening communicative acts. A face, according to them, is a personally and socially approved identity. FMT’s basic concepts are face-threatening, face-saving, and face-giving communicative behavior. Face-threatening communicative behaviors include those acts that run contrary to the face wants of an individual. Face-saving communicative behaviors include those acts that help to avoid face loss or to repair and restore face once it is lost. Face-giving communicative behaviors include those acts that promote the face wants of another person.

FMT’s major message structure concept is facework. Facework includes the activities and strategies that support or deny “the socially situated identities that people claim or attribute to others”. As stated previously, there are four kinds of facework: defensive, protective, preventive, and corrective. Defensive facework is directed at one’s own face as an individual protects his or her self-image, identity, and autonomy. Protective facework is directed at another to maintain his or her positive self-image. Praising another’s abilities is an example of protective facework. Preventive facework involves the disclaimers and hedges that we use to avoid, or minimize, damage to face. Examples would include: “Hear me out before you get upset” or “Hm! Let me see. I don’t know.” Corrective facework attempt to restore or repair face loss through the use of remedial, fix-it, communication strategies such as apology. Corrective facework is a “ritualized sequence of four moves—challenge, offering, acceptance, and thanks—sufficient to restore the social order (face).

FMT theory requires one overriding evaluative term—interpersonal communication facework competency. Facework competency involves effectively supporting and confirming your face and the face of another. As well, it involves saving your face and the face of another when it is lost or damaged by effectively repairing and restoring face. Facework competency is classified into three types: face-maintenance, face-repair, and face-enhancement.

FMT explains important features of interpersonal communication. We have all experienced face-threat and face-loss. Likewise, we have all tried to save our face and the face of others.

**How to Measure Oral Communication**

Underhill (1997) states that an oral test can be defined as a test in which a person is encouraged, and is then assessed on the basis of that speech. The three models below are sometimes used to identify the different components involved in communication by speech. The arrows indicate the direction of...
speech. They point in both directions; at one moment, one person is listening to the other person speaking, and the moment, the role may be reversed. The speaker becomes the listener, and the listener becomes the speaker.

**Figure 3.1. Oral communication test model 1**

With one addition, the same model can be used to represent the oral test situation. As well as a person who speaks and a person who listens, in an oral test we need somebody to assess that speech. It is this process of assessment that turns it into a test.

**Figure 3.2. Oral communication test model 2**

The most common type of oral interview involves two people, the learner and a person who is both listener and assessor.

**Figure 3.3. Oral communication test model 3**

Underhill (1997) further states that interview is the most common of oral test; for many people, it is the only kind of oral test. It is a direct, face-to-face exchange between learner and interviewer. It follows a pre-determined structure, but still allows both people a degree of freedom to say what they genuinely think.

One of the examples of oral tests is First Certificate and Certificate of Proficiency in English. It includes an oral interview as one of five subtests. It lasts twelve to fifteen minutes, and may be conducted either between a single candidate and the examiner, or between a group of candidates with an interlocutor. The interview consists of a theme-based conversation, based on a package of materials designed to elicit discussion and comment on the theme using a variety of different techniques and stimuli including pictures, short passages, and realia. The marking system is based on six mark categories for the whole tests: Fluency, Grammatical Accuracy, Pronunciation (sentences and individual sound), Interactive Communication and vocabulary resources. The examiner makes an impression-based judgment for each mark category, using outline rating scales provided.
Oral Communication and Related Study Findings

Some studies have been conducted on oral communication. One of them is a study conducted by Basturkmen (1998) on differences in the discourse of native-speakers and non-native speakers in academic discussions and shows that analysis of well-targeted mini-corpus of texts by native-speakers and non-native speakers provides a useful source of insights for pedagogy. Examination of texts from question/answer session in university seminars indicates three aspects of the discourse of discussion (reformulating, grounding, and using metastatements in elicit) for pedagogical interest.

Another study conducted by Agus (2003) on speech anxiety in public speaking interaction found that the use of the power of subconscious mind is effective to overcome speech anxiety in the public speaking interaction. Since the implementation of the power of sub-consciousness is proven effective in speaking skill, he suggests using it in other major language skills (listening, reading, and writing).

A more recent study conducted by McCroskey (2004) on the effect of the basic speech course on students' attitudes as concluded that one of the benefits derived by a student in a basic course in speech is increased confidence in his speaking ability. While this conclusion does not necessarily mean that the student will improve his speaking ability, we may suspect that this will be the case. If confidence is closely related to effective speaking, as suggested in many of the textbooks, it seems reasonable to believe that the speaking ability of the students in the study was also improved by the basic course.

This study focuses on one of the types of the oral communication, interpersonal communication. EFL learners more frequently practice this type of communication. This type of oral communication of might be practiced by the students in the classroom with their classmates or outside of the classroom with others such as roommates, family members, neighbors, English club members, tourists, or other people.
CHAPTER III

SELF-ESTEEM IN ORAL COMMUNICATION

Affective Factors in EFL Learning

In communicating, EFL learners sometimes cannot speak well with others although they have studied enough vocabulary and mastered some sentence patterns. The affective side of the learner is probably one of the most important influences on language learning success or. The affective factors, related to second or foreign language learning, are emotions, self-esteem, empathy, anxiety, attitude, and motivation.

According to Gass and Selingker, the monitor model introduced by Krashen in 1977 is one of the most important models of second language learning. Krashen states that there are basic hypotheses in second language acquisition: (a) acquisition-learning hypothesis, (b) natural order hypothesis, (c) monitor hypothesis, (d) input hypothesis, (e) affective hypothesis, (f) aptitude hypothesis, (g) affective filter hypothesis, (h) first language (L1) hypothesis, and individual variations in monitor use hypothesis.

Acquisition-learning hypothesis states that adults have two ways in improving their second language competency. First way is acquisition, which is similar with how children improve their mother tongue or first language. The acquisition is a subconscious process that covers implicit learning, informal
learning, and natural learning. The second way is learning, which is defined as conscious process in improving the second language in which the learners know the rules or patterns of the language they study.

Natural order hypothesis is presented based on some findings, which show that the acquisition of grammatical structure moves through predictive orders. The acquisition of certain language tends to acquire certain grammatical structures earlier other grammatical structures. These orders tend to take place naturally.

Monitor hypothesis explains the relationships between the conscious and subconscious process in language acquisition. Conscious process produces learning and subconscious process produces acquisition. This hypothesis explains that people can speak in a certain language because of the system they have as the result of acquisition, and it is not the result of learning. All language structures that people memorize do not always help fluency in speaking. The language structure mastered only function as monitor in the use of language (performance). So, this hypothesis has close relationship with the acquisition and learning hypothesis. Acquisition will produce implicit (intake) knowledge, while learning will produce explicit knowledge about language structures.

Input hypothesis explains that someone masters a language through an input that can be understood by paying attention on the massage or content, and not on the form. It happens not only to the adults, but also to the children who are learning a language. This hypothesis also describes that listening activity to understand discourse content is very important in the process of language acquisition, and later it will be followed by active language mastery.

Affective hypothesis states that someone who has certain personality and motivation can learn a second language better than someone else with different personality and attitudes. Someone who has open personality and is warm will get better result in learning a second language than the one who has close personality.

Aptitude hypothesis considers that language aptitude has clear relationship with the success of learning a second language. Krashen, in this case, states that attitudes have direct relationships with the second language acquisition, while aptitude has relationship with language learning. Someone who has high score in language aptitude is generally considered successful in language structure test. So, this aspect has more relationship with learning than with acquisition.

Affective filter hypothesis explains that a filter in the form of affective factors can detain input so that someone cannot or less successfully acquire a second language. The filter can be in the form of less self-esteem, anxiety, defensive attitude, etc. that can decrease the input to enter someone language system. The affective filter is often also called as mental block.

First language (L1) hypothesis explains that first language of a child will be used to begin utterance in second language as long as the second language does not appear yet. If a child at the beginning of learning a second language is forced to use or speak the second language, he will use his first language vocabulary and structure. Therefore, it is expected that teachers do not force their students to use the second language they are learning. It is suggested to give chance to the students to get meaningful input
and to decrease their affective filter. So, the mastery of their second language will naturally be improved.

*Individual variation in monitor use hypothesis* has relationships with monitor hypothesis above. It explains that the way a person monitors the use of language he is learning is varied. Some people use it systematically and continuously, but others sometime use it when they need it. Some other people never use it. They do not care the rules or structure of the language they are using, meaning that they do not use the monitor. They do not care whether the sentences they use are correct or not. They consider that the most important thing is they can express their idea using the language they are learning. This type of person is generally faster in learning a language.

According to Hamied (2000:10), affective filter hypothesis shows how the affective factors contribute to the process of language acquisition or learning. Recent studies show different variables and their relationship to success of second language acquisition or learning. Those variables are motivation, self-esteem, anxiety, etc.

**How to Measure Affective Factors**

Freeman states that instrumentation has not only been used in SLA research to elicit learner speech or institution. It has been used to research affective variables such as attitudes, motivation, self-esteem, anxiety, etc. as well. Questionnaires, sociometry, match gaise technique, diary study, and focused introspection have been most commonly used in this area.

Although not always used to measure affective factors, questionnaires are often used to get language learners to self-report their attitude or personal characteristics. To measure the affective variables, self-esteem and anxiety, of this study, the researcher used questionnaires (self-esteem and anxiety scales).

**The Concept of Self-esteem**

Brehm and Kassin (1996:56) state that the word esteem the Latin aestimare, which means “to estimate or appraise.” Self-esteem thus refers to our positive and negative evaluation of ourselves. They further describe that some individuals have a higher self-esteem than others do and this attribute can have a profound influence on the way they think and feel about themselves. It is important to keep in mind, however, that although some people have a higher self-esteem than others, a feeling of self-worth is not a single trait etched permanently in stone but, rather, a state of mind that varies in response to success, failure, changes in fortune, social interaction and other experiences. Brehm and Kassin (1996:56-57) also consider that self-esteem is linked with important ways to how people approach their daily lives. Those who feel good about themselves tend to be happy, healthy, successful, and productive. They tend to persist longer at difficult task, sleep better at night, and have fewer ulcers. They are also more accepting than others and less likely to confirm to peer pressure. People with low self-esteem are more anxious, depressed, pessimistic about the future, and prone to failure. They further explain the vicious cycle of low self-esteem as in the following figure.
Many psychologists believe that the “self” has two aspects—self-description and self-evaluation—and therefore distinguish between “self-concept” and “self-esteem.” Self-concept is the total organization of the perception on an individual has of the self. Self-esteem is value or judgments the individual places on self or behavior. However, psychologists fail to make this distinction and refer to the “self-concept” as global term that includes personal judgment. For this reason, “self-concept” and “self-esteem” have been used interchangeably in psychological literature.

Maslow maintained that the individual has a hierarchy of needs to be satisfied. In ascending order, he listed psychological needs, needs for security, belongingness, esteem for self and others, and self realization, the latter being attainable only after low level needs have been satisfied.

Jerome et al (2002) state that self-esteem is a hypothetical construct that includes cognitive, behavioral, affective components. Self-esteem represents an aspect of self-cognition that reflects one’s perceptions about oneself. Heater states that self-esteem helps an individual maintain a favorable sense of his or her own attributes, maximize pleasure, develop and maintain a coherent picture of the world, and maintain relatedness to others.

Head (2004) states that the concept of self-esteem embraces two fundamental questions about our existence as persons: what are we like, and what are we capable of achieving? She further states that we speak of people having high self-esteem as an ingrained characteristic: yet self-esteem can also be experienced as a changing feeling that waxes and wanes in relation to different situation or tasks, and that depends on how other people treat us, or how we feel about ourselves, at different times and different ways.

Garlock, J. and Knapick, R. (2004) state that self-esteem is a way of thinking, feeling, and acting that implies that you accept, respect, trust, and believe in yourself. When you accept yourself, you can live comfortably with both your personal strengths and weaknesses without undue self-criticism. When you respect yourself, you acknowledge your own dignity and value as a unique human being. You treat yourself well in much the same way you would treat someone else you respect. They further describe that self-trust means that your behaviors and feelings are consistent enough to give you an inner sense of continuity and coherence despite changes and challenges in your external circumstances. To believe in yourself means that you feel you deserve to have the good things in life. It also means that...
you have confidence that you can fulfill your deepest personal needs, aspirations, and goals.

O'Hair et al (1995) state that self-esteem usually refers to how someone thinks of himself or herself. It is essentially a set of attitude that people hold about their feelings, thoughts, abilities, skills, behavior, and beliefs. Although self-concept and self-esteem are often equated, generally self-concept is thought to refer to knowledge about self whereas as defined how people feel about what they know. Of course, the key to the last-named condition is that self-esteem depends on self-concept. If people do not know themselves, it is difficult to have an attitude about self. Therefore, many people believe that the self-concept is formed first, after which attitudes develop. While self-efficacy is defined as the ability to predict actual success from one's self certainty, viewing oneself and predicting how competent one can be in anticipated situations.

O'Hair et al (1995) describe the relationships between the self and communication competence as in the following figure.

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**Figure 3.5. The Self and Communication Competence**

**Self-esteem and Language Learning**

There is much evidence now to support the idea that self-esteem plays a significant role in successful learning. Learners who are convinced of their own "lovability and capability" are not constrained by anxieties about what other people may think of them or about what they can achieve. As a result, they feel at ease in formal learning situations, enjoy working and undertake tasks with enthusiasm. Mistakes are turned to advantage as learning opportunities since learners with high self-esteem are
not worried about giving wrong answers or appearing stupid in front of their classmates. In addition, they are capable of working independently and autonomously, and they do not constantly need to seek approval from the teacher before moving on to new tasks. Because they are essentially secure and confident within themselves, they are not competitive in striving for success, but are open and friendly towards other members of the class and willing to share what they know. At the same time their ability to be assertive and purposeful enables them to make sure that they receive the attention and support they need from the teacher.

Head (2004) further states that learners with high self-esteem are joy to teach and their presence greatly enhances the group. Why is this? One reason is that when we are with people who have self-esteem we also tend to start feeling better about ourselves. Because people with high self-esteem have their own inner sense of well-being, they do not need to make uncomfortable demands or threaten the security of others. A happy contended class will tend to develop into a hardworking and successful class. But what of the class that fails to ‘gel’ successfully, and the learners who struggle to make progress? While there are no easy answers or panaceas for the problem class or learners, the possibility that low self-esteem may lie at the root of many learners’ difficulties offer a direction worthy of serious consideration. Successive negative experiences, such as having your feeling ignored, being put down or ridiculed at school, being unfavorably compared to a sibling or classmate, being over-protected or over-controlled, leave a legacy of self-doubt and poor self-image which often survives into adulthood.

Self-Esteem and Related Study Findings

Shavelson, Hubner and Stanton (1976) proposed a ternary hierarchy to account for self-esteem, or the feeling of self-worth an individual possesses. At the highest level is the global self-esteem, or the individual self-assessment. At the medial level is specific self-esteem, or how individuals perceive themselves in various life contexts (education, work, etc.) and according to various characteristics (intelligence, attractiveness, etc.). At the lowest level is the evaluation one gives oneself on specific tasks (writing a paper, driving a car, etc.).

Heyde (1979) studied the effect of these three levels of self-esteem on performance on a French oral production task by American college students. She found that the students’ performance correlated significantly with all three levels, the highest correlation existing for task self-esteem. One of the interesting points of Heyde’s research was her discovery that the task self-esteem scores fluctuated from one class to the next. Assuming that the students’ distributing in the classes was random, it would appear that the instructors had some effect on the students’ self-evaluation.

This study concentrates on the effect of self-esteem on the oral communication of the EFL learners which is categorized into high and low self-esteem based on the Rosenberg Self-esteem Scale.
The Concept of Anxiety

Anxiety is a feeling of dread, fear, or apprehension, often with no clear justification. Anxiety is distinguished from true fear because the latter arises in response to a clear and actual danger, such as one affecting a person's physical safety. Anxiety, by contrast, arises in response to apparently innocuous situations or is the product of subjective, internal emotional conflicts, the causes of which may not be apparent to the person himself. Some anxiety inevitably arises in the course of daily life and is normal. But persistent, intense, chronic, or recurring anxiety not justified in response to real-life stresses is usually regarded as a sign of an emotional disorder. When such an anxiety is unreasonably evoked by a specific situation or object, it is known as a phobia (q.v.). A diffuse or persistent anxiety associated with no particular cause or mental concern is called general, or free-floating, anxiety.

Sigmund Freud viewed anxiety as the symptomatic expression of the inner emotional conflict caused when a person suppresses from conscious awareness experiences, feelings, or impulses that are too threatening or disturbing to live with. Anxiety is also viewed as arising from threats to an individual's ego or self-esteem, as in the case of inadequate sexual or job...
performance. Behavioral psychologists view anxiety as an unfortunate learned response to frightening events in real life; the anxiety produced becomes attached to the surrounding circumstances associated with that event, so that those circumstances come to trigger anxiety in the person independently of any frightening event.

Scovel (1978) defines anxiety as a state of apprehension and a vague, sometimes undefined, fears. He further states that low motivation, poor attitude, or high level of anxiety are, mostly like, a manifestation of deficiencies in the efficient control of one’s native language though they are obviously correlated with difficulty in foreign language learning.

Second or foreign language learning is a complex task that is susceptible to human anxiety, which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension.

In their studies on petition students, Gajar’s MLAT research with students with LD, and Dinkage’s case studies Harvard’s FL failures all support the idea that foreign language proficiency involves factors that extend beyond motivation, attitude, anxiety, or intelligence.

**Types of Anxiety**

Anxiety in second or foreign language classroom can negatively influence attitude, motivation, and performance. It sometimes arises in response to a particular situation or event (situational or state anxiety), but occasionally it is a permanent character trait, as in a person who is in predisposed to fearful of many things (trait anxiety). The kind of anxiety seen in second or foreign language classroom is usually situational or state anxiety rather than trait anxiety.

Some second or foreign language experts believe that anxiety can be helpful rather than harmful. The good kind of anxiety, called facilitating anxiety, can be useful in keeping student alert. The bad kind of anxiety is known as debilitating anxiety because it harms the second or foreign language learners’ performance in many ways, both indirectly through worries and self-doubt, and directly by reducing participation and creating overt avoidance of the language.

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurtling things out of that are wrong, stupid, or incomprehensible. Because of the language ego that informs people “you are what to speak,” Learners are reluctant to be judged by hearers. Language learners can put a new twist of Mark Twain’s quip that “it is better to keep your mouth closed and have others think you are ignorant than to open it remove all doubt.” Our job as teachers is to provide the kind of warm, embracing climate that encourages students to speak however halting or broken those attempts may be.

Anxiety, according to Scovel (1978), is defined as a state of uneasiness and apprehension or fear caused by the anticipation or something threatening. Language anxiety has been said by many researchers to influence language learning, whereas facilitating language anxiety produces positive effects on learners’ performance. Too much anxiety may cause a poor performance.

Anxiety is very crucial factor in EFL learning. The students are expected to be aware of how to moderate it by themselves as
well as their EFL learning practice related to it, then they would be happy.

Sensitive teachers have always recognized the very important role tension, anxiety, and emotion play in communicating in a second language. Unless students feel at ease with their teacher and their fellow students, and relax within themselves, they withdraw from expressing what they really think another language involve not only stripping oneself of the protective devices a well-known language makes available to us but also reverting to a much less mature level of expression that can make adolescents and adult learners feel foolish and vulnerable.

Important variables influencing learning are students stress and anxiety — terms that identify factors associated with apprehension or fear. Some psychologists debate whether stress and anxiety are the same, or whether stress causes anxiety, or vice versa. He then avoids this issue and defines that stress is a stimulus situation and is an emotional state.

Scovel (1978) comments that facilitating anxiety motivates the learner to ‘fight’ the new learning task; it gears learner emotionally for approval behavior. Anxiety, in contrast, motivates the learner to ‘flee’ the new learning task; it stimulates the individual emotionally to adopt behavior.

Another example of the schizophrenic nature of anxiety is K. M. Bailey’s diary study of her own competitiveness and anxiety while learning French as a foreign language. Bailey (1983) realized that sometimes her drive to compete with other members of the class hindered her SLA; other times it motivated her to try harder. The rationale she offered for the benefits of competitiveness was that facilitating anxiety was motivating.

Bailey’s experience suggests that it is not so much an individual’s permanent predisposition to anxiety but rather the strength of the anxiety one is feeling at the moment, which determines whether the anxiety is debilitating or facilitating. This brings to mind another useful dichotomy to emerge from the literature on anxiety; namely state anxiety, specific to situation, versus trait anxiety, a permanent characteristic of one’s personality.

**Symptoms and Causes of Anxiety**

Communication apprehension is a big stumbling block for a speaker. It may reduce his self-confidence. Communication apprehension influences very much the credibility of a communicator. Although the message he presents is good, he will lose his listeners’ attention, if he has no self-confidence and credibility.

Rahmat (2001) further states that stage fright or speech anxiety or performance stress faced by an athlete before playing, a musician before being on the stage, a teacher before coming into the classroom, an applicant before a job interview are terms used for communication anxiety. The indications might be as follows:

a. The heart sound of tapping is fast;
b. The palm of hand and back perspire;
c. The breath is panting;
d. The mouth is dry and it is difficult to swallow;
e. The muscle of chest, hands, neck, and feet are tense;
f. The voice is hoarse;
g. Speaking is fast and unclear;
h. Cannot listen and concentrate; and
i. Cannot remember what he said.

Ochs and Winkler in Carlile state that some of the following symptoms of speech anxiety may occur separately or in combination:

a. Voice: quivers, too fast, too slow, and monotonous; unemphatic
b. Verbal fluency: stammers; halting, awkward pauses, and hunts for words; speech blocked
c. Mouth and throat: swallows repeatedly, clears throat repeatedly, and breathes heavily
d. Facial expression: no eye contact; rolls eyes, tense faces muscles; grimaces; twitches, and deadpan expression
e. Arms and hands: rigid or tense, fidgets; waves hands about, and motionless; stiff
f. Gross body movements: sways; paces; shuffles feet

Charlie further states that there are also a number of verbal symptoms that indicate a difficulty in oral communication. These verbal symptoms include excuses and apologies exemplified by self-belittling comments such as “I’m not ready at this,” “I haven’t much time to prepare,” “I haven’t thought about this much,” or “I’m probably not saying this right, but ....” These verbal clues combined with the nonverbal cues to this lack of preparedness or feeling of inadequacy include action such as a lack of eye contact; an unenthusiastic tone of voice; a facial expression showing resignation, confusion, frustration; a slouched posture; and/or a c

Rahmat (2001) states that a person may experience communication anxiety because of several causes as follows:

a. He does not know what to do;
b. He knows that he will be judged; and
c. He faces a strange situation in which he is not ready.

Buehler and Linkugel in Carlile listed a number of sources of anxiety as follows:

a. Fear of unattractiveness: The speaker feels that she/he is not handsome, pretty, or is improperly dressed.
b. Fear of social inadequacy: The speaker fears that her/his behavior will be perceived as in appropriate or crude. This implies social inferiority.
c. Fear of criticism: The speaker fears and may be over-sensitive to negative feedback from the audience. It may be that this person has lived an entire lifetime of negative criticism.
d. Fear of failure: The speaker fears of social blander (or possibility of blundering) or at least not meeting with success.
e. Fear of the unknown: The inexperienced speaker has not yet met the situation and does not know what to expect. It may be that the speaker is merely inexperienced and has met with the embarrassment in a previous speaking experience.
f. Fear of speech anxiety: The speaker is afraid of being afraid. The symptoms of speech anxiety may set in and prompt this fear.
g. Conflicting emotion: The speaker faces the simultaneous fear of failure and desire to succeed. That causes a turmoil that adds to distress.
h. Excitement from anticipation: The speaker is so intoxicated and excited about the event itself that it prompts the same physical reactions as would fear.
Anxiety and Related Study Findings

Chastain (1975) administered an anxiety scale consisting of combined items from the Sarason Text Anxiety Scale and the Tailor Manifest Anxiety Scale to American university students. He then correlated the students' score on the scales with their final course grade in a foreign language they were studying. Although Chastain (1975) found that anxiety was a significant predictor only for those studying Spanish, the correlations were high across languages; however, the direction of correlation was not always consistent. In some cases the correlation was negative, indicating the deleterious effect of anxiety; in other cases anxiety enhance performance. Chastain (1975) finding can be explained by Alpert and Haber's (1960) distinction between facilitating and debiliting anxiety. Scovel (1978) comments that facilitating anxiety motivates the learner to 'fight' the new learning task; it gears learner emotionally for approval behavior. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt behavior.

Kleinmann's study (1977) is a good example of the interplay between these two types of anxiety. Kleinmann (1997) found that ESL students who score high on items designed to measure facilitative anxiety (e.g. 'Nervousness while using English helps me do better') employed certain structure in English, which other members of their language group tended to avoid. In other words, those students who scored on facilitative anxiety 'were emotionally equipped to approach (to “fight” in primitive terms) the very structures that their peers tended to avoid.

Another example of the schizophrenic nature of anxiety is K.M. Bailey's diary study of her own competitiveness and anxiety while learning French as a foreign language. Bailey realized that sometimes her drive to compete with other members of the class hindered her SLA; other times it motivated her to try harder. The rationale she offered for the benefits of competitiveness was that facilitating anxiety was motivating. Bailey's experience suggests that it is not so much an individual's permanent predisposition to anxiety but rather the strength of the anxiety one is feeling at the moment, which determines whether the anxiety is debilitating or facilitating. This brings to mind another useful dichotomy to emerge from the literature on anxiety; namely state anxiety, specific to situation, versus trait anxiety, a permanent characteristic of one's personality.

Horwitz, Horwitz and Cope have found that anxiety typically centers on listening and speaking. Speaking in class is most frequently difficult for anxious students even though they are pretty good at responding to a drill or giving prepared speeches. Anxious students may also have difficulties in discriminating sounds and structures or in catching their meaning. They also state that over-studying sometimes makes students so anxious as to cause errors in speaking or on tests.

Price investigated by asking questions about what made students most anxious in foreign language class. All of the subjects answered that having to speak a foreign language in front of other students resulted in the most anxiety. Other responses were making pronunciation errors or being laughed at by others. Price then mentions the role of the instructor. He says that those instructors who always criticize students' pronunciation might make students anxious. He suggests that they could reduce
students' anxiety by encouraging them to make mistakes in the class. Price also advises that instructors should make it clear that the classroom is a place for learning and communication.

Koba et al (2000) found that Community Language Learning (CLL) approach was effective for Japanese students of English, whose anxiety was often high because English was far different from Japanese. Therefore, the CLL approach should be especially effective in cases where students' native language is a non cognate language of the target language. The CLL approach seems worth trying.

CLL is a method of second language teaching developed Charles Curran. It is an application of counseling learning to second and foreign language teaching and learning. It uses techniques developed in group counseling to help people with psychological and emotional problems. The method makes use of group learning in small or large groups. These groups are the "community". The method places emphasis on the learners' personal feelings and their reactions to language learning. Learners say things which they want to talk about, in their native language. The teacher (known as “Counselor”) translates the learner's sentences into the foreign language, and the learner then repeats this to other members of the group.

This study focuses on the effect of anxiety on the oral communication of the EFL learners which is categorized into high and low anxiety based on Horwitz Foreign Language Classroom Anxiety Scale (FLCAS).

**CHAPTER V**

**GENDER IN ORAL COMMUNICATION**

### The Nature of Gender

In some cases, gender is defined as a social construction and codification of the differences between the sexes and refers to social relationships between women and men. The word sex simply refers to the biological differences. Sex characteristics are universal and unchangeable, while gender depends on ideological, historical, cultural, religious, ethnic, and economical factors, and can be changed by political, economic, or cultural influences. Gender relations take different forms under different circumstances and are affected by other relation between people.

The differences of the two terms can be further seen in the following table.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Gender</th>
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<td>Cannot be exchanged</td>
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<td>Universal</td>
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<td>God's omnipotence</td>
<td>Culture based</td>
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<td>God made</td>
<td>Not God's omnipotence</td>
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Goddard and Patterson (2000) state that ‘gender’ as a term differs from ‘sex’ in being about socially expected characteristics rather than biology. So, for instance, while possessing different genitalia is about biological factors, seeing this as leading to certain forms of behavior is about gender.

One example of this process is the traditional idea in medicine and early psychology that people with wombs were more likely to be emotionally unstable. We can see this connection in the origin of the terms ‘hysteria’ and ‘hysterical’, which come from the Greek ‘husterikos’, meaning ‘of the womb’. Hysterical behavior has traditionally been associated with women, and their biology has been given as the ‘cause’. In this case as in many others, biology has been used to justify our social judgments, but this version of biology is itself socially constructed.

While the terms ‘man’ and ‘woman’ can refer to definitions based on biological differences, the terms ‘masculine’ and ‘feminine’ are always about expected gender characteristics – what men and women supposed to be like. The ‘ine’ ending itself means ‘like’, as in ‘bovine’ (like a cow), ‘vulpine’ (like a wolf), ‘Geraldine’ (like a Gerald). (No, that last example wasn’t a mistake.)

Goddard and Patterson (2000) further state that while ‘man’ and ‘woman’ are noun therefore suggest ‘people’, ‘masculine’ and ‘feminine’ are adjectives and suggest qualities or attributes. So we could talk about ‘masculine women’ and ‘feminine men’ and be thinking about people who depart from the norm of what we consider appropriate for each sex. There is a third pair of terms – ‘male’ and ‘female’ that can and often do shift between positions. If people talk about ‘males’ and ‘females’, they could be using the terms as noun, as alternatives to ‘men’ and ‘women’; but these terms can also function as adjectives, like ‘masculine’ and ‘feminine’. So we might be talking of ‘male behavior’ and really mean ‘masculine behavior’.

The term gender, in this study, refers to the fact or condition of being a female or male human being as defined in Webster’s New World College Dictionary, third addition.

Gender in Language Learning

Since the mid-1970s, interest in the way women and men talk has grown astronomically and sociolinguistic research carried out in many different cultures means that we now know far more than we did about the ways in which women and men interact and about the ways in which their patterns of talk differ (Coates, 1998:2). She further states that in all known societies it is the men speak that is held in high esteem, while women’s way of talking are compared unfavorably with men’s. These cultural beliefs are collectively known as ‘folklinguistics’. In societies, there is now convincing evidence that many of our folklinguistic beliefs are false. For example, the notion that women are chatterboxes has not survived scrutiny; research in a range of different social contexts – in the workplace, in the classroom, in television discussion programs, in electronic discussions via computer, for example – has revealed that in mixed groups male speakers talk more than female speakers.

According to Coates (1998), research since the 1970s has begun to replace the folklinguistic myths with sociolinguistic ‘fact’. She considers that early research on gender in language tended to focus on mixed-talk, that is, talk involving both women and men. Initially, researchers concentrated on what were seen
as core features of language: phonetics and phonology, syntax and morphology. Then researchers began to turn their attention to broader aspects of talk, the conversational characteristics of male and female speakers. More recently, researchers have begun to look at single-sex interaction and to ask questions such as how do speakers 'do gender' and is gender performed differently in single-sex groups?

In Indonesian context, gender may vary from one place to another since Indonesia consists of a lot of ethnic groups. Each group has its own cultural specification that might influence the way people speak. In Bugis ethnic for instance, there is a tendency that men usually speak more than women in formal situations, such as meeting, seminar or conferences, whereas women tend to speak more than men in informal situations. This tendency might be different in other ethnic groups, such as Batak or Ambon ethnics.

**Gender and Related Study Findings**

Some studies have been conducted on gender. One of them is a study on the pattern of attitude and achievement between males and females that indicates the following: There are no gender differences in general intelligence; girls excel verbal tasks and boys at mathematical and visual-spatial tasks. On standardized achievement tests, girls score higher than boys in subjects requiring verbal abilities, and boys surpass girls in subjects requiring reasoning and spatial skills.

In reading achievement, for years teachers have noticed that boys do not learn to read as well as girls in elementary school. Some educators have argued that because girls mature more rapidly than boys, they develop longer attention spans that help them learn to read more effectively. However, cross-cultural research in England and Germany has reported that males surpass girls in reading achievement and have fewer problems of reading disability.

In connection with personality differences, girls are generally dependent and have a higher degree of anxiety, whereas boys are more aggressive and have a higher expectation of success. The differences between the sexes in aggressiveness and expectancy of success are the most conclusive finding among these traits. This is considerable disagreement on the other two traits dependency and anxiety.

Moreover, Rossetti (1988) states that the main distinction between the way boys and girls communicate is that girls generally use the language to negotiate closeness - that is, to establish intimacy as a basis of friendship (collaboration-oriented); and, in comparison, boys generally use language to negotiate their status in the group (competition-oriented). She further states that the theme of using power to negotiate status by males and cooperation to establish rapport by females is consistently played out throughout adulthood and repeated in the social and linguistic communicative styles between the two sexes at all levels: at home, work, meetings, social occasions, and in personal, casual and formal contacts. Consequently women and men tend to have different habitual ways of saying what they mean.

This study concentrates on the effect of gender on the oral communication of the EFL learners. The term gender used here is usually called sex differences. That is to see the effect of biological differences, female and male, on the process of learning English, particularly oral communication.
CHAPTER VI

EFL STUDENTS' SELF-ESTEEM, ANXIETY, AND GENDER IN ORAL COMMUNICATION PRACTICES

This chapter deals with the study findings and interpretation on the students' self-esteem, anxiety, and gender in learning oral communication in English.

Study Findings

This part covers the respondents' characteristics, students' oral communication, self-esteem, anxiety, and gender. The data are presented in the form of descriptive and inferential statistics.

1. Respondents' Characteristics

This part covers the data on the respondents' characteristics consisting of gender, school, semester, age, study program, home, and tribe. The data are presented in the following charts.

a. Gender

In terms of gender, among the 112 respondents of the research, 78 (70%) of them were female and 34 (30%) were male. This data can be seen in the following figure.
b. School

In relation to the school where the respondents graduated, of the 112 respondents, 85 (75%) of them graduated from SMA Negeri, 4 (4%) of them graduated from SMA Swasta, 12 (11%) of them graduated from SMK Negeri, none of them graduated from SMK Swasta, 6 (5%) of them graduated from MA Negeri, and 5 (4%) of them graduated from MA Swasta. The data can be seen in the following figure.

c. Semester

In terms of semester, among the 112 respondents of the research, 36 (32%) of were semester II students, 30 (27%) were semester IV students, 30 (27%) of them were semester VI students, and 16 (14%) were semester VIII students. The data are presented in the following figure.

d. Age

In relation to the respondents' age, of the 112 respondents of the research, 40 (36%) of them were between 15 to 19 years old, 71 (63%) of them were between 20 to 24 years old, and only 1 (1%) was above 25 years old. The data can be seen in the following figure.
e. Study Program

In terms of study program chosen by the respondents, among the 112 respondents of the research, 24 (21%) of them were students of English Education study program, 64 (58%) of them were students of English Literature study program, and 24 (21%) of them Business English study program. The data are presented in the following figure.

f. Home

In relation to the respondents' residence, among the 112 respondents of the research, 30 (27%) of them lived with their family, 20 (18%) of them lived with their relatives, and 62 (55%) of them lived in dormitory. The data are presented in the following figure.

g. Tribe

In terms of respondents' tribe, of the 112 respondents of the research, 60 (53%) of them were Buginese, 28 (25%) were Makassarese, 10 (9%) of them were Mandarese, 3 (3%) of them were Torajanese, and 11 (10%) of them were from other tribes.
2. Oral Communication

The data collected through the oral communication test and analyzed using descriptive statistics are presented in the following table and chart.

Table 6.1. Students' oral communication score

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Female (1)</th>
<th>Male (2)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100 (A)</td>
<td>Very good</td>
<td>F: 2</td>
<td>%: 2.56</td>
<td>F: 7</td>
</tr>
<tr>
<td>76-90 (B)</td>
<td>Good</td>
<td>F: 20</td>
<td>%: 25.64</td>
<td>F: 8</td>
</tr>
<tr>
<td>61-75 (C)</td>
<td>Fair</td>
<td>F: 36</td>
<td>%: 46.15</td>
<td>F: 11</td>
</tr>
<tr>
<td>51-60 (D)</td>
<td>Poor</td>
<td>F: 12</td>
<td>%: 15.38</td>
<td>F: 5</td>
</tr>
<tr>
<td>≤ 50 (E)</td>
<td>Very poor</td>
<td>F: 8</td>
<td>%: 10.26</td>
<td>F: 3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>F: 78</td>
<td>%: 100</td>
<td>F: 34</td>
</tr>
</tbody>
</table>

Figure 6.7. Tribe in percentage

Table 6.1 above shows that, in oral communication, most of the students are categorized good and fair. Although some other students are still categorized poor and very poor. Only few of them can be categorized very good. This indicates that the students' ability in general is good enough. Although some of them still face problem in learning oral communication.

For further information, the chart below presents the percentage of the oral communication score of the students based on their gender. It shows that, more male students can be categorized very good than the female ones. On the other hand, more female students than the male ones can be categorized good. One important thing to consider in this case is that almost half of both group falls into fair category.

Figure 6.8. Oral communication and gender in percentage
3. Self-esteem

The data collected through the questionnaires (Self-esteeem Scale) and analyzed using descriptive statistics are presented in the following table and chart.

Table 6.2: Students' self-esteem

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Female (1)</th>
<th>Male (2)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>37-45</td>
<td>High</td>
<td>19</td>
<td>24.35</td>
<td>10</td>
</tr>
<tr>
<td>33-36</td>
<td>Medium (Q1-Q3)</td>
<td>39</td>
<td>50.00</td>
<td>17</td>
</tr>
<tr>
<td>9-32</td>
<td>Low</td>
<td>20</td>
<td>25.64</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>78</td>
<td>100</td>
<td>34</td>
</tr>
</tbody>
</table>

Table 6.2 reveals that more than half of the respondents fall into medium category in self-esteem. 29 of them are categorized in high self-esteem and only 27 of are categorized in low self-esteem. These categories can be further seen in the following chart. Both female and male group show that 50 percent of them are categorized in medium self-esteem. Male group shows higher percentage than the female one in high self-esteem category. On the other hand, female group shows higher percentage than male one in low self-esteem category. This indicates that in general, both female and male groups belong to the same level of self-esteem.

4. Anxiety

The data collected through the questionnaires (Anxiety Scale) and analyzed using descriptive statistics are presented in the following table and chart.
Table 6.3. Students’ anxiety

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Female (1)</th>
<th></th>
<th>Male (2)</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>105-155</td>
<td>High</td>
<td>15</td>
<td>19.23</td>
<td>5</td>
<td>14.70</td>
<td>20</td>
<td>17.85</td>
</tr>
<tr>
<td>85-104</td>
<td>Medium (Q1-Q3)</td>
<td>44</td>
<td>56.41</td>
<td>18</td>
<td>52.94</td>
<td>62</td>
<td>55.35</td>
</tr>
<tr>
<td>31-84</td>
<td>Low</td>
<td>19</td>
<td>24.35</td>
<td>11</td>
<td>32.35</td>
<td>30</td>
<td>26.78</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>78</td>
<td>100</td>
<td>34</td>
<td>100</td>
<td>112</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 6.3 above illustrates that, in anxiety level, more than half of the respondents fall into medium category. Among the respondents, 30 of them are categorized into low anxiety students and 20 of them are categorized high anxiety students. This phenomenon can be further seen in the following chat. It shows that more than 50 percent of both groups are categorized in medium anxiety. Female group shows higher percentage in high anxiety category than the male one. On the other hand, male group shows higher percentage in low anxiety category than the female group. This indicates that in general more female students feel anxious in learning oral communication.

Figure 6.10. Anxiety and gender in percentage

5. Oral Communication, Self-esteem, and Anxiety

Further research findings, in terms of minimum score, maximum score, mean score, and standard deviation of the variables, are presented as follows.

Table 6 below reveals that the minimum score of the students' oral communication is 17.50 while the maximum score of them is 95.50, and the mean score is 70.47. In terms of self-esteem, the minimum score of the students is 25.00 while the maximum score of them is 43.00, and the mean score is 34.34. In terms of anxiety, the minimum score of the students is 65.00 while the maximum score of them is 133.00, and the mean score is 95.03.
Table 6.4. The mean score and standard deviation

<table>
<thead>
<tr>
<th>Variables</th>
<th>Minimum score</th>
<th>Maximum score</th>
<th>Mean score</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication</td>
<td>17.50</td>
<td>95.50</td>
<td>70.47</td>
<td>14.42</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>25.00</td>
<td>43.00</td>
<td>34.34</td>
<td>3.78</td>
</tr>
<tr>
<td>Anxiety</td>
<td>65.00</td>
<td>133.00</td>
<td>95.03</td>
<td>13.74</td>
</tr>
</tbody>
</table>

Furthermore, the mean scores of the oral communication, self-esteem, and anxiety in each semester can be seen in the following charts.

Figure 6.11. Mean score of oral communication in each semester

Figure 20 above shows that the mean score of the students' oral communication of semester II is 63.90, semester IV is 70.65, semester VI is 74.80, and semester VIII is 76.57.

Figure 6.12. Mean score of self-esteem in each semester

In terms of self-esteem, figure 6.12 reveals that mean score of semester II students is 33.72, semester IV is 34.87, semester VI is 34.73, and semester VIII is 34.07.
In relation to anxiety, figure 6.13 above reveals that the mean score of semester II students is 87.81, semester IV is 99.30, semester VI 96.43, and semester VIII is 100.63.

To see the relationships among the three variables, oral communication, self-esteem, and anxiety, from semester to semester, the following figure shows that oral communication score of the students increases from semester to semester. Self-esteem level of semester II, IV, VI is almost the same and self-esteem of semester VIII seem to be highest of all. The level of anxiety of the students seems to be fluctuated from semester to semester. Semester VIII students shows the highest level of anxiety followed by semester IV and VI students and the lowest level is shown by semester II.
Students' Self-Esteem and Anxiety and Hypothesis Testing

At the end of the questionnaires, it was provided for the students to write down additional information about their self-esteem and anxiety which were not found in the questionnaires (Part II). Some of the students' comments are as follows.

a. Self-esteem

1) Respondent number 13 wanted to increase her self-esteem in order to be able to speak to her lecturers and to native speakers.

2) Respondent number 17 considered that anxiety was not a problem solution and made a person could not give ideas.

3) Respondent number 32 preferred to be criticized by other students than to read books or other references.

4) Respondent number 40 did not feel very nervous although she talked to a more fluent people. She considered that other people could understand when she made mistakes.

5) Respondent number 44 liked speaking skill although her pronunciation and vocabulary were not very good. She did not feel nervous or anxious since she realized that English was not her native language.

6) Respondent number 54 did not worry in speaking English. Making mistakes in speaking English was not a problem for her. She considered that English was not her native language.

7) Respondent number 67 respected himself very much. He considered that speaking anxiety appeared in accordance with situation.

8) Respondent number 70 considered that she had to be herself in doing different activities and she had to have self-confidence and respected herself.

9) Respondent number 71 respected herself and considered that nobody is perfect.

10) Respondent number 74 considered herself the most beautiful girl and could compete with others.

11) Respondent number 76 realized that being anxious was natural but considered that he had to respect himself although he could only do small thing.

12) Respondent number 84 considered that anxiety was not stumbling block in communication. He considered that it was better to make mistakes than do nothing, especially in learning foreign languages.

13) Respondent number 89 felt sure to speak English in front of other people when she had prepared herself.

14) Respondent number 92 considered that understanding the topic discussed was one of the most important things besides vocabulary mastery.

15) Respondent number 101 considered that someone would say her/his ideas easily if the situation was relaxed and she/he did not feel worried about grammatical mistakes.

16) Respondent number 102 considered that someone would not feel anxious in speaking if she/he had understood the topic discussed and the lecturers gave support and constructive corrections.

17) Respondent number 104 felt very confident in speaking when he knew well the topic discussed with his friends.
18) Respondent number 105 considered that someone would feel anxious if she/he was not accustomed to speaking English. Otherwise, someone would have high self-confidence if she/he practiced English a lot.

19) Respondent number 107 considered that speaking anxiety should not be a phobia for someone because self-confidence could be increased if she/he practiced speaking a lot.

20) Respondent number 110 considered that speaking anxiety happened to introvert persons. She thought that they felt worried too much of what they should not worry about.

These data will be further clarified in discussion as additional information for the data obtained through the questionnaires, which concerns about the students' self-esteem in learning oral communication.

b. Anxiety

1) Respondent number 01 felt nervous and ashamed to speak English.

2) Respondent number 02 felt stuck when he found difficult vocabulary.

3) Respondent number 04 felt anxious when she really did not understand the speaking rules.

4) Respondent number 05 felt anxious although she had prepared herself to speak. But she always tried to overcome this problem.

5) Respondent number 07 felt confused what to say although she had made a concept/preparation.

6) Respondent number 08 felt nervous and worried of making mistakes when she spoke to the persons she had known.

7) Respondent number 14 felt anxious the day before the speaking practice or test.

8) Respondent number 18 did not feel confident to speak English because she worried if she would make some mistakes.

9) Respondent number 21 worried about what he would say.

10) Respondent number 22 did not feel confident to speak English because of limited vocabulary.

11) Respondent number 23 felt positive about her ability in speaking but she still felt anxious. She always tried to overcome this problem.

12) Respondent number 25 felt worried if her friends would laugh at her when she made mistakes.

13) Respondent number 29 felt annoyed when she wanted to say something she remembered but she did not know the words in English.

14) Respondent number 38 considered that anxiety was caused by lacking of practice and low self-esteem.

15) Respondent number 39 considered that being silent is better than speaking if he did not understand topic discussed.

16) Respondent number 46 worried to speak English because of her limited vocabulary and she was shy to be judged by someone she considered better than her.

17) Respondent number 48 worried to speak English because of her limited vocabulary and she was sometimes confused because one word had many meanings.
18) Respondent number 52 felt nervous when she spoke in front of her class but she liked to speak English with her friends because they corrected her mistakes, especially in pronunciation.

19) Respondent number 54 considered that anxiety might appear when she was not ready and did not understand the topic discussed.

20) Respondent number 55 felt anxious because she did not master the English grammar.

21) Respondent number 56 felt nervous at the beginning of his conversation but then he gradually felt confident.

22) Respondent number 58 sometimes wanted to speak with her friends and lectures but she felt shy because she did not know the meaning of the words in English.

23) Respondent number 60 got nervous when she spoke English in front of her class but relaxed when she spoke English with her friends out of the classroom.

24) Respondent number 64 sometimes felt nervous when he wanted to speak English without any preparation.

25) Respondent number 68 felt anxious when she spoke to native speakers or lectures and when her friends asked her difficult questions in front of the class.

26) Respondent number 75 sometimes did not feel confident because she worried of mispronouncing words and her friends laughed at her.

27) Respondent number 79 considered that his speaking ability would decrease if he did not practice it several days. He considered that his structure was not good because he only practiced speaking.

28) Respondent number 80 felt anxious when she was invited to speak in front of many people. She considered she had limited vocabulary. Therefore when she talked to her friends who spoke fast in English she felt inferior and turned to speak Indonesian.

29) Respondent number 81 was confused and trembled when she was invited to speak in front of a large audience. She liked to speak English in front of a small group of people.

30) Respondent number 82 felt nervous and worried of making mistakes when she spoke in front of her seniors. She had low self-confidence.

31) Respondent number 93 needed a partner who was not easy to decline and laugh at her when she made mistakes.

32) Respondent number 97 felt anxious to speak to strict lecturers and did not give her chance to speak. She liked to speak without any pressure.

33) Respondent number 98 felt nervous when she spoke to her lecturers, seniors, or others who were considered better in English. She worried of making grammatical mistakes.

34) Respondent number 100 felt confused and anxious when she had ideas to say but she worried if her friends would laugh at her.

These data will also be further explained in discussion as additional information for the data obtained through the questionnaires, which concerns about the students' anxiety in learning oral communication.
Hypothesis Testing

The data analyzed using inferential statistics and intended to prove the hypotheses are presented as follows.

a. Hypothesis one

H₁: Self-esteem affects positively and significantly on the oral communication of EFL students at Universitas Negeri Makassar.

H₀: Self-esteem does not affect positively and significantly on the oral communication of EFL students at Universitas Negeri Makassar.

Hypothesis one was tested at the .05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not self-esteem (X₁) affects the oral communication of the EFL learners (Y). The result of the data analysis is presented in the following table.

Table 6.5. Regression analysis: oral communication (Y) versus self-esteem (X₁)

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Coef</th>
<th>SE Coef</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>44.84</td>
<td>12.32</td>
<td>3.64</td>
<td>0.000</td>
</tr>
<tr>
<td>Esteem</td>
<td>0.7464</td>
<td>0.3567</td>
<td>2.09</td>
<td>0.039</td>
</tr>
</tbody>
</table>

S = 14.21  R-Sq = 3.8%  R-Sq(adj) = 3.0%

Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1</td>
<td>884.3</td>
<td>884.3</td>
<td>4.38</td>
<td>0.039</td>
</tr>
</tbody>
</table>

The regression equation is

Oralcom (Y) = 44.8 + 0.746 Esteem (X₁)

b. Hypothesis two

H₁: Anxiety affects positively and significantly on the oral communication of EFL students at Universitas Negeri Makassar.

H₀: Anxiety does not affect positively and significantly on the oral communication of EFL students at Universitas Negeri Makassar.
Hypothesis two was tested at the .05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not anxiety (X2) affects the oral communication of the EFL learners (Y). The result of the data analysis is presented in the following table.

Table 6.6. Regression analysis: oral Communication (Y) versus anxiety (X2)

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Coef</th>
<th>SE Coef</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>29.460</td>
<td>8.757</td>
<td>3.36</td>
<td>0.001</td>
</tr>
<tr>
<td>Anxiety</td>
<td>0.43155</td>
<td>0.09121</td>
<td>4.73</td>
<td>0.000</td>
</tr>
</tbody>
</table>

S = 13.21
R-Sq = 16.9%
R-sq(adj) = 16.2%

Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1</td>
<td>3906.6</td>
<td>3906.6</td>
<td>22.39</td>
<td>0.000</td>
</tr>
<tr>
<td>Residual Error</td>
<td>110</td>
<td>19195.0</td>
<td>174.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>23101.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unusual Observations

<table>
<thead>
<tr>
<th>Obs</th>
<th>Anxiety</th>
<th>Oralcom</th>
<th>Fit</th>
<th>SE Fit</th>
<th>Residual</th>
<th>St Resid</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>106</td>
<td>42.50</td>
<td>75.20</td>
<td>1.60</td>
<td>-32.70</td>
<td>-2.49R</td>
</tr>
<tr>
<td>41</td>
<td>100</td>
<td>42.50</td>
<td>72.61</td>
<td>1.33</td>
<td>-30.11</td>
<td>-2.29R</td>
</tr>
<tr>
<td>50</td>
<td>86</td>
<td>17.50</td>
<td>66.57</td>
<td>1.50</td>
<td>-49.07</td>
<td>-3.74R</td>
</tr>
<tr>
<td>61</td>
<td>73</td>
<td>93.00</td>
<td>60.96</td>
<td>2.37</td>
<td>32.04</td>
<td>2.47R</td>
</tr>
<tr>
<td>77</td>
<td>133</td>
<td>83.50</td>
<td>86.86</td>
<td>3.68</td>
<td>-3.36</td>
<td>-0.26 X</td>
</tr>
<tr>
<td>86</td>
<td>77</td>
<td>89.50</td>
<td>62.69</td>
<td>2.06</td>
<td>26.81</td>
<td>2.05R</td>
</tr>
</tbody>
</table>

R denotes an observation whose X value gives it large influence.

Durbin-Watson statistic = 1.58

Table 6.6 above shows that the p. value is 0.000, which is below 0.05. This means that $H_1$ is accepted and $H_0$ is rejected. This indicates that anxiety (X2) affects the oral communication of the EFL learners (Y). In other words, in learning oral communication the students are affected significantly and positively by their anxiety.

6. Hypothesis three

$H_1$: Gender result in positive and significant effect on the oral communication of EFL students at Universitas Negeri Makassar.

$H_0$: Gender do not result in positive and significant effect on the oral communication of EFL students at Universitas Negeri Makassar.

Hypothesis three was tested at the .05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not gender (X3) affects the oral communication of the EFL learners (Y). The result of the data analysis is presented in the following table.

Table 6.7. Regression Analysis: Oral Communication (Y) versus Gender (X3)

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Coef</th>
<th>SE Coef</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>65.180</td>
<td>4.082</td>
<td>15.97</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Self Esteem, Anxiety, and Gender in Oral Communication of EFL Students
Gender  4.057  2.953  1.37  0.172
S = 14.37  R-Sq = 1.7%  R-Sq(adj) = 0.8%

Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1</td>
<td>389.7</td>
<td>389.7</td>
<td>1.89</td>
<td>0.172</td>
</tr>
<tr>
<td>Residual Error</td>
<td>110</td>
<td>22711.9</td>
<td>206.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>23101.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unusual Observations

<table>
<thead>
<tr>
<th>Obs</th>
<th>Gender</th>
<th>Oralcom</th>
<th>Fit</th>
<th>SE Fit</th>
<th>Residual</th>
<th>St Resid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.00</td>
<td>44.00</td>
<td>73.29</td>
<td>2.46</td>
<td>-29.29</td>
<td>-2.07R</td>
</tr>
<tr>
<td>3</td>
<td>2.00</td>
<td>42.50</td>
<td>73.29</td>
<td>2.46</td>
<td>-30.79</td>
<td>-2.18R</td>
</tr>
<tr>
<td>50</td>
<td>1.00</td>
<td>17.50</td>
<td>69.24</td>
<td>1.63</td>
<td>-51.74</td>
<td>-3.62R</td>
</tr>
</tbody>
</table>

R denotes an observation with a large standardized residual

Durbin-Watson statistic = 1.32

Table 6.8 above shows that the p. value is 0.172, which is above 0.05. This means that H1 is rejected and H0 is accepted. This indicates that gender (X2) do not affect the oral communication of the EFL learners (Y). In other words, in learning oral communication the students are not affected significantly and positively by their gender.

d. Hypothesis four

H1: Self-esteem, anxiety, and gender show simultaneously positive and significant relationship with oral communication of EFL students at Universitas Negeri Makassar.

H0: Self-esteem, anxiety, and gender do not show simultaneously positive and significant relationship with oral communication of EFL students at Universitas Negeri Makassar.

Hypothesis four was tested at the .05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not self-esteem, anxiety, and gender (X1, X2, and X3) show simultaneous relationship with the oral communication of the EFL learners (Y). The result of the data analysis is presented in the following table.

Table 6.8. Regression analysis: oral communication (Y) versus self-esteem (X1); anxiety (X2); and gender (X3)

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Coef</th>
<th>SE Coef</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>20.84</td>
<td>12.84</td>
<td>1.62</td>
<td>0.108</td>
</tr>
<tr>
<td>Esteem</td>
<td>0.2804</td>
<td>0.3506</td>
<td>0.80</td>
<td>0.426</td>
</tr>
<tr>
<td>Anxiety</td>
<td>0.39686</td>
<td>0.09776</td>
<td>4.06</td>
<td>0.000</td>
</tr>
<tr>
<td>Gender</td>
<td>1.756</td>
<td>2.772</td>
<td>0.63</td>
<td>0.528</td>
</tr>
</tbody>
</table>

S = 13.27  R-Sq = 17.7%  R-Sq(adj) = 15.4%

Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>3</td>
<td>4093.4</td>
<td>1364.5</td>
<td>7.75</td>
<td>0.000</td>
</tr>
</tbody>
</table>
Table 6.8 above shows that the p. value is 0.000, which is below 0.05. This means that $H_1$ is accepted and $H_0$ is rejected. This indicates that self-esteem, anxiety, and gender ($X_1$, $X_2$, and $X_3$) show simultaneous relationship with the oral communication of the EFL learners ($Y$).

**Interpretation, Conclusion, and Recommendation**

Based on the results of data analysis above, the interpretation of the findings, conclusion, and recommendation are presented as follows.

1. Self-esteem and Oral Communication

Finding of the study supported the hypothesis one that self-esteem positively affects the oral communication of the EFL learners at Universitas Negeri Makassar. The result of descriptive analysis shows that around 50 percent of both female and male students are categorized in medium self-esteem and around 25 percent of them can be categorized in high self-esteem. This indicates that more than 50 percent of the students have high and medium self-esteem in learning oral communication. While the inferential statistics shows that hypothesis one was tested at the 0.05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not self-esteem ($X_1$) affects the oral communication of the EFL learners ($Y$). The result of the analysis (Table 5) shows that the p. value is 0.039, which is below 0.05. This means that $H_1$ is accepted and $H_0$ is rejected. This also proves that statistically self-esteem affects the students in leaning oral communication in English, although it is not very significant. The late Morris Rosenberg, for many years a leading figure in the self-esteem field, and his colleagues wrote in 1989 that "global self-esteem appears to have little or no effect in enhancing academic performance. Heyde (1979) discovered that self-esteem scores fluctuated from one class to the next.

In line with this finding, it is also proved that, as presented in appendix 11 (Self-esteem), the average self-esteem of the students of semester II is 33.72, semester IV is 34.87, semester VI is 34.73, and semester VIII is 34.07, which shows that the
students of semester II have the lowest average score and students of semester IV have the highest average score among the four levels. This also indicates that self-esteem of students of English Departments of Universitas Negeri Makassar fluctuated from one class to the next.

In connection with the additional information concerning about their self-esteem in learning oral communication given by the respondents in the open ended-question, a student (respondent number 13) stated that she wanted to increase her self-esteem in order that she could speak to her lecturers and to native speakers. This statement seems to be relevant with item number 1 of the questionnaires, which says that *I feel I am a person of worth, at least on an equal plane with others.* Statistically, the average score of this item is 4.29 (see appendix 8), which also means that many respondents agree with this statement. Another student (respondent number 40) did not feel very nervous although she talked to a more fluent people. She considered that other people could understand when she made mistakes. These statements seem to be similar with the item number 6 of the questionnaires, which is stated that *I take positive attitude toward myself.* Statistically, the average score of this item is 4.13 (see appendix 8), which also means that many respondents agree with this statement. One student (respondent number 74) considered herself the most beautiful girl and could compete with others. This statement is quite relevant with item number 4 of the questionnaires, which says that *I feel I have a number of good qualities.* Statistically, the average score of this item is 3.79, which means that some respondents agree and some others feel uncertain with the statement. Some other students stated different ideas or feeling about their self-esteem as in number 4 point (a) of the finding above (see also appendix 12).

One thing that is interesting to underline in this discussion is the relationship between self-esteem and anxiety, Brehm and Kassin (1996:56-57) consider that self-esteem is linked with important ways to how people approach their daily lives. Those who feel good about themselves tend to be happy, healthy, successful, and productive. They tend to persist longer at difficult task, sleep better at night, and have fewer ulcers. They are also more accepting than others and less likely to confirm peer pressure. People with low self-esteem are more anxious, depressed, pessimistic about the future, and prone to failure. On the other hand, this study shows that people with high anxiety must not have low self-esteem. The data can be seen in Figure 16 above, which shows that semester VIII students possess not only the highest level of anxiety but also the highest level of self-esteem. In other words, people with high anxiety might also have high self-esteem in learning oral communication.

Based on the description above, it can be concluded that self-esteem affects the learners in learning oral communication in English although it was not very significant. This indicates that self-esteem plays important roles in learning English oral communication. Some students have high self-esteem because they feel they are persons of worth, at least on an equal plane with others, they take positive attitude toward themselves, or they feel they have a number of good qualities, etc. Although it is difficult to say whether successful language learning is because of high self-esteem, or if high self-esteem is a result of successful language learning although several studies have shown that those who have high self-esteem are also good language learners.
2. Anxiety and Oral Communication

The result of descriptive analysis shows that in anxiety level, more than half of the respondents fall into medium category. Among the respondents, 30 of them are categorized into low anxiety students and 20 of them are categorized high anxiety students. Female group shows higher percentage in high anxiety category than the male one. On the other hand, male group shows higher percentage in low anxiety category than the female group. This indicates that in general more female students feel anxious in learning oral communication. While the inferential statistics shows that hypothesis two was tested at the .05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not anxiety (X2) affects the oral communication of the EFL learners (Y). The result of the analysis (Table 6) shows that the p. value is 0.000, which is below 0.05. This means that H1 is accepted and H0 is rejected. This indicates that anxiety (X2) affects the oral communication of the EFL learners (Y). In other words, in learning oral communication the students are affected significantly and positively by their anxiety.

In terms of level of anxiety of each semester, the average anxiety of the students of semester II is 87.81, semester IV is 99.30, semester VI is 96.43, and semester VIII is 100.63 (Appendix 11). In fact, the data shows that students of semester VIII have the highest level of anxiety, which is followed by semester IV and semester VI, and students of semester II have the lowest level of anxiety. This phenomenon gives us an idea that anxiety level is not only determined by seniority of students in learning English oral communication but also other factors.

Among the respondents, 34 of them stated, in the open ended question of the questionnaires, that they felt anxious when they speak English with different reasons. Some respondents (02, 22, 46, 48, 80) stated that they felt anxious to speak English because of limited vocabulary. Some other respondents (04, 55, 79, 98) stated that they felt anxious to speak English because they worried of making mistakes in terms of grammar and functions in English. In relation to the pronunciation, some respondents (52, 75) stated that they sometimes felt anxious to speak English because they worried in mispronouncing words. Other respondents (08, 46, 68, 82, 97, 98) felt anxious to speak English when they spoke English to the persons they considered better than them.

Based on the description above, we can conclude that anxiety affects significantly the learners in learning oral communication in English. They feel anxious because not only linguistic factors, such as limited vocabulary, grammar, pronunciation, etc. but also non-linguistic factors, such as seniority, perception on others’ capability in English, etc. This indicates that in teaching English oral communication, anxiety plays very significant roles and therefore teachers or lecturers should pay attention not only to cognitive domain but also affective and psychometric ones.

3. Gender and Oral Communication

In connection with gender and oral communication, finding of the study did not support the hypothesis three that gender positively and significantly affect the oral communication of the EFL learners at Universitas Negeri Makassar. The inferential statistics shows that hypothesis three was tested at the .05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not gender (X3) affect the oral
communication of the EFL learners (Y). The result of the analysis (Table 7) shows that the p. value is 0.172, which is above 0.05. This means that H1 is rejected and H0 is accepted. This indicates that gender (X2) does not affect the oral communication of the EFL learners (Y). In other words, in learning oral communication the students are not affected significantly and positively by their gender. While the descriptive statistics shows that percentage of the oral communication score of the students based on their gender is that more male students can be categorized very good than the female ones. On the other hand, more female students than the male ones can be categorized good. One important thing to consider in this case is that almost half of both group falls into fair category.

Although the number of the female students is more than the number of male ones, the male students usually initiate more than female ones in communication. This is might be caused by different reasons. Rossetti (1988) states that the main distinction between the way boys and girls communicate is that girls generally use the language to negotiate closeness - that is, to establish intimacy as a basis of friendship (collaboration-oriented); and, in comparison, boys generally use language to negotiate their status in the group (competition-oriented). She further states that the theme of using power to negotiate status by males and cooperation to establish rapport by females is consistently played out throughout adulthood and repeated in the social and linguistic communicative styles between the two sexes at all levels: at home, work, meetings, social occasions, and in personal, casual and formal contacts. Consequently women and men tend to have different habitual ways of saying what they mean. This is in line with a social phenomena in Bugis ethnic, for instance, there is a tendency that men usually speak more than women in formal situations, such as meeting, seminar or conferences, whereas women tend to speak more than men in informal situations. This tendency might be different in other ethnic groups or nations.

Based on the above description, it can be concluded that gender does not affect the oral communication of the learners in learning English, which means that both female and male students of English Department of UNM have equal possibility to be successful in learning English oral communication.

4. Self-esteem, Anxiety, Gender (Independent Variables) and Oral Communication

Finding of the study supported the hypothesis four that self-esteem, anxiety, and gender simultaneously affect the oral communication of the EFL learners at Universitas Negeri Makassar. The inferential statistics shows hypothesis four was tested at the .05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not self-esteem, anxiety, and gender (X1, X2, and X3) show simultaneous relationship with the oral communication of the EFL learners (Y). The result of the analysis (Table 10) shows that the p. value is 0.000, which is below 0.05. This means that H1 is accepted and H0 is rejected. This indicates that self-esteem, anxiety, and gender (X1, X2, and X3) show simultaneous relationship with the oral communication of the EFL learners (Y). This means also that when the three independent variables are analyzed simultaneously, the influence of the anxiety contributes more than the two other variables, self-esteem and gender, to the oral communication of the learners. The fact can be verified through number 1, 2 and 3
of the discussion above which show the contribution of the independent variables; self-esteem (p. value is 0.039), anxiety (p. value is 0.000), and gender (p. value is 0.172) to the dependent variables of the research.

Based on the above description, it can be concluded that the self-esteem, anxiety, and gender simultaneously affect significantly the oral communication of the learners in learning English (p. value is 0.000) and among the three independent variables, anxiety contributed more than other two other variables, self-esteem and gender.

Based on the study findings and interpretation of the study above, the writer puts forward some conclusions and recommendation as follows.

1. In relation to self-esteem and oral communication of the learners, it was found that self-esteem affects the learners in learning oral communication in English although it was not very significant (p. value is 0.039). This indicates that self-esteem plays important roles in learning English oral communication. Some students have high self-esteem because they feel they are persons of worth, at least on an equal plane with others, they take positive attitude toward themselves, or they feel they have a number of good qualities, etc. Although it is difficult to say whether successful language learning is because of high self-esteem, or if high self-esteem is a result of successful language learning although several studies have shown that those who have high self-esteem are also good language learners.

2. In terms of anxiety and oral communication of the learners, it was found that anxiety affects significantly the learners in learning oral communication in English (p. value is 0.000). They feel anxious because not only linguistic factors, such as limited vocabulary, grammar, pronunciation, etc. but also non-linguistic factors, such as seniority, perception on others' capability in English, etc. This indicates that in teaching English oral communication, anxiety plays very significant roles and therefore teachers or lecturers should pay attention not only to cognitive domain but also affective and psychometric ones.

3. In relation to gender and oral communication, it was found that gender does not affect the oral communication of the learners in learning English (p. value is 0.172), which means that both female and male students of English Department of UNM have equal possibility to be successful in learning English oral communication.

4. In terms of the three independent variables and one dependent variable, it was found that the self-esteem, anxiety, and gender simultaneously affect significantly the oral communication of the learners in learning English (p. value is 0.000) and among the three independent variables, anxiety contributed more than other two other variables, self-esteem and gender.

5. In the process of teaching and learning English, particularly oral communication, a teacher should not only pay attention to cognitive factors but also other factors, such as affective ones. In line with case, recently many experts have suggested that in the process of teaching and learning a teacher should not only consider optimizing the students' cognitive domain but also affective and psychomotoric ones.

6. Since anxiety is one of the most influencing variable in the teaching and learning of English oral communication, it is
suggested that teachers consider the learners' anxiety by identifying more factors that might cause them feel anxious.

7. To have better understanding on the effect of affective variables in learning English, it is suggested to conduct further researches on the effect of other affective variables, such as motivation, attitude, etc., in learning English in general and oral communication in English in particular.

8. In terms of the effect of gender in learning a foreign language, particularly English, it is suggested to have further and deeper research on this variable viewed from different ethnic groups or nations.

This chapter presents some models of assessing self-esteem, anxiety, and gender in EFL classroom are presented as follows.

**ANGKET**

1. Data Pribadi
   Jawablah pertanyaan di bawah ini dengan membubuki tanda cek (√) pada kotak yang tepat.

   1. Jenis kelamin
      [ ] Laki-laki [ ] Perempuan

   2. Asal sekolah
      [ ] SMU Negeri [ ] SMK Negeri [ ] Madrasah Allah Negeri
      [ ] SMU Swasta [ ] SMK Swasta [ ] Madrasah Allah Swasta

   3. Umur antara ... tahun
      [ ] 15-19 [ ] 20-24 [ ] 25-ke atas

   4. Semester
      [ ] Kedua [ ] Keempat [ ] Keenam [ ] Kedelapan

   5. Program Studi
      [ ] Pendidikan Bahasa Inggris
      [ ] Sastra Inggris
      [ ] Business English

   6. Tempat tinggal
7. Suku bangsa
- Bugis
- Makassar
- Mandar
- Toraja
- Asrama

II. Penghargaan Diri (Self-esteem) dan Kecemasan (Anxiety)

Pernyataan-pernyataan di bawah ini menunjukkan berbagai perasaan. Dengan demikian ada orang yang setuju ada pula yang tidak setuju, sebab setiap orang mempunyai perasaan yang berbeda. Oleh karena itu, tulislah jawaban Anda dengan membebati tanda cek (✓) pada kolom skala yang tersedia sesuai dengan perasaan Anda dengan memperhatikan pilihan-pilihan berikut ini:

- Sangat Setuju (SS)
- Setuju (S)
- Sulit Menentukan (SM)
- Tidak Setuju (TS)
- Sangat Tidak Setuju (STS)

<table>
<thead>
<tr>
<th>Penghargaan Diri (Self-esteem)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Saya merasa saya adalah orang yang berharga, minimal sama dengan orang lain.</td>
</tr>
<tr>
<td>2. Dalam berbagai hal, saya selalu merasa gagal.</td>
</tr>
<tr>
<td>3. Saya merasa memiliki sejumlah kelebihan.</td>
</tr>
<tr>
<td>4. Saya dapat melakukan berbagai hal sama dengan kebanyakan orang.</td>
</tr>
<tr>
<td>5. Saya merasa tak ada yang dapat saya banggakan.</td>
</tr>
<tr>
<td>6. Saya bersikap positif terhadap diri saya.</td>
</tr>
<tr>
<td>7. Saya ingin saya mendapat lebih banyak lagi penghargaan pada diri saya.</td>
</tr>
<tr>
<td>8. Saya merasa saya kurang bermanfaat dalam berbagai kesempatan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS</th>
<th>S</th>
<th>SM</th>
<th>TS</th>
<th>STS</th>
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</tbody>
</table>
Rekemasan (Anxiety)

<table>
<thead>
<tr>
<th>No.</th>
<th>Pertanyaan</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Saya merasa agak yakin terhadap diri saya pada saat saya berbahasa Inggris dengan teman saya.</td>
</tr>
<tr>
<td>11</td>
<td>Saya tidak khawatir membuat kesalahan pada saat saya berbahasa Inggris dengan teman saya.</td>
</tr>
<tr>
<td>12</td>
<td>Saya merasa gemetar pada saat saya dipanggil ke depan kelas berbahasa Inggris dengan teman saya.</td>
</tr>
<tr>
<td>13</td>
<td>Saya merasa khawatir ketika saya tidak mengerti apa yang dikatakan teman saya pada saat berbicara (speaking) bahasa Inggris dengan dia.</td>
</tr>
<tr>
<td>14</td>
<td>Berbicara bahasa Inggris dengan teman saya sama sekali tidak jadi masalah buat saya.</td>
</tr>
<tr>
<td>15</td>
<td>Pada saat mengikuti mata kuliah berbicara (speaking), saya kadang-kadang memikirkan sesuatu yang tidak dapat saya lakukan.</td>
</tr>
<tr>
<td>16</td>
<td>Saya selalu merasa teman saya lebih baik dalam berbicara (speaking) bahasa Inggris dari pada saya.</td>
</tr>
<tr>
<td>17</td>
<td>Saya biasanya merasa lebih mudah mengikuti tes mata kuliah speaking (percakapan).</td>
</tr>
<tr>
<td>18</td>
<td>Saya panik jika saya ditunjuk berbicara (speaking) bahasa Inggris dengan teman saya tanpa persiapan sebelumnya.</td>
</tr>
<tr>
<td>19</td>
<td>Saya selalu khawatir mengenai akibat membuat kesalahan dalam berbahasa Inggris.</td>
</tr>
<tr>
<td>20</td>
<td>Saya tidak mengerti mengapa ada orang yang tidak suka berbicara bahasa Inggris.</td>
</tr>
</tbody>
</table>
| 21  | Saya bisa gugup jika saya lupa apa yang akan saya Baba.
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>SS</th>
<th>S</th>
<th>SM</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Saya tidak gugup berbahasa Inggris dengan penutur asli bahasa Inggris.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Meskipun saya sudah mempersiapkan diri sebelumnya, saya tetap khawatir jika saya diminta bercakap bahasa Inggris dengan teman saya.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>25</td>
<td>Saya sering merasa seperti tidak ingin mengikuti mata kuliah berbicara.</td>
<td></td>
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</tr>
<tr>
<td>26</td>
<td>Saya penuh percaya diri jika saya berbahasa Inggris dengan siapa saja.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>27</td>
<td>Saya merasa percaya diri jika saya berbahasa Inggris dengan teman saya di depan kelas.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>28</td>
<td>Saya khawatir jika dosen saya siap mengoreksi ketika saya berbahasa Inggris dengan teman saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Saya dapat merasakan jantung saya berdetak cepat jika saya diminta bercakap bahasa Inggris dengan teman saya di depan kelas.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>30</td>
<td>Semakin saya mempersiapkan diri bercakap bahasa Inggris dengan teman saya, saya semakin bingung.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>31</td>
<td>Saya tidak merasakan tekanan dalam mempersiapkan diri saya dalam bercakap bahasa Inggris dengan teman saya.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>32</td>
<td>Saya selalu merasa teman saya bercakap bahasa Inggris lebih baik dari pada saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Saya penuh percaya diri bercakap bahasa Inggris di depan teman-teman saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Saya lebih gugup dan bingung ketika saya mengikuti mata kuliah berbicara dari pada mata kuliah lain.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Saya menjadi gugup dan bingung ketika saya bercakap bahasa Inggris di kelas saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sekiranya Anda masih memiliki pendapat atau tanggapan lain tentang penghargaan diri atau kecemasan berbicara, maka Anda dapat menuliskannya pada tempat tersedia di bawah ini.

Atas keihklasan dan kejujuran Anda memberikan jawaban, sebelum dan sesudahnya diucapkan banyak terima kasih.

QUESTIONNAIRES KEY

II. Penghargaan Diri (Self-esteem) dan Kecemasan (Anxiety)
Pernyataan-pernyataan di bawah ini menunjukkan berbagai perasaan. Dengan demikian ada orang yang setuju ada pula yang tidak setuju, sebab setiap orang mempunyai perasaan yang berbeda. Oleh karena itu, tulislah jawaban Anda dengan membubuh tanda cek (✓) pada kolom skala yang tersedia sesuai dengan perasaan Anda dengan memperhatikan pilihan-pilihan berikut ini:

a. Sangat Setuju (SS)
b. Setuju (S)
c. Sulit Menentukan (SM)
d. Tidak Setuju (TS)
e. Sangat Tidak Setuju (STS)
**Penghargaan Diri (Self-esteem)**

1. Saya merasa saya adalah orang yang berharga, minimal sama dengan orang lain.
2. Dalam berbagai hal, saya selalu merasa gagal.
3. Saya merasa memiliki sejumlah kelebihan.
4. Saya dapat melakukan berbagai hal sama dengan kebanyakan orang.
5. Saya merasa tak ada yang dapat saya banggakan.
6. Saya bersikap positif terhadap diri saya.
7. Saya ingin saya mendapat lebih banyak lagi penghargaan pada diri saya.
8. Saya merasa saya kurang bermanfaat dalam berbagai kesempatan.

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**Kecemasan (Anxiety)**

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24. Saya tidak gugup berbahasa Inggris dengan penutur asli bahasa Inggris.
25. Meskipun saya sudah mempersiapkan diri sebelumnya, saya tetap khawatir jika saya diminta berbaca bahasa Inggris dengan teman saya.
26. Saya sering merasa seperti tidak ingin mengikuti mata kuliah berbicara.
27. Saya merasa percaya diri jika saya berbaca bahasa Inggris dengan teman saya.
29. Saya dapat merasakan janjung saya berdetak cepat jika saya diminta berbaca bahasa Inggris dengan teman saya di depan kelas.
30. Semakin saya mempersiapkan diri berbaca bahasa Inggris dengan teman saya, saya semakin bingung.
31. Saya tidak merasakan tekanan dalam mempersiapkan diri saya dalam berbaca bahasa Inggris dengan teman saya.
32. Saya selalu merasa teman saya berbaca bahasa Inggris lebih baik dari pada saya.
33. Saya penuh percaya diri berbaca bahasa Inggris di depan teman-teman saya.
34. Saya lebih gugup dan bingung ketika saya mengikuti mata kuliah berbicara dari pada mata kuliah lain.
35. Saya menjadi gugup dan bingung ketika saya berbaca bahasa Inggris di kelas saya.
36. Saya merasa sangat yakin dan santai ketika saya akan mengikuti mata kuliah berbicara.
37. Saya sangat kewalahan dengan aturan yang harus dilakukan dalam berbaca bahasa Inggris.
38. Saya khawatir jika teman saya menertawakan saya pada saat saya berbaca berbahasa Inggris.
39. Saya mungkin merasa nyaman berbaca bahasa Inggris di antara para penutur asli bahasa Inggris.
40. Saya merasa gugup jika saya berbaca bahasa Inggris dengan dosen saya.
C. Look at this passage and be prepared to answer some questions about it.

With my students, I have always found that the important thing is to keep balance between study and relaxation. If you spend your time crouched over your books, reading into the small hours and not getting enough sleep, you won't do yourself justice in the exam. You need to be clear-headed and alert, and that means eating properly and dividing your time sensibly into periods of work, exercise and rest.

Questions:
1. What does this passage refer to?
2. What advice does it give?
3. Who do you think is giving advice?
4. etc.

D. How was your speaking ability in the previous semester(s) comparing with your speaking ability this semester?
# English Oral Communication Test Weighting System

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## Bibliography


Dr. Syarifuddin Dollah, M.Pd is a lecturer at the English Department, Faculty of Languages and Literature of Universitas Negeri Makassar (UNM). He was born in Bua-Bua II, district of Pinrang, South Sulawesi province in 1963. He graduated his Elementary School (SDN) Bua-Bua II in 1976 and Junior High School (MTsN) Pinrang in 1976. He graduated his Senior High School (PGAN) Pare-Pare in 1982. He got his Doctrandus degree in Teaching English as a Foreign Language from the Faculty of Languages and Arts of Institute of Teacher Training and Education (IKIP) Ujung Pandang in 1988. In 1996 he graduated his Master degree from Graduate Program of Institute of Teacher Training and Education (IKIP) Malang in Malang, East Java. He got his Doctor degree in English Language Studies (Linguistics) from Universitas Hasanuddin, Makassar. As a lecturer, he has actively taught at some universities or collages and other institutions since 1988. During his career, he has held different posts at IKIP Ujung Pandang, IKIP Malang, and Universitas Negeri Makassar.
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