

Socio-Affective Strategy Towards Students' Self-Esteem in Speaking Ability

Krismona Ayu Widyaningrum

Universitas Mercu Buana Yogyakarta

krismona58@gmail.com

Elysa Hartati

Universitas Mercu Buana Yogyakarta

elysa@mercubuana-yogya.ac.id

Abstract

This study aimed to find out the use of Socio-Affective Strategy towards students' self-esteem in speaking ability. This study was carried out at one of the Junior High School, located in Pakem, Sleman Regency, Special Region of Yogyakarta. This research used mix method combining two kind of researches, quantitative and qualitative. The participants of this research were one class from several classes in the junior high school the academic year 2022/2023 with a total of 32 students. The instruments used to conduct the data for this study were observation, questionnaires and in-depth interview. The results of this study indicated that many students still believe their speaking abilities need improvement, but this does not cause them to feel less than they are. This means that many students have high self-esteem, but there are still some students who have low self-esteem. The teachers' opinion about Socio-Affective Strategy has been confirmed by the survey which shows that by discussing with friends and in groups, it can increase students' courage and confidence, especially when speaking in English. This research gives insight to the field of language education by activating the Socio-Affective Strategy in fostering the students' self-esteem in speaking skill.

Keywords; Self-Esteem; Socio-Affective Strategy; Speaking Ability

A. Introduction

Frequently asked questions by anyone who wants to know their abilities abroad is whether he/she can speak English. Spoken language is the most important skill that English learners need to develop (Rao, P, 2019) because it is the ability to communicate with others and requires multiple skills. Harmer as cited in (Putra, 2017) pointed out that effective communication is not only about understanding the characteristics of language, but also ability to deal with knowledge. Nevertheless, considering the characteristics of language and the needs of social processing, not all students can learn language orally. Speaking ability must be improved because in learning English as a foreign language, the way of speaking is more often implemented in social life, therefore speaking is one of the English language skills that any foreign language learner must master.

Nuridin (2021) stated that speaking ability can be defined as the ability to communicate, express oneself, report actions or express ideas in life situations. It can be concluded that the use of Speaking ability can be implemented in life such as daily communication not only in the aspect of pedagogy. According to Bailey & Savage as cited in Rukmaryadi et al. (2020) in a second or foreign language, speaking is the most challenging of the four language skills. Usually, people who speak foreign languages are identical with their clarity, accuracy, and fluency in speaking, while in Indonesia (which considers English as EFL) students feel insecure about their speaking skills (Haliwanda, 2021).

According to Putera Jaya et al. (2022) lack of general knowledge, lack of speaking practice, fear of making mistakes, lack of word and grammar practice, low motivation, low participation, laziness to read, shyness, lack of dictionary use, nervousness, fear of criticism, and difficulty pronouncing unfamiliar words are factors that contribute to problems in speaking. The students are too shy to speak in front of other people. They are afraid of making mistakes and embarrassing them. Therefore, they chose to remain silent instead of trying to hone their skills; they judge if their speaking ability is still lacking. In order to improve students' self-esteem and speaking ability, they must constantly practice speaking in English. When they practice, they will know good and accurate pronunciation and spelling. Mukminin et al. (2015) said that there are five main themes related to students' oral English anxiety, including (1) poor oral skills due to lack of vocabulary and grammar, (2) fear of negative reactions from others, (3) lack of self-esteem for using English Speaking, (4) fear of being evaluated by the teacher, and (5) cultural influence on speaking English due to a more teacher-centered style. The items previously mentioned may become the anxiety of students speaking English, making it difficult for most of them to express their feelings verbally. Thus, lack of self-esteem can make students' difficult to master their speaking skill. Other research done by Kiruthiga & Christopher, (2022) found that there are affective factors that do affect speaking ability i.e., self-esteem, anxiety, fear of failure, shyness, empathy, motivation and self-confidence.

Self-esteem is defined as how people perceive themselves (in a positive or negative way). According to Sedikides and Gress in Abdel-Khalek (2016) self-esteem refers to a person's subjective evaluation of their own value, feelings of value and confidence, and the degree to which they have a positive or negative view of themselves. (Brown, 2007) pointed out that without self-esteem, self-confidence, understanding of oneself and belief in one's own activity ability, there will be no successful cognitive or emotional activities. In other

words, lack of self-esteem can make it difficult for learners to achieve their goals, including speaking a foreign language or even their mother tongue. According to (Fahmi et al., 2020) the self-esteem of 30 Negeri Junior High School students in Padang shows that 30.2% have a high level of self-esteem and 69.8% have a low level of self-esteem. From the previous statements, it can be concluded that there are still many students who have low self-esteem. Rosenberg and Owens in Febrina et al. (2018) stated that there are differences in characteristics between individuals with high self-esteem and low self-esteem, such as the following table:

Table 1 Characteristics of Self-Esteem

High Self Esteem	Low Self Esteem
Feels satisfied with himself.	Feeling dissatisfied with themselves.
Proud to be himself.	Wants to be someone else or be in someone else's shoes.
Experiences joy and happiness more often.	Experiences negative emotions (stress, sadness, anger) more often.
Takes praise and criticism as feedback.	Difficult to accept praise, but annoyed by criticism.
Can accept failure and recover from the disappointment of failure.	Have difficulty accepting failure and are excessively disappointed when they fail.
Views life positively and can take the positive side of events experienced.	View life and events in life as negative.
Appreciate other people's responses as feedback to improve themselves.	Treats other people's responses as threatening criticism.
Accepts negative events that happen to them and tries to fix them.	Exaggerates negative events they have experienced.
Easy to interact with, relate to and trust others.	Difficulty interacting, relating to and trusting others.
Dare to take risks.	Risk aversion.
Positive attitude towards other people or institutions associated with him/her.	Being negative (cynical) towards other people or institutions associated with him/her.
Optimistic.	Pessimistic.
Thinks constructively (can encourage oneself).	Unconstructive thinking (feeling unable to help oneself).

Seeing the phenomena explained before, there is a strategy that can be used to improve students' self-esteem and motivation, that is Socio-Affective Strategy. Ana (2015) stated that Socio-affective strategies are those that are non-academic in nature and focus on encouraging learning by building a sense of empathy between teachers and students. This means the strategies used during the teaching and learning process by using feelings and empathy to develop a positive impact, as the relationship between the two is important. She

also adds that the most effective learning strategies in terms of improving student learning were socio-affective strategies.

By doing so, this present research is conducted to grasp the use of Socio-Affective Strategy towards students' self-esteem in students' speaking ability. It is important to do for the students in class of eight graders of Junior High School, located in Pakem, Sleman Regency, Special Region of Yogyakarta were still lack of speaking skill and it's confirmed also by the teacher the problems happened. Thus, the research question is formulated into "How does the use of Socio Affective Strategy towards students' self-esteem in speaking ability?".

B. Research Methodology

This research used Mixed Method, a combination of two existing forms of research, quantitative and qualitative. According to Creswell & Creswell (2018) a mixed methods research design is a process for gathering, assessing, and combining quantitative and qualitative methodologies in a single study or a series of studies to understand a research subject. This approach was conducted in combination with the aim of providing a better understanding of the research problem and questions than if conducted separately or individually. Furthermore, Vebrianto et al. (2020) states that the combined research method (mixed methods) is a research method that combines quantitative methods with qualitative methods to be used together in a study, so that the data obtained is more comprehensive, valid, reliable, and objective. The purpose of using mixed method in this study is to discover students' perspective of their self-esteem in speaking ability and about the English teacher's perspective on the application of Socio-affective strategy in the class.

The data of this research were conducted through observation, questionnaire and in-depth interview. The observation was conducted by observing the teaching learning process and filled the observation form. The questionnaire was utilized to determine students' self-perceptions towards themselves about their speaking abilities. The type of questionnaire used was a closed questionnaire consisting of 20 questions adapted from the Rosenberg Self-Esteem Scale. The validity and reliability of Rosenberg Self-Esteem Scale (RSE) items were verified through previous research (Maroqi, 2019) and has been validated by one of the private university lecturers. Questionnaires were delivered to students because they have implemented and used Socio-Affective Strategy in learning.

According to Brown in Nurwandi et al. (2022) the Socio-Affective strategies are

divided into two sub strategies that is asking questions and cooperation. With asking question students are demanded to ask their friends or the teacher for clarification and make sure their speaking was correct. From the activity, the students will build conversation with their friends and the teacher. The interaction between teacher and students is needed to build comfortable atmosphere in the class in order to make them feel enjoy to learn. When students are given a task by their teacher to create a brief dialog, cooperation is used. Throughout the dialog-making process, students collaborate with their group members to create the dialog text. Students will express their opinions and make suggestions to each other in the dialog making process. Once the dialog is complete, the teacher will call the group by name and instruct the students to read the dialogue aloud. Based on the results of data observation and interviews, it is supported that students prefer to apply cooperation with others, especially with friends or peers and rarely apply cooperation with advanced users (teachers). Through cooperative activity, students learn how to interact with and respect others. According to Rutledge and Hogg (2020) a qualitative research method called an "in-depth interview" is used to conduct in-depth interviews with a limited number of participants. In-depth interview was conducted to find out about the conditions of students' speaking abilities, as well as what activities were used when implementing the Socio-Affective Strategy in the classroom, and teacher's opinion about this strategy.

This research at one of the Junior High School, located in Pakem, Sleman Regency, Special Region of Yogyakarta. The participants of this research were one class of the several classes students in the junior high school the academic year 2022/2023 with a total of 32 students.

C. Results and Discussion

Results

The result of this study was elaborated in this section through the findings of observation, questionnaire, and in-depth interview.

Observation

This stage was aimed to observe school environments, the situation of teaching and learning process, the curriculum, the media that used in teaching and learning process, and the facilities of this school. In this research was found that the school environment is quite crowded because it is next to the highway but students are not too disturbed by this, then the

situation when teaching and learning in class is conducive but the students mostly use their mother tongue (Bahasa) during the teaching and learning process, currently the eighth graders class at one of the Junior High School, located in Pakem, Sleman Regency, Special Region of Yogyakarta is still using the 2013 Curriculum, for the media that used by teachers when learning English especially when speaking in the form of short dialog texts and videos, and the facilities provided at school are quite complete but they don't have language laboratory.

Based on the observation, it was found that there are still many students who often speak in their mother tongue. Students need more practice speaking frequently. This was evidenced by observing activities during teaching and learning process. In addition, the lack of vocabulary owned by students makes them not confident to speak using English. Meanwhile, the weakness in English classes especially in speaking was the lack of speaking training and vocabulary memorization during learning and teaching activities.

Questionnaire about Students' Perception Towards Themselves about Their Speaking Abilities

The further step after observation was questionnaire about students' perception towards themselves about their speaking abilities. To collect the responses from the students, a Google form was used for this activity. The questionnaire was adapted to Rosenberg Self-Esteem Scale (RSE) (Rosenberg, 2015). Basically, Rosenberg Self-Esteem Scale was used to gather information of adolescences' self-esteem and self-worth (Spinner & Rudolph, 2019). The Rosenberg Self Esteem Scale questionnaire consists of two types of statements: favorable (positive) and unfavorable (negative). In this study, 4 answer options were used, namely: (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree.

Table 2 Students' Response towards Self-Esteem in Speaking Ability

<i>No</i>	<i>Statement</i>	<i>Frequency</i>				<i>Percentage (%)</i>			
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>
1	I prefer to speak English during class time.	2	14	16	-	6,3%	43,8%	50%	-
2	I am not satisfied with my English speaking ability.	9	11	11	1	28,1%	34,4%	34,4%	3,1%
3	I prefer to ask the teacher if I do not understand the material presented (using English).	5	15	12	-	15,6%	46,9%	37,5%	-
4	I prefer to discuss with friends if I do not understand the material that has been delivered (using English)	5	15	11	1	15,6%	46,9%	34,4%	3,1%
5	I prefer to be given assignments in	12	14	3	3	37,5%	43,8%	9,4%	9,4%

a group rather than alone.									
6	Overall, I am satisfied with my own English speaking ability.	4	13	12	3	12,5%	40,6%	37,5%	9,4%
7	Sometimes I feel I am not good at speaking at all.	5	18	8	1	15,6%	56,3%	25%	3,1%
8	I feel that I have good English speaking ability.	2	10	17	3	6,3%	31,3%	53,1%	9,4%
9	I can speak English as well as most other people.	-	12	15	5	-	37,5%	46,9%	15,6%
10	I don't feel like I have much to be proud of.	7	7	12	6	21,9%	21,9%	37,5%	18,8%
11	I sometimes feel useless because I am not fluent in speaking English.	4	11	13	4	12,5%	34,4%	40,8%	12,5%
12	I feel that my speaking ability are good, at least on par with others.	1	18	11	2	3,1%	56,3%	34,4%	6,3%
13	I hope to be braver and more confident in speaking English with friends or teachers.	15	12	5	-	46,9%	37,5%	15,6%	-
14	Overall, I tend to feel that I can't speak English.	5	13	13	1	15,6%	40,6%	40,6%	3,1%
15	I am positively (willing to accept shortcomings) about my own speaking ability.	8	22	2	-	25%	68,8%	6,3%	-
16	When taking a speaking score, I prefer to be called to the front of the class.	1	8	18	5	3,1%	25%	56,3%	15,6%
17	When taking a speaking score, I prefer to be face to face with the teacher.	7	21	4	-	21,9%	65,6%	12,5%	-
18	I dare to perform in front of the class by myself during the speaking assessment.	1	12	12	7	3,1%	37,5%	37,5%	21,9%
19	I feel more comfortable when standing in front of the class with my friends (group) during the speaking assessment.	13	13	5	1	40,6%	40,6%	15,6%	3,1%
20	I feel that my speaking is fluent and good enough.	1	10	17	4	3,1%	31,3%	53,1%	12,5%

In this research, 20 items were used in the questionnaire about students' perceptions of themselves about their speaking ability. Each item of the questionnaire has different responses. Therefore, at this stage it will be discussed one by one starting from the first statement to the last. The first statement in the questionnaire shows that most of the respondents answered (SA = 6.3%, S = 43.8%, D = 50%, DA = 0%) on the statement regarding students prefer to speak English during class time, the percentage of Disagree being the most choices than agree and strongly agree. However, respondents who answered agree

were also quite a lot, which was 43.8% and respondents who answered Strongly Agree were 6.3%. In the second statement the results show that students (SA = 28.1%, A = 34.4%, D = 34.4%, DA = 3.1%) gave the same percentage of 34.4% between Agree and Disagree. However, 28.1% of students Strongly Agree that they feel dissatisfied with their English speaking ability, and 3.1% have Strongly Disagree with the statement. In the third statement, students (SA =15.6%, A = 46.9%, D = 37.5%, SD = 0%) stated that 46.9% of students agreed that they preferred to ask the teacher if they did not understand the material presented (using English). In the fourth statement, students (SA =15.6%, A = 46.9%, D = 34.4%, SD = 3.1%) stated that 46.9% of students Agree that they prefer to discuss with friends if they do not understand the material that has been delivered (using English), and 15.6% of students chose Strongly Agree, but 34.4% of students Disagree with the statement.

The next statement is the fifth statement, students (SA =37.5%, A = 43.8%, D = 9.4%, SD = 9.4%) the data shows that 43.8% of students Agree if they prefer to be given assignments in groups rather than alone supported by the second largest percentage which is Strongly Agree at 37.5%. The sixth statement (SA = 12.5%, A = 40.6%, D = 37.5%, SD = 9.4%) data shows that 40.6% of students agree that they are satisfied with their speaking skills. The seventh statement, students (SA =15.6%, A = 56.3%, D = 25%, SD = 3.1%) stated that 56.3% of students Agree that sometimes they feel they are not good at speaking at all. The eighth statement (SA = 6.3%, A = 31.3%, D = 53.1%, SD = 9.4%) shows that 53.1% of students disagree that they have the ability to speak English in a good way. Statement nine (SA =0%, A = 37.5%, D = 46.9%, SD = 15.6%) shows that 46.1% of students disagree that they are able to speak English as well as most other people. The tenth statement (SA = 21.9%, A = 21.9%, D = 37.5%, SD = 18.8%) shows that 37.5% of students Disagree with the statement that states if they feel they do not have much to be proud of.

The eleventh statement (SA = 12.5%, A = 34.4%, D = 40.8%, SD = 12.5%) shows that 40.8% of students disagree if they feel useless because they are not fluent in speaking (speaking) in English. The twelfth statement (SA = 3.1%, A = 56.3%, D = 34.4%, SD = 6.3%) says that 56.3% of students agree that their speaking skills are good, at least on par with others. The thirteenth statement (SA = 46.9%, A = 37.5%, D = 15.6%, SD = 0%) shows that 46.9% of students Strongly Agree that they hope to be braver and more confident in speaking English with friends or teachers. The fourteenth statement (SA = 15.6%, A = 40.6%, D = 40.6%, SD = 3.1%) gave the equal 40.6% percentage who agreed and disagreed that they

felt they could not speak in English and 15,6% of students choose Strongly Agree. The fifteenth statement (SA = 25%, A = 68.8%, D = 6.3%, SD = 0%) as much as 68.8% of students agree to be positive (willing to accept shortcomings) towards their own speaking abilities Alone.

The sixteenth statement (SA = 3.1%, A = 25%, D = 56.3%, SD = 15.6%) more than 50% of students namely 56.3% Disagree to be called in front of the class when taking speaking scores. The seventeenth statement (SA = 21.9%, A = 65.6%, D = 12.5%, SD = 0%) as much as 65.6% of students agreed that speaking scores were taken face to face with the teacher. The eighteenth statement (SA = 3.1%, A = 37.5%, D 37.5%, SD = 21.9%) with the same results students agree and disagree by performing by himself to the front of the class during the speaking assessment. The nineteen statements (SA = 40.6%, A = 40.6%, D = 15.6%, SD = 3.1%) with the same results, strongly agree and agree explaining that students are more comfortable standing in front of the class with his friends (in groups) during the speaking assessment. The last statement, the twentieth statement (SA = 3.1%, A = 31.3%, D = 53.1%, SD = 12.5%) data shows that 53.1% of students disagree with the statement that they feel their speaking is smooth and good.

In-depth interview with the teacher about Socio-Affective Strategy

Furthermore, in-depth interview was applied to collect the data about Socio Affective Strategy. This section was done with one of the English teacher in one of the Junior High School, located in Pakem, Sleman Regency, Special Regency of Yogyakarta. There were 14 questions conducted in this in-depth interview session. From in-depth interview that has been done with the teacher, the following data was obtained: (1) The speaking skills of students are still very low, (2) Students have limited vocabulary and often underestimate themselves if they can't speak English when asked to speak by the teacher, (3) To overcome this obstacle, the teacher increases the number of dialog examples so that it will increase students' vocabulary. But there is no special treatment for students, (4) The media often used are videos and direct examples from the teacher (in the form of dialog), (5) The term Socio-Affective Strategy is still very new, but teachers already understand the concept and meaning of this Socio-Affective Strategy, (6) Socio-Affective Strategy has been applied in the learning process such as dialog, discussion, and question and answer, (7) An example of the application of socio affective strategies during learning is in the form of discussions, but discussions are still often carried out using Bahasa, but there are phases using English, (8)

The use of Socio-Affective strategy is quite effective because students have activities that support their learning development, basically learning with others is fun, (9) The weakness in using Socio-Affective Strategy is that when students are in groups, various students mix together. Because there can be gaps between one group and another, (10) The influence on students after applying the Socio-Affective Strategy is that students who already understand the material that has been delivered will teach students who do not understand, (11) The obstacle when teaching by applying Socio Affective strategy is that during the group selection process, students often ask to change groups. In fact, the teacher has distributed students into fair groups (there are students who already understand the material that has been given and students who do not understand), (12) The impact after the Socio-Affective Strategy is implemented is that passive students will actively participate in group activities, (13) What changes in students after applying Socio-Affective Strategy is that they will want to be more braver and have to speak up, rather than remain silent, (14) The significant impact, especially in the value indicator, is that students who previously could not at all, after discussing and asking questions they will be able to (understand).

Discussion

This study is designed to find out about Socio-Affective Strategy towards students' self-esteem in speaking ability. In this section, the discussion relates to the interpretation of the findings obtained from the questionnaire and interviews. Based on the data in this research, there were 20 items used in the questionnaire about students' perceptions of themselves about their speaking ability and some items that related to Socio-Affective Strategy.

Rosenberg (2015) who divides Self-esteem into two types: favorable (positive) and unfavorable (negative). The statements involving to favorable (positive) type are items number 1,6,8,9,12,15, and 20. For unfavorable (negative) types are items number 2,7, 10, 11, and 14. The rest of the statements discuss students' preferences related to the use of Socio-Affective Strategy in teaching and learning especially for speaking abilities. It was found that the data in the results session showed that :

The favorable statements found that three statements agreed and satisfied with their speaking abilities at least on par with most other people. They are willing to accept their shortcomings about their speaking abilities, and in the other four statements, half of the class disagree that they prefer to speak English during class time. Most of the

students feel that their speaking is not yet fluent and good. Also, they feel that they need help to speak English as well as other people. In addition, on the unfavorable statements, it was found that some students felt that they were not good at speaking English, the students were not satisfied with their English speaking ability, but were disagree if they feel useless because they were not fluent in speaking. They did not think that they didn't have much things to be proud of.

Besides, students' preferences for using of Socio-Affective Strategy in teaching and learning process especially in speaking showed the following data: students prefer to ask their teacher and ask their friends if they do not understand with the material presented. They also choose to be given assignment in a group. They prefer to be called in front of the class with their study group rather than alone. When taking assignment they also choose to be face to face with the teacher, they have low confidence to perform alone in front of the class. Students dare to perform in front of the class with their friends (group). Nevertheless, students hope to be braver and more confident speaking English with their friends and teacher.

Based on the results of the in-depth interview with the teacher, it can be seen that Socio-Affective Strategy has been used in the teaching and learning process. The teaching of affective factors and socio-affective strategies can improve and facilitate the English learning process by encouraging students to help improve their motivation in speaking, on their learning circumstances as well as the affective factors they have brought into the learning process, which can ultimately encourage them to be more effective, and have plans and guidelines for future work (Hakim, 2019). Teachers already understand and know how a socio affective strategy is applied. Teachers usually apply this Socio-Affective Strategy by grouping, dialoguing, discussing, and asking questions. La'biran (2017) stated that discussions with a few members, can improve students' speaking and increase students' activeness in the learning process.

According to the teacher, the socio affective strategy is quite effective in supporting learning development and improving students' academic score. In this case, students are required to discuss and think together with their friends, then students will be asked to come forward and recite the dialog that has been made. This, can facilitate student's learning, learning with others is quite effective and fun because students can share knowledge. They will ask for clarification from others or their teachers if they do not know or understand. Basically, language is dialogic, therefore dialog exercises will form communicative interactions (Halima, 2015). Therefore, the

teacher has an essential role to build communication between students, it can be applied by reading one part of the dialog and asking students to read the other part. This activity, teachers will correct students' pronunciation to be more precise.

D. Conclusion and Suggestion

This study has been done to reveal that Socio-Affective Strategy can be used in speaking activity and find out the student's perception of their Self-esteem. The survey findings indicate that many students still believe their speaking abilities need improvement, but this does not cause them to feel less than they are. In addition, this Socio-Affective Strategy that involves the activities such as grouping, dialoguing, discussing, and asking questions has a positive impact on students. It can increase students' courage and confidence, especially when speaking in English. The problems encountered are still the same in speaking due to students' lack of literacy, students' lack of vocabulary, the fact that speaking skills were not tested during midterm and final exams, and lack of adequate facilities from the school. This can be overcome by expanding students' vocabulary, and teachers should keep speaking more English than Indonesian to give a broader English exposure to the students. The results of this research that has been conducted is expected to provide useful information and can contribute to the development of science in the field of English language education with the same problem in knowing the use of Socio-Affective Strategy on students' self-esteem in speaking ability. This research hopefully will give some benefits for teachers, students, school, and other researcher.

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