

**THE EFFECT OF LIFE LINE STRATEGY TOWARD SELF-
ESTEEM IN SPEAKING ABILITY AT ISLAMIC
BOARDING HIGH SCHOOL BAHRUL ‘ULUM
PERHENTIAN RAJA DISTRICT
OF KAMPAR REGENCY**



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PEKANBARU
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for Getting Bachelor Degree of Education
in English Department



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SUPERVISOR APPROVAL

The thesis entitled” *The Effect of Life Line Strategy toward Self-esteem in Speaking Ability at Islamic Boarding High School Bahrul ‘Ulum Perhentian Raja District of Kampar Regency*”is written by Miftah Khoirani Hrp NIM 10714000735. It is accepted and approved to be examined by the final examination committee of undergraduate degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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“May Allah SWT bless us all, Amin YaRobbal ‘Alamin”

Pekanbaru, ,2011

The writer,

MiftahKhoiraniHrp

NIM. 10714000735

FATHER AND MOTHER
THANK YOU FOR YOUR LOVE AND AFFECTION
YOU'RE STARS IN MY HEART
YOU'RE MY LOVE
YOU'RE MY LIFE
YOU'RE MY ANGEL

FATHER AND MOTHER
YOUR PRAYER IS MY WEAPON
YOUR SACRIFICE IS MY MOTIVATION
YOUR PURELY HEART IS MY STRENGTH

FATHER AND MOTHER
MY BIGGEST THANK FOR YOU

HASRAT UNTUK BERUBAH*

Ketika aku masih *mudadan* bebas berkhayal,
Aku bermimpi ingin mengubah *dunia*.
Seiring dengan bertambahnya *usia* serta kearifanku,
Kudapati bahwa dunia tak kunjung berubah.
Maka *cita-cita* itupun agak kupersempit,
Lalu kuputuskan hanya untuk mengubah *negriku*.
Namun, tampaknya hasrat itupun tiada hasil.
Tatkala usiaku makin *senja*,
Dengan *semangatku* yang masih tersisa,
Kuputuskan untuk mengubah *keluargaku*,
Orang-orang yang paling dekat denganku.
Sayangnya, mereka pun tak mau diubah.
Kini, sementara aku berbaring menunggu *ajal* menjelang,
Tiba-tiba kusadari:
Andai yang pertama-tama kuubah adalah *diriku*,
Maka dengan menjadikan diriku sebagai *teladan*,
Mungkin aku bisa mengubah *keluargaku*.
Lalu berkat inspirasi dan dorongan mereka,
Bisa jadi aku pun bisa memperbaiki *negriku*.
Kemudian siapa tahu, aku bahkan bisa mengubah *dunia*.

*A poem in a grave in Westminster, England, 1100 M.

ABSTRACT

Miftah Khoirani Hrp (2011): The Effect of Life Line Strategy toward Self-esteem in Speaking Ability at Islamic Boarding High School Bahrul 'Ulum Perhentian Raja District of Kampar Regency.

This research is a quasi experimental research. There are two variables in this research. They are X variable (the effect of Life Line strategy) as independent variable and Y variable (self-esteem in speaking ability) as dependent variable. Based on the writer' preliminary study at the second year students of Islamic Boarding Junior High School Bahrul 'Ulum, shows that students' self-esteem in speaking ability is low. The writer has tried to solve this problem by implementing Life Line strategy. The strategy is one of the strategies that can be implemented to enhance self-esteem in speaking ability.

The objectives of this research are to find out how self-esteem in speaking ability by implementing Life Line strategy, to find out how self-esteem in speaking ability without implementing Life Line strategy, and whether there is a significance effect of Life Line strategy toward students' self-esteem in speaking ability. The sample of this research is the second year students of Islamic Boarding Junior High School Bahrul 'Ulum Perhentian Raja District of Kampar Regency.

The writer used observation and questionerto collect the data of this research. The data was analyzed by using SPSS 17.0 version computer program.

Based on the data analysis, the average of pre-questioner score of experimental class is 27.09 and the average of post-questioner score of experimental class is 34.42. Therefore, students' self-esteem at the experimental class after conducting treatment is higher than before conducting treatment. While, the average of pre-questioner score of control class is 27.95 and the average of post-questioner score of control class is 26.28. Therefore, students' self-esteem at control class is lower than the experimental class students.

Having analyzed the data with Independent Sample T-test, it can be seen that there is a significance effect of Life Line strategy toward students' self-esteem in speaking ability at Islamic Boarding High School Bahrul 'Ulum Perhentian Raja of Kampar Regency. It provided by finding t_o (3.157), which is greater than t-table at 5% grade of significance (2,02) and at 1% grade of significance (2,72). It means that H_o is rejected while H_a is accepted.

ABSTRACT

Miftah Khoirani Hrp (2011): The Effect of Life Line Strategy toward Self-esteem in Speaking Ability at Islamic Boarding High School Bahrul ‘Ulum Perhentian Raja District of Kampar Regency.

Metode penelitian ini adalah kuasi eksperimen. Ada dua variabel dalam penelitian ini, yaitu; variabel X (the effect of Life Line strategy) sebagai variabel bebas dan variabel Y (self-esteem in speaking ability) sebagai variabel terikat. Berdasarkan studi pendahuluan, penulis mendapatkan data bahwa self-esteem siswa kelas dua MTs Bahrul ‘Ulum dalam berbicara bahasa Inggris tergolong rendah. Penulis tertarik untuk mengatasi masalah ini dan melakukan penelitian dengan menerapkan Life Line strategi. Strategi ini dapat digunakan untuk meningkatkan self-esteem siswa dalam berbicara bahasa Inggris.

Tujuan dari penelitian ini adalah untuk mendapatkan data bagaimanakah self-esteem siswa dalam berbicara bahasa Inggris dengan menerapkan Life Line strategi, bagaimanakah self-esteem siswa dalam berbicara bahasa Inggris tanpa menerapkan Life Line strategi, dan apakah ada efek yang signifikan dari penerapan Life Line strategi terhadap self-esteem siswa dalam berbicara bahasa Inggris. Subjek dari penelitian ini adalah siswa kelas dua MTs Bahrul ‘Ulum Kec. Perhentian Raja Kab. Kampar.

Teknik pengumpulan data yang digunakan penulis adalah observasi dan kuesioner. Untuk menganalisa data, penulis menggunakan program SPSS versi 17.0.

Berdasarkan analisis data, dapat diketahui bahwa nilai rata-rata dari pre-questioner pada kelas eksperimen adalah 27.09 dan nilai post-questioner adalah 34.42. Dengan demikian, self-esteem siswa dalam berbicara bahasa Inggris lebih tinggi setelah treatment dilakukan dari pada sebelum treatment dilakukan. Sedangkan pada kelas control, nilai rata-rata pada pre-questioner adalah 27.95 dan pada post-questioner adalah 26.28. Dengan demikian, self-esteem siswa dalam berbicara bahasa Inggris di kelas control lebih rendah dari pada siswa di kelas eksperimen.

Setelah data dianalisa menggunakan rumus Independent Sample T-test, dapat diketahui bahwa nilai t adalah 3.157. Nilai tersebut lebih besar nilainya dari t-tabel pada taraf signifikan 5% (2.02) dan taraf signifikan 1% (2.72). Dari keterangan tersebut, diketahui bahwa hipotesis null (H_0) ditolak, sementara hipotesis alternative (H_a) diterima. Dengan demikian, dapat disimpulkan bahwa ada efek yang signifikan dari penerapan Life Line strategi terhadap self-esteem siswa kelas dua MTs Bahrul ‘Ulum dalam berbicara bahasa Inggris.

ملخص

مفتاح خيران هاراهاف (2011): تأثير المنهاج خط الحياء الي قيمة نفسية في المهارة الكلامية بالمدرسة الثانوية بمعهد بحر العلوم مركز فيرهينتيان راج منطقة كمبار.

و طريقة هذه الدراسة هي طريقة كواسي تجريبي. و قد تمت هذه الدراسة باستخدام المتغيرين هما المتغير X (تأثير المنهاج خط الحياء) للمتغير الحري و المتغير Y (قيمة نفسية) للمتغير الربوط. بناء علي الدراسة, وجدت الباحثة البيانات التي تتبين منها أن قيمة الطلبة النفسية لطلبة الصف الثاني بالمدرسة الثانوية بمعهد بحر العلوم في تكلم اللغة الانجليزية علي المستوى منخفض. و مع ذلك تشورقت الباحثة علي تسوية هذه المشكلات باداء الدراسة العلمية بتطبيق منهج خط الحياء. و يستخدم هذا المنهج لتحسين قيمة نفسية في تكلم اللغة الانجليزية.

تهدف هذه الدراسة لنيل البيانات سواء هناك تأثير دال من تطبيق منهج خط الحياء الي قيمة الطلبة النفسية في تكلم اللغة الانجليزية و لمعرفة العوامل التي تؤثر انخفاضا قيمة الطلبة النفسية في تكلم اللغة الانجليزية. الموضوع في هذه الدراسة طلبة الصف الثاني بالمدرسة الثانوية بمعهد بحر العلوم مركز فيرهينتيان راج منطقة كمبار.

والاساليب التي استخدمتها الباحثة في جمع البيانات هي الملاحظة, الاستبيان و المقابلة. و في تحليل البيانات استخدمت الباحثة البرنامج س ف س س الاصدار السابع عشر. و تمام تحليل البيانات باستخدام الصيغة عينات مستقلة. الاختبار يدرك ان النتائج هي 3.157. و ان هذه النتائج اكبر من ت. الجدول في مستوى الدلالة 5 في المائة (2.02) و مستوى الدلالة 1 في المائة (2.72). فمن هذا البيان فان الفرضية البديلة مقبولة و الفرضية الباطلة مرفوضة و مع ذلك يستنتب ان هناك تأثيرا مهما من تطبيق منهج خط الحياء الي قيمة النفسية الطلبة لطلبة الصف الثاني بالمدرسة الثانوية بمعهد بحر العلوم في تكلم اللغة الانجليزية. و من نتائج المقابلة وجدت الباحثة ان هناك عاملين يؤثر ان الطلبة في قيمة نفسيتهم في تكلم اللغة الانجليزية و هما: ان الطلاب يستحيون في تكلم اللغة الانجليزية و يميزون مقدم اتهم اللغة الانجليزية مع غيرهم.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the language skills which must be mastered by the language learner besides listening, reading, and writing. Nunan pointed out that most of people master the art of speaking which is the most important aspect of learning the second and foreign language. The success is measured in term of carrying the conversation in language.¹

Speaking is a very important link in the process of students' learning and thinking developments. It provides a foundation for the development of other language skills. Through speaking, students learn about themselves and about their world. Besides, they also learn about how to express their ideas, feelings, be able to respond others, and enable them to participate in society successfully.

In teaching speaking, there are many difficulties faced by the teacher. One of the problems is having low self-esteem. Brown stated that the successful affective and cognitive can not be carried out without self-esteem, self-confidence, knowledge about ourselves, and belief in our skills and capabilities.² All the factors above include in psychological factors and they will affect students' motivation in learning English especially speaking.

¹David Nunan, **Language Teaching Methodology: A Textbook for Teachers**, Prentice Hall International, United Kingdom ,1991, p. 39.

²H. Douglas Brown, **Principles of Language Learning and Teaching**, Addison Wesley Longman, Inc, San Francisco,2000, p. 145.

Therefore, the teacher must be able to apply some activities and techniques in order to make the students to speak English either in the class room or outside of the class room. In this research, the writer focused on having low self-esteem.

Having low self-esteem is a problem that often happens to the students. It often happens to Junior and Senior High School students. Students' self-esteem will decrease during the transition from elementary to Junior High School and from Junior to High School. Self-esteem decreased in adolescent, increased in the twenties, leveled off in thirties, rose in the fifties and sixties, and then dropped in the seventies and eighties.³

Self-esteem is much correlated to speaking because high self-esteem makes people more willing to speak up in groups.⁴ Heyde & Brown stated that self-esteem correlated positively with the performance of oral production.⁵ Watkins, Biggs, and Regmi (1991), Brodkey and Shore (1976), and Gardner and Lambert (1972) all included measures of self-esteem in their study of success in language learning. From their research, it was found that self-esteem is an important variable in second language acquisition. Thus, stimulating the students to have high self-esteem for the success in language learning is required.

³John W. Santrock, *Adolecents*, 7th Ed, Mc Grow-Hill Companies, New York, 2005, p. 176-177.

⁴Roy F. Baumeister, **Does High Self-esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles?**, Wiley Inter Science Journal, <http://www.interscience.wiley.com/journal>, 2003, p.1. Accessed on 2 February 2011 at 09.30 a.m.

⁵H. Douglas Brown, *Op.Cit.*, p. 145-147.

Life Line strategy is one of the strategies that can be used to stimulate the students to have high self-esteem. This strategy is designed to develop students' positive self-esteem and will increase their awareness of their significant positive Life Line experiences.⁶ This strategy requires the students to show their speaking ability because the students must tell their experiences. In this case, it is suitable to School Based Curriculum (KTSP) for English subject for the second year students of Junior High School at the second semester. The students must be able to tell a narrative monologue text accurately and fluently. In this case, this strategy required the students to tell about their experiences.

Islamic Boarding Junior High School Bahrul 'Ulum is one of the Islamic Schools in Kampar. English is one of the subjects should be learned by the students and be able to communicate using English is the major priority. The students learn English during 4 periods a week. Besides, they also have English program, such as English development program. As long as the students interact in their dormitory, they are hoped to communicate in Arabic and English.

In teaching learning process, the students are taught based on School Based Curriculum (KTSP). The students are hoped to be able to response the meaning in transactional and interpersonal conversation either formal or informal context accurately and fluently. In other words, the students are

⁶James P. Raffini, **150 Ways to Increase Intrinsic Motivation in the Classroom**, Allyn & Bacon, United States, 1996, p. 181-182 & 194-195.

expected to have good oral performance in speaking English and this can be reached by enhancing students' self-esteem.

As far as the writer observed on practicing in speaking of students of Islamic Boarding Junior High School Bahrul 'Ulum, the writers found out that many of the students tend to be afraid of speaking English. They are still unable to express their idea by speaking or make conversation with others either in front of the class or outside of the class. Since English is their subject studied in the school and they have to practice it in real communication, it will be embarrassing if they cannot express their idea in English.

Based on the writer's preliminary study, the main problem of the second year students of Islamic Boarding Junior High School Bahrul 'Ulum in speaking is having low self-esteem. It can be seen from the symptoms as follows:

1. Some of the students tend to speak in low volume in front of the class.
2. Some of the students tend to not maintain eye contact during speaking in front of the class.
3. Some of the students do not face others when they are speaking English in front of the class.
4. Some of the students tend to hesitate to express their ideas in speaking English.

5. Some of the students often use inappropriate gestures during speaking in front of the class.

Based on the writer's observation, the writer found out that the teacher never uses Life Line Strategy to stimulate the students to have high self-esteem in speaking English. The writer is interested in implementing this strategy to them through research entitled: **The Effect of Life Line Strategy toward Self-Esteem in Speaking Ability at Islamic Boarding High School Bahrul 'UlumPerhentian Raja District of Kampar Regency.**

B. The Reason of Choosing the Title

There are some reasons why the writer chooses the title as follows:

1. The writer wants to find out is there any significant effect of Life Line strategy toward students' self-esteem in speaking.
2. The topic is relevant to writer as one of English students of Department of English Education.
3. As far as writer concerned, this research title has never been investigated by any researchers.

C. The Problem

1. Identification of the Problem

Based on the background above, we can see clearly that some of the students at the second year of Islamic Boarding Junior High School Bahrul ‘Ulum still face problems about self-esteem in speaking. The problems are identified as follows:

- a. How is students’ self-esteem?
- b. How is students’ self-esteem in speaking?
- c. What are the factors that cause the students have low self-esteem in speaking?
- d. Does the English teacher have tried to enhance students’ self-esteem in speaking using any strategies?
- e. How is students’ self-esteem in speaking by implementing Life Line strategy?
- f. How is students’ self-esteem in speaking without implementing Life Line strategy?
- g. How is the effect of Life Line strategy toward students’ self-esteem in speaking?

2. Limitation of the Problem

Based on the identification of the problems above, the writer limits the problems to focus on:

- a. Students' self-esteem in speaking ability by implementing Life Line strategy.
- b. Students' self-esteem in speaking ability without implementing Life Line strategy.
- c. The effect of Life Line strategy toward students' self-esteem in speaking ability.

The writer wants to obtain is there any significant effect of Life Line strategy toward students' self-esteem in speaking ability. The sample of this research was the second year students of Islamic Boarding Junior High School Bahrul 'UlumPerhentian Raja District of Kampar Regency in 2010/2011 academic year.

3. Formulation of the Problem

The problems of this research are formulated in following research questions:

- a. How is self-esteem in speaking ability by implementing Life Line strategy at the second year students of Islamic Boarding Junior High School Bahrul 'UlumPerhentian Raja District of Kampar Regency?

- b. How is self-esteem in speaking ability without implementing Life Line strategy at the second year students of Islamic Boarding Junior High School Bahrul 'Ulum Perhentian Raja District of Kampar Regency?
- c. Is there any significance effect of Life Line strategy toward self-esteem in speaking ability of the second year students of Islamic Boarding Junior High School Bahrul 'Ulum?

D. Objective of the Research

Generally, the objectives of this research are:

1. To find out how self-esteem in speaking ability by implementing Life Line strategy at the second year students of Islamic Boarding Junior High School Bahrul 'Ulum Perhentian Raja District of Kampar Regency.
2. To find out how self-esteem in speaking ability without implementing Life Line strategy at the second year students of Islamic Boarding Junior High School Bahrul 'Ulum Perhentian Raja District of Kampar Regency.
3. To find out whether there is a significance effect of Life Line strategy toward self-esteem in speaking ability of the second year students of Islamic Boarding Junior High School Bahrul 'Ulum.

E. The Need of the Research

1. To give contribution to the students that having high self-esteem in speaking is required.
2. To give contribution to the English teacher that enhancing students' self-esteem is required in learning and teaching process.
3. To enlarge the writer's knowledge.
4. To provide information for the next researchers.

F. Definition of the Terms.

In order to avoid misunderstanding in reading this paper, it is necessary to define the following terms:

1. "Effect" is change that something or somebody causes in something or somebody else, or result.⁷In this research, the term of effect refers to the effect of Life Line strategy toward students' self-esteem in speaking ability at the second year of Islamic Boarding Junior High School Bahrul 'Ulum Perhentian Raja District of Kampar Regency.
2. "Strategy" is the process of planning something or putting a plan into operation in a skillful way.⁸ Here, the strategy is Life Line strategy.

⁷A. S. Hornby, **Oxford Advanced Learner's Dictionary of Current English, Seventh Edition**, New York: Oxford University Press.2005, p.138.

⁸Longman, **Longman Active Study Dictionary**.London: Pearson Education.1998, p. 515.

3. “Life Line strategy” is a strategy used to increase students’ self-esteem by telling their past experiences.⁹
4. “Self-esteem” is the global evaluative dimension of the self.¹⁰
5. “Speaking ability” is to be able to talk in particular language.¹¹

⁹Raffini, *Loc. Cit.*

¹⁰Santrock, *Loc. Cit.*

¹¹Longman, *Op. Cit.*, p. 312.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking Ability

Various definitions of speaking have been given by many theories. Brown stated that speaking is a productive skill that can be directly and empirically observed.¹ In the same way, Swan in Antoni said that speaking is uttering word in more formal situation.² Another expert, Nunan, stated that speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings, and mind in terms that is to say what, to whom and about what.³

Kayi in Bushamidi has stated that speaking is processing of building and sharing meaning using verbal and non-verbal in variety context.⁴ It means that mastery of speaking ability will contribute useful advantages for students. Students can express themselves and learn how to follow the social and culture roles in their environments. It includes in collaborative exchange of thought and feeling between two or more people.

¹ H. Douglas Brown, **Language Assessment: Principles and Classroom Practices**, Addison Wesley Longman, Inc, San Francisco, 2000, p. 140.

² Swan in RiviAntoni, **The Relationship Between Shyness and Speking Ability among the Third Year Students of Islamic Senior High School of Babussalam**, Unpublished Undergraduate thesis, Pekanbaru, 2005, p. 9.

³ David Nunan, **Language Teaching Methodology: A Textbook for Teachers**, Prentice Hall International, United Kingdom, 1991, p. 40.

⁴ KayiHairiye, **Teaching Speaking: Activities to Promote Speaking in a Second Language**, <http://iteslj.org/articles/kayi-teachingspeaking.html>, 2009, accessed on 30 June 2011 at 09.30 a.m.

In summary, speaking ability is the ability of the person to express his idea, feeling, or something in his mind to others. Therefore, someone has to master the rules of speaking to make him easy to express his idea, thought, and feeling. It can be practiced in daily questions, making conversation with friends, or conveying English speech.

2. The Nature of Self-esteem

The students' ability and achievement are the important factors in determining students' success in teaching and learning process. It is influenced by external and internal factors. The external factors are family, school, and society. The internal factors come from the students themselves.⁵ The internal factors are the most important one. This also happens to foreign language students. They may feel discomfort using the target language because they have to use a language other than their mother tongue language. This will certainly not facilitate their learning process to acquire the oral proficiency.⁶

All these problems relate to the affective domain of second language acquisition. "Affects", as it is used in Psychology, refers to feeling or emotion. The affective domain is the emotional side of human behavior. There are two categorizes of two facets of the affective domain: the intrinsic side of

⁵Slameto, **BelajardanFaktor-faktor yang Mempengaruhinya**, PT. RinekaCipta, Jakarta, 2003, p. 54- 60.

⁶Josefa J. Mardijono, **Humanistic Strategies in the EFL Speaking Class**,JurusanSastraInggris, FakultasSasatra, Universitas Kristen Petra: <http://puslit.petra.ac.id/journals/letters>, 2001, p. 92. Accessed on 15 February 2011 at 20.00 p.m.

affectivity and the extrinsic factors which are the social cultural variables. The intrinsic side of affective domain involves a variety of personality factors within a person.⁷ One of the personality factors which relates to second language acquisition is self-esteem, which we will discuss in this paper.

a. What is Self-esteem?

Self-esteem, also referred to self-image or self-worth, is the global evaluation about self.⁸ For example, a teenage might feel that she is a good person. Of course, not all teenagers think or have a positive image about them. Rosenberg defines self-esteem as totality of the individual's thoughts and feelings with reference to himself as an object.⁹ Someone who has high self-esteem is more likely to success in life because he has a clear sense of direction regarding his or her priorities and their goals.

Self-esteem also has been defined as appreciating one's worth and importance having the character to be accountable for one self and acting responsibility toward other.¹⁰ Coopersmith stated a well-accepted definition of self-esteem:

By self-esteem, we refer to the evaluation, which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicated the extent to which

⁷H. Douglas Brown, *Loc. Cit.*

⁸ John W. Santrock, *Adolecents*, 7th Ed, Mc Grow-Hill Companies, New York, 2005, p. 176-177.

⁹The Morris Rosenberg Foundation, **The Rosernberg Self-esteem Scale**, Dept. Of Sociology University of Maryland, <http://www.bsos.umd.edu/socy/reserach/rosernberg.htm>, p. 2. Accessed on 15 February 2011 at 20.00 p.m.

¹⁰Reasoner in Raffini, **150 Ways to Increase Intrinsic Motivation in the Classroom**, Allyn & Bacon, United States, 1996, p. 18.

individuals believe themselves to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior.¹¹

Branden stated that self-esteem is the disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness.¹² Basically, self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states.

In summary, self-esteem is the most pervasive aspect of any human behavior. It can be said that no successful cognitive or affective activity can be carried out without some degrees of self-esteem. Self-esteem is how we feel about ourselves. It is our general judgment of us. It is how much we like ourselves. It is how we see ourselves physically and our opinion of who and what we are. Thus, self-esteem is the collection of beliefs or feelings we have about ourselves, our self-perceptions. If we have high self-esteem, we will be successful in life because we are aware of our goals and our priorities in life.

b. Self-esteem and Language Classroom

In language learning, affective personality factors play very important roles. Arnold refers to the importance of affect in the language classroom.¹³ “Affect” refers to personality factors. One of these personality factors is self-

¹¹ *Ibid.*

¹² Branden in Fernando Rubio, *Self-esteem and Foreign Language Learning*, Cambridge Scholars Publishing, United Kingdom, 2007, p. 5.

¹³ Arnold in Fernando Rubio, *Op.Cit.*, p. 7.

esteem. Self-esteem can greatly impact language acquisition. Studies have shown students who have higher level of self-esteem tend to have more success in the second language learning. In psychological term, people with high self-esteem are associated closely with optimism.

Heyde examined the relationship between self-esteem and oral production in ESL performers at the University of Michigan. She found a high correlation between the global self-esteem and teacher ratings of oral production.¹⁴

Generally, self-esteem is one of the central derives in human beings. When the level of self-esteem is low, the human psychological aspect is unbalanced, fear, social distance and other negative situation. In language learning context, having low self-esteem can have serious consequences. The students may avoid taking the necessary the risk to acquire the communicative competence in the target language. They also may feel uncomfortable and even drop out of the class. Considering these effect, it is important to be concerned about learners' self-esteem in the language classroom.¹⁵

Low self-esteem combined with other affective factor, such as low motivation and high anxiety can put up a 'mental filter' that impedes second language learning. In addition, learning atmosphere can be one of the issues that affect second and foreign language learners who may often feel anxious,

¹⁴Heyde in Krashen, **Second Language Acquisition and Second Language Learning**, Internet Edition, 2002, p. 30.

¹⁵Fernando Rubio, *Loc.Cit.*

discouraged and embarrassed. Recently, a lot of studies have been done on this issue and educators should be concerned about how these factors affect the second language classroom setting.

c. Self-esteem and Speaking Ability

Self-esteem relates to human development aspects. A research shows that an adolescent having low self-esteem will have the bad future than an adolescent having high self-esteem. Low self-esteem relates to the low academic achievement, depression, and delinquency. Kohn states that self-esteem and academic achievement are affecting each other. It means that self-esteem affects academic performance and academic performance affects self-esteem.¹⁶

Self-esteem also relates to second language acquisition. It is the important variable in second language acquisition, of course, in studying English. Similar to the correlation between self-esteem and academic performance, self-esteem and oral proficiency affects each other.

Speaking is the crucial part of English as a second language (ESL) and English as Foreign Language (EFL). The mastery of speaking will contribute useful advantages for students. Regarding learning speaking in the classroom, the teacher should be able to implement any activities. However, the activities used by the teacher do not usually run well in the classroom. It usually gets

¹⁶Alfi Kohn, **The Truth about Self-esteem**, <http://www.alfiekohn.org/teaching/tase.htm>, 1994, Accessed on 15 February 2011 at 20.00 p.m.

some obstruction. In this case, the teacher has to examine the students' psychological aspects. The psychological aspects relate to foreign language students are emotion, self-esteem, anxiety, empathy, attitude, and motivation.¹⁷

We have known that self-esteem relates to speaking ability. A student who has low self-esteem often speaks in low voice. He gets difficulties to express his opinion. He tends to compare his quality in speaking to others. Santrock shows the indicators of having high self-esteem:

- 1) Gives others directives or commands.
- 2) Uses voice quality appropriate for the situation.
- 3) Expresses opinion.
- 4) Faces others when speaking.
- 5) Maintaining eye contact during conversation.
- 6) Has little hesitation in speaking and speaks fluently.¹⁸

One of the characteristics of the good language learner is having high self-esteem. Especially in the early stages, learners need to be able to handle the fact that they are not as competent socially in their second language as in their first, and cannot present themselves completely or sometimes even adequately in social situations. Learners who have high self-esteem are able

¹⁷ Modern Classical Language, **Good Language Learner: What is a Good Language Learner?** Missouri State University: <http://www.missouristate.edu/languagelearning/goodlearner>, 2011, p. 8. Retrieved on 15 February 2011 at 20.00 p.m.

¹⁸John W. Santrock, *Loc. Cit.*

to overcome this problem, for example by focusing on the progress they are making, or by appreciating the humor inherent in the situation.¹⁹

In conclusion, self-esteem relates to academic performance and, of course, oral proficiency. It is hard to say that developing academic performance or oral proficiency is important than developing students' self-esteem or developing students' self-esteem is required than developing students' academic performance or oral proficiency. However, the teacher can not only focus on one aspect. Therefore, the teacher should be able to develop self-esteem and academic performance and oral proficiency together.

d. Enhancing Students' Self-esteem

Self-esteem affects students' achievement performance. Therefore, enhancing students' self-esteem will enhance students' academic performance. There are some ways to increase students' self-esteem. They are:

- 1) Creating the comfortable, affective, and supporting learning environment.
- 2) Giving high expectation for all students.
- 3) Correcting students' uncontrolled behavior in the good ways.
- 4) Giving responsibility to the students which will enhance their self-esteem.
- 5) Do not tell about students' failure in learning.

¹⁹ Modern Classical Language, *Loc.Cit.*

- 6) Using some methods or strategies in teaching and learning process.²⁰

Another expert, Santrock, states four ways to increase adolescent self-esteem:

- 1) Identifying the causes of low self-esteem and the domains important to the self.
- 2) Giving the emotional support and social approval.
- 3) Achievement, adolescents develop higher self-esteem because they know what task important for achieving goals.
- 4) Adolescents' self-esteem will increase when they face a problem and try to cope with it rather than avoid it.²¹

3. The Concept of Life Line Strategy

Nowadays, there are many issues that teachers need to consider when they teach second language learners. They should not only be concerned about the curriculum content but also learners' personality. All the studies have shown that self-esteem has played a significant role for the second language learners. In learning a foreign language, it is important to understand how low self-esteem interacts to negatively affect progress.

²⁰ Daniel Muijs & David Reynolds, **Effective Teaching: Teoridan Aplikasi**, Pustaka Pelajar, Yogyakarta, 2008, p. 226-230.

²¹ John W. Santrock, *Loc. Cit.*

Research has shown that self-confidence and a good self-image are two key factors that relate to success in language learning. To reduce learner self-esteem, educators also should consider about the affective atmosphere. In the environment where students can freely learn, they display positive attitudes, self-confidence, and low anxiety.

Teachers should consider adopting community language learning approach, using indirect strategies such as create a game that everybody will enjoy. In the community, non-threatening environments should be provided where students won't be humiliated or embarrassed. When they experience such environment, they increase their self-esteem and reduce anxiety and will be more successful in language acquisition.

Muijs and Reynolds state that one of the ways to increase students' self-esteem is using some methods or strategies in teaching and learning process. The methods and the strategies used will affect students' self-esteem.²² The components of having high self-esteem are that the students feel that they are the important person and they are able to do academic task. The methods or the strategies affect those components. The students will have many friends, feel success in their academic task, and, of course, will have high motivation for studying.

Raffini offers some strategies that the teacher can use to help all students to develop and maintain a positive sense of self-esteem in the

²² Daniel Muijs & David Reynolds, *Loc. Cit.*

classroom. He stated that they can be used in teaching and learning process. The teacher should be able to choose the best strategy which is suitable to the students' need and situation. In this research, the writer has chosen speaking as the aspect which will be investigated. The writer has chosen the strategy which requires the students to perform their speaking ability. One of the strategies is Life Line strategy. This strategy is a strategy which increases students' awareness of their significant positive life experience.²³

The first step of this strategy is asking the students to remember their past events that give positive feeling for them. Secondly, the students list and write them started with their early memories. The students focus on their positive experience in sports, math, reading, art, music, vacation, and the events when they laughed, felt proud, or when they had to make important decision. Then, the students review their lists and select the five most important events. The teacher asks the students to use construction paper and art materials to draw picture representing each experience and arrange the pictures in chronological order. The last, the teacher asks the students to describe their construction paper in front of the class one by one.

²³Raffini, *Loc. Cit.*

B. Relevant Research

There are some researches done by other researchers regarding with the analysis of students' self-esteem. They are:

1. A research conducted by Ira Rosnawati (2008). She was an alumnus of State Islamic University of Sultan Syarif Kasim Riau in 2008. The title of her research is the effect of self-esteem toward speaking achievement at the second year students of English Education Department of UIN SUSKA Riau. In her quantitative research, she focused her research on how self-esteem effects speaking achievement. She took 55 students to be sample of the research from the population of 147 students. In collecting the data, she used interview and questioner consisting of 20 items regarding with students' self-esteem. She analyzed her data using serial correlation formula. In her research, she found that self-esteem effects students' speaking achievement. She also found that 19, 90 % students' speaking achievement effected by self-esteem and 80, 1 % by other factors.
2. A research conducted by Andrew Karpinski (2002). The title of his research is measuring self-esteem using the implicit association test: the role of other. His research was presented at the 2002 society personality and social sociology conference in Savannah, Georgia. In his research, he focused on the use of a self-other Implicit Association Test (IAT) as a measure of implicit self-esteem. He took 130 from an introductory psychology course student at the University of Michigan as the sample of his research. To collect the data, he provided a personal information sheet

consisting of self-esteem tasks which should be completed by the participants. From his research, he found that overall self-esteem IAT scores affected by the content of the other and the association someone has with that other.

Both of researches above are relevant to this the research, which was done by the writer because they also did a research about self-esteem. The differences are the design and the purpose of the research. The writer' research is experimental research and the purpose is that the writer wants to enhance students' self-esteem by using Life Line Strategy.

C. Operational Concept

In this research, the variables are Life Line Strategy (X) and Self-esteem in speaking (Y). To measure each variable the writer identifies them in some indicators below:

1. Life Line Strategy (X variable)

Based on the theory above, the teacher should have strategy to increase students' self-esteem. One of the ways is implementing Life Line strategy. When implementing this strategy, the students are hoped be able to do:

- a. The teacher explained the content to be learned by the students.
- b. The teacher asked the students to make a list of their positive past experiences by writing down as many as they can remember starting from their early memories.

- c. The teacher asked the students to select what they believe are the five most important experiences.
 - d. The teacher asked the students to use construction paper and art materials to draw picture representing each experience and arrange the pictures in chronological order.
 - e. The teacher asked the students to share their writing in pairs.
 - f. The teacher asked the students to describe their construction paper in front of the class one by one.
2. Self-esteem in speaking (Y variable)
- a. The students are able to give direction or command to others.
 - b. The students are able to use voice quality appropriate for the situations.
 - c. The students are able to express their opinion.
 - d. The students face others when they are speaking in front of the class.
 - e. The students maintain eye contact during speaking.
 - f. The students have little hesitation in speaking and speak fluently.
 - g. The students speak in normal volume.
 - h. The students use the appropriate gestures when they are speaking English.
 - i. The students use the normal voice in speaking.
 - j. The students are able to engage the audience with story instead of reading.

D. The Assumption and Hypothesis

1. The assumption

In this research, the writer assumes that the result of this research shows:

- a. Students self-esteem in speaking ability is various.
- b. Life Line strategy affects students' self-esteem in speaking ability.

2. Hypothesis

H_0 : There is no significant effect of Life Line Strategy toward students' self-esteem in speaking.

H_a : There is a significant effect of Life Line Strategy toward students' self-esteem in speaking.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is quasi-experimental research. The type is non-randomize control group pretest-posttest design.¹ Experimental research is used when we want to find out possible cause and effect between independent and dependent variables.² There are two variables in this research. They are the effect Life Line strategy (X) and self-esteem in speaking (Y). It involves two groups, an experimental group and a control group. In this research, the writer wants to obtain the effect of Life Line Strategy toward self-esteem in speaking ability at Islamic Boarding Junior High School Bahrul ‘Ulum.

In this research, the experimental group means the students who are given the treatment by using Life Line strategy. Meanwhile the control group is a group of students who are not given Life Line strategy.

¹Donald Ary, Lucy Chesar, & Asghar Razaviech, **Introduction to Research in Education**, 3th ed, Holt, Rineheart, & Wintson, p. 237.

²John W. Creswell, **Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research**, University of Nebraska, United State of America, 2008, p. 299

Table III.1
Research Design

Group	Pre-test	Treatment	Post-test
Control class	O1	-	O2
Experiment class	O1	X	O2

B. The Location and Time of the Research

This research was conducted at Islamic Boarding Junior High School Bahrul ‘Ulum Perhentian Raja District of Kampar Regency in 2010/2011 of academic year. This research was conducted from 19 May to 15 April 2011.

C. Subject and Object of the Research

The subjects of this research are the second year students of Islamic Boarding Junior High School Bahrul ‘Ulum of Perhentian Raja District of Kampar Regency and the teacher. The object of this research is students’ self-esteem. The aspects that will be investigated are the students’ self-esteem in speaking and the effect of Life Line strategy toward self-esteem in speaking.

D. Population and Sample

The population of this research is the second year students of Islamic Boarding Junior High School Bahrul ‘Ulum Kampar. It consists of four classes. They are presented in the following table:

Table III.2
Population of the Research

No	Class	Students
1.	II A	21
2.	II B	21
3.	II C	23
4.	II D	22
Total		87

Source: Statistic data from Islamic Boarding Junior High School Bahrul ‘Ulum.

The total of the population is 87 students. The writer took two classes as the sample of the research. The writer used purposive random sampling to determine the sample. They are:

Table III.3
Sample of the Research

No	Classes	Students
1.	II A	21
2.	II B	21
Total		42

Before conducting pre-test and post-test to the experimental and control class, the writer conducted try out to obtain the validity and reliability of test because the instrument should be valid and reliable to collect the data needed. Here, the writer took II C class as the respondents of try out.

E. Technique of Collecting the Data

To find out the effect of Life Line strategy toward Students self-esteem in speaking ability, the writer used two techniques in collecting the data. The techniques are:

1. Observation

The observation was intended to observe directly the effectiveness of the implementation of Life Line strategy at the second year students of Islamic Boarding Junior High School Bahrul ‘Ulum. The observer of the observation is the original English teacher while the writer implements the strategy in the classroom. The observation was only given for the students in the experimental group. The indicators of the observation can be seen as follows:

- a. The teacher asked the students to make a list of their positive past experiences by writing down as many as they can remember starting from their early memories.
- b. The teacher asked the students to select what they believe are the five most important experiences.
- c. The teacher asked the students to use construction paper and art materials to draw picture representing each experience and arrange the pictures in chronological order.
- d. The teacher asked the students to share their writing in pairs.
- e. The teacher asked the students to describe their construction paper in front of the class one by one.

2. Questioner

In collecting the data, the writer also used questioner. The questioner is given twice. The first is before treatment and the second is after treatment. The type of questions is based on Likert Scale consisting of five categories: strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) for positive statements and strongly agree (1), agree (2), undecided (3), disagree (4), and strongly disagree (5) for negative statements. In this research, there are 7 positive statements and 3 negative statements.

In implementing the strategy, the students perform their speaking ability. The performance of speaking is intended to obtain the effect of Life Line strategy toward students' self-esteem in speaking ability. To get the data, the writer used questioner as follows:

Table III. 4
Pre-questioner

No	Item	SA	A	U	DA	SDA
1.	I often give directives or commands using English to my friends.					
2.	I am able to use voice quality appropriate for situations.					
3.	While I am speaking English, it is easy for me to express my ideas.					
4.	I always face my friends when I am speaking English in front of the class.					
5.	I always maintain eye contact when I am speaking English in front of the class.					
6.	I am able to speak English fluently and correctly in front of the class.					
7.	I always speak very loudly in front of the class.*					
8.	I often use gestures that are dramatic or out of context.*					
9.	I speak in low volume when I am speaking English in front of the class.*					
10.	I am able to engage my friends with stories instead of reading text when I am speaking English in front of the class.					

*Negative statements.

Table III. 5
Post-questioner

No	Item	SA	A	U	DA	SDA
1.	I feel that I am a person of worth; at least I can give directives or commands using English to my friends.					
2.	I am able to appropriate my voice quality to the situation that I am facing.					
3.	I get easy to express my ideas when I am speaking English in front of the class.					
4.	I am able to see my friends when I am speaking English in front of the class.					
5.	I am able to look at my friends one by one when I am speaking English in front of the class.					
6.	I am able to speak English easily and well in front of the class.					
7.	I am used to speaking in loud voice in front of the class.*					
8.	It is my habit using dramatic or out of context gestures when I am speaking English in front of the class.*					
9.	It is hard for me to speak in normal volume when I am speaking English in front of the class.*					
10.	I am able to speak English well in front of the class without reading a text.					

*Negative Statements.

F. The Procedures of the Research

1. Conducting try out; try out was carried out to know the validity and the reliability of pre-test and post-test before they are tested to the experimental and control group.
2. Giving questioner to the students before treatment; it was carried out to determine the early background of students' self-esteem in speaking ability.
3. Conducting treatment; the treatment was conducted for experimental group only; the treatment was given based on the activities in Life Line strategy. The treatments given are:
 - a. The teacher asked the students to make a list of their positive past experiences by writing down as many as they can remember starting from their early memories.
 - b. The teacher asked the students to select what they believe are the five most important experiences.
 - c. The teacher asked the students to use construction paper and art materials to draw picture representing each experience and arrange the pictures in chronological order.
 - d. The teacher asked the students to share their writing in pairs.
 - e. The teacher asked the students to describe their construction paper in front of the class one by one.

4. Giving questioner to the students after treatment; after conducting treatment, the writer gave the questioner for both experimental and control groups. It was conducted in order to obtain the data of students' self-esteem in speaking ability.

G. Technique of Analyzing the Data

In this research, the data were analyzed by using statistical method. The writer analyzed the data by using independent sample t-test to know whether the result of research statistically significance. The data were analyzed by using SPSS 17.0 version computer program. The formula of independent sample t-test is:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

After computing t-test, it is necessary to obtain the degree of freedom which is used to determine whether the t-score is significance or not. The t_{table} is consulted with t-table by using df . The formula of df as follows:

$$df = (N1 + N2) - 2$$

The next step is consulting with t_{table} .

1. If $t_{value} > t_{table}$, H_a is accepted.
2. If $t_{value} < t_{table}$, H_o is accepted.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

In the previous chapter, it has been explained that the aim of this research is to find out the effect of Life Line strategy toward students' self-esteem in speaking ability of the second year students of Islamic Boarding Junior High School Bahrul 'Ulum Perhentian Raja District of Kampar Regency. To gain the data about the effectiveness of using Life Line strategy toward students' self-esteem in speaking ability, the writer used observation.

The data of this research was also obtained from questioner. The questioner was given twice. The first questioner was intended to gain the data about students' self-esteem in speaking ability before conducting treatment. Meanwhile the second questioner was intended to obtain the data about students' self-esteem in speaking ability after conducting treatment. The question consists of 10 items. Every item was answered based on Likert scale consisting of five categories; strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) for positive statements and strongly agree (1), agree (2), undecided (3), disagree (4), and strongly disagree (5) for negative statements. 50 is the highest score possible. The categories are:

1. High, when the rank of the list of the questioner points out the item of self-esteem that is between 37-50.

2. Middle, when the rank of the list of the questioner points out the item of self-esteem that is between 26-36.
3. Low, when the rank of the list of the questioner points out the item of self-esteem that is between 10-25.

B. The Data Presentation

1. The data from the classroom observation

The data are presented as the result of observation conducted toward the teacher / the writer in the classroom. The writer presents the result of observation in following tables:

Table IV. 1**The Recapitulation Percentage of Observation Result**

No	Observation	Categories	
		Yes	No
1.	The teacher explained the content to be learned by the students.	4	0
2.	The teacher asked the students to make a list of their positive past experiences by writing down as many as they can remember starting from their early memories.	4	0
3.	The teacher asked the students to select what they believe is the five most important experiences.	4	0
4.	The teacher asked the students to use construction paper and art materials to draw picture representing each experience and arrange the pictures in chronological order.	2	2
5.	The teacher asked the students to share their writing in pairs.	3	1
6.	The teacher asked the students to describe their construction paper in front of the class one by one.	4	0
Total		21	3
Percentage		87.5%	12.5%

The table above shows that the result of observation of the use Life Line strategy in the classroom indicates that 87.5% the writer did the instruction and 12.5% did not. The explanations are as follows:

- a. The teacher explained the content to be learned by the students (100%).
- b. The teacher asked the students to make a list of their positive past experiences by writing down as many as they can remember starting from their early memories (100%).
- c. The teacher asked the students to select what they believe is the five most important experiences (100%).
- d. The teacher asked the students to use construction paper and art materials to draw picture representing each experience and arrange the pictures in chronological order (50%).
- e. The teacher asked the students to share their writing in pairs (75%).
- f. The teacher asked the students to describe their construction paper in front of the class one by one (100%).

2. The Data from Questioner

The data about the students' self-esteem in speaking ability can be presented in the following table:

Table IV. 2
The Data of Pre-questioner of Experimental Class

No	Item	N	Experimental class				
			SA	A	U	DA	SDA
1.	I often give directives or commands using English to my friends.	21	1	1	14	6	0
2.	I am able to use voice quality appropriate for situations.	21	2	6	6	6	1
3.	While I am speaking English, it is easy for me to express my ideas.	21	0	1	12	5	3
4.	I always face my friends when I am speaking English in front of the class.	21	2	5	6	6	3
5.	I always maintain eye contact when I am speaking English in front of the class.	21	0	2	8	8	3
6.	I am able to speak English fluently and correctly in front of the class.	21	1	1	8	10	1
7.	I always speak very loudly in front of the class.*	21	0	2	10	8	1
8.	I often use gestures that are dramatic or out of context.*	21	5	4	11	2	1
9.	I speak in low volume when I am speaking English in front of the class.*	21	6	5	7	3	0
10.	I am able to engage my friends with stories instead of reading text when I am speaking English in front of the class.	21	0	1	7	7	2
Total		210	17	28	89	61	15
Percentage			8.09%	13.33%	42.38%	29.04%	7.14%

*Negative statements

The table above shows that students at the experimental class who chose SA (8.09%), A (13.33%), U (42.38%), DA (29.04%), and SDA (7.14%).

Table IV. 3
The Data of Pre-questioner of Control Class

No	Item	N	Control class				
			SA	A	U	DA	SDA
1.	I often give directives or commands using English to my friends.	21	0	3	12	5	1
2.	I am able to use voice quality appropriate for situations.	21	1	6	5	6	3
3.	While I am speaking English, it is easy for me to express my ideas.	21	1	2	10	6	2
4.	I always face my friends when I am speaking English in front of the class.	21	4	4	12	1	0
5.	I always maintain eye contact when I am speaking English in front of the class.	21	0	2	5	13	1
6.	I am able to speak English fluently and correctly in front of the class.	21	0	4	8	5	4
7.	I always speak very loudly in front of the class.*	21	1	5	6	8	1
8.	I often use gestures that are dramatic or out of context.*	21	2	5	10	4	1
9.	I speak in low volume when I am speaking English in front of the class.*	21	1	8	8	3	1
10.	I am able to engage my friends with stories instead of reading text when I am speaking English in front of the class.	21	5	8	4	2	1
Total		210	15	47	80	53	15
Percentage			7.14%	22.38%	38.09%	25.23%	7.14%

*Negative statements

The table above shows that students at the control class who chose SA (7.14%), A (22.38%), U (38.09%), DA (25.23%), and SDA (7.14%).

Table IV. 4
The Data of Post-questioner of Experimental Class

No	Item	N	Experimental class				
			SA	A	U	DA	SDA
1.	I feel that I am a person of worth; at least I can give directives or commands using English to my friends.	21	9	3	3	5	1
2.	I am able to appropriate my voice quality to the situation that I am facing.	21	5	6	3	7	0
3.	I get easy to express my ideas when I am speaking English in front of the class.	21	4	2	9	4	2
4.	I am able to see my friends when I am speaking English in front of the class.	21	0	2	10	8	2
5.	I am able to look at my friends one by one when I am speaking English in front of the class.	21	2	2	10	6	1
6.	I am able to speak English easily and well in front of the class.	21	3	5	6	7	1
7.	I am used to speak in loud voice in front of the class.*	21	0	6	10	3	2
8.	It is my habit using dramatic or out of context gestures when I am speaking English in front of the class.*	21	2	3	11	5	0
9.	It is hard for me to speak in normal volume when I am speaking English in front of the class.*	21	1	6	5	6	3
10.	I am able to speak English well in front of the class without reading a text.	21	2	5	9	5	1
Total		410	26	50	70	55	9
Percentage			12.38%	23.8%	33.33%	26.19%	4.28%

*Negative statements

The table above shows that students at the experimental class who chose SA (12.38%), A (23.8%), U (33.33%), DA (26.19%), and SDA (4.28%).

Table IV. 5
The Data of Post-questioner of Control Class

No	Item	N	Control class				
			SA	A	U	DA	SDA
1.	I feel that I am a person of worth; at least I can give directives or commands using English to my friends.	21	0	5	8	7	1
2.	I am able to appropriate my voice quality to the situation that I am facing.	21	1	5	10	4	1
3.	I get easy to express my ideas when I am speaking English in front of the class.	21	2	3	3	8	6
4.	I am able to see my friends when I am speaking English in front of the class.	21	4	2	9	4	2
5.	I am able to look at my friends one by one when I am speaking English in front of the class.	21	0	2	10	8	2
6.	I am able to speak English easily and well in front of the class.	21	0	3	3	11	4
7.	I am used to speak in loud voice in front of the class.*	21	3	3	10	5	1
8.	It is my habit using dramatic or out of context gestures when I am speaking English in front of the class.*	21	3	9	7	2	0
9.	It is hard for me to speak in normal volume when I am speaking English in front of the class.*	21	8	8	1	1	0
10.	I am able to speak English well in front of the class without reading a text.	21	7	4	1	6	3
Total		410	28	44	62	56	20
Percentage			13.33%	20.95%	29.52%	26.66%	9.52%

*Negative statements

The table above shows that students at the experimental class who chose SA (13.33%), A (20.95%), U (29.52%), DA (26.66%), and SDA (9.52%).

Table IV. 6
The Data of the Questioner at Experimental Class

No	Name of students	Pre-questioner		Post-questioner	
		Score	Category	Score	Category
1.	Annisa Ulfa	26	M	40	H
2.	Arma Yunita	22	L	37	H
3.	Ayu Ningtias	23	L	32	M
4.	Bella Suhendra	34	M	32	M
5.	Dellia Yorra D	39	H	39	H
6.	Dina Lastari	24	L	33	M
7.	Haifa Maulidiya	24	L	24	L
8.	Jelly Soviana	34	M	33	M
9.	Monita Mey Rosiani	31	M	41	H
10.	Nur Laili	20	L	38	H
11.	Nurul Akmal Dwi	27	M	38	H
12.	Putri Pristika Deri	23	L	39	H
13.	Reza Apriliana	29	M	33	M
14.	Rezi Apriliani	23	L	37	H
15.	Sari Ramadani	28	M	35	M
16.	Siska Mandala Putri	24	L	38	H
17.	Siti Aisyah	37	H	24	L
18.	Syamsiyah	25	L	35	M
19.	Wilsa Mayola	19	L	25	L
20.	Yulia Citra Dewi	23	L	33	M
21.	Yussi Citra Apriani	34	M	37	H
Total		569		723	

From the table above, we can see that the total of self-esteem operational of the pre-questioner is 569. Addition, there are 2(9.52%) students at the high level category of self-esteem in speaking ability, 8(38.09%) students at the middle level category of self-esteem in speaking ability, and 11(52.38%) students at the low level of category of self-esteem in speaking ability. The table above also describes that the total of self-esteem operational of the post-questioner is 723. Addition, there are 10(47.61%) students at the high level category of self-esteem in speaking ability, 8 (38.09%) students at the middle level category of self-esteem in speaking ability, and 3 (14.29%) students at the low level of category of self-esteem in speaking ability.

Table IV. 7
The Data of the Questioner at Control Class

No	Name of students	Pre-questioner		Post-questioner	
		Score	Category	Score	Category
1.	Binti Nasiyyah	27	M	24	L
2.	Bulan Sawitri	30	M	27	M
3.	Dedek Setia Wati	24	L	23	L
4.	Dewi Fatimah	29	M	23	L
5.	Dewi Setiowati	29	M	28	M
6.	Ella Elyana Puspita	23	L	37	H
7.	Fitra Febriani	26	M	24	L
8.	Fitri Yanti	37	H	23	L
9.	Hemelia Iqlasias	23	L	24	L
10.	Kadek Diah F	30	M	30	M
11.	Khusnul Khorima	28	M	31	M
12.	Lusi Nur Madani	23	L	24	L
13.	Masda Lifah Nur	24	L	28	M
14.	Miftahul Jannah	24	L	23	L
15.	Nindi Indri Purnama	32	M	37	H
16.	Nunumg Anjarwati	24	L	24	L
17.	Nuri Annisa	30	M	24	L
18.	Nur Mia Ningsih	32	M	23	L
19.	Resha Darmalita	24	L	29	M
20.	Siti Munawarah	37	H	22	L
21.	Sri Wahyuni	31	M	24	L
Total		587		552	

From the table above, we can see that the total of self-esteem operational of the pre-questioner is 587. Addition, there are 2(9.52%) students at the high level category of self-esteem in speaking ability, 11 (52.38%) students at the middle level category of self-esteem in speaking ability, and 8(38.09%) students at the low level of category of self-esteem in speaking ability. The table above also describes that the total of self-esteem operational of the post-questioner is 552. Addition, there are 2(9.52%) students at the high level category of self-esteem in speaking ability, 6 (28.57%) students at the middle level category of self-esteem in speaking ability, and 13 (61.9%) students at the low level of category of self-esteem in speaking ability.

C. The Data Analysis

This research is conducted to find out the effect of Life Line strategy toward students' self-esteem in speaking ability. The effect of Life Line strategy is as independent variable (X) and students' self-esteem in speaking ability is as dependent variable (Y). In analyzing the data, the writer used SPSS computer program with independent sample t-test.

1. The students' score at the experimental class**Table IV. 8****The Students Score**

No	Pre-questioner	Post-questioner
1.	26	40
2.	22	37
3.	23	32
4.	34	32
5.	39	39
6.	24	33
7.	24	24
8.	34	33
9.	31	41
10.	20	38
11.	27	38
12.	23	39
13.	29	33
14.	23	37
15.	28	35
16.	24	38
17.	37	24
18.	25	35
19.	19	25
20.	23	33
21.	34	37
Total	569	723

Looking for the mean of students' score at experimental class:

$$M_x = \frac{\sum x}{N} = \frac{569}{21} = 27.09$$

$$M_y = \frac{\sum y}{N} = \frac{723}{21} = 34.42$$

From the result, we can see that the mean of students' pre-questioner score is 27.09. Meanwhile, the mean of students' post-questioner score is 34.42. It means that students' score after conducting treatment is better than before conducting treatment.

2. Students' score at the control class**Table IV. 9****The Students Score**

No	Pre-questioner	Post-questioner
1.	27	24
2.	30	27
3.	24	23
4.	29	23
5.	29	28
6.	23	37
7.	26	24
8.	37	23
9.	23	24
10.	30	30
11.	28	31
12.	23	24
13.	24	28
14.	24	23
15.	32	37
16.	24	24
17.	30	24
18.	32	23
19.	24	29
20.	37	22
21.	31	24
Total	587	552

Looking for the mean of students' score at control class:

$$M_x = \frac{\sum x}{N} = \frac{587}{21} = 27.95$$

$$M_y = \frac{\sum y}{N} = \frac{552}{21} = 26.28$$

From the result, we can see that the mean of students' pre-questioner score is 27.95. Meanwhile, the mean of students' post-questioner score is 26.28. It means that students' post-questioner score is lower than students' pre-questioner score.

3. The out put of independent sample t-test

In analyzing the data, the writer used SPSS computer program with independent sample t-test. The process of statistic analysis by using t-test in SPSS program is as follows:

- a. Open SPSS program.
- b. Entry of the data based on its procedure in Variable View and Data View.
- c. Click analyze in the menu of SPSS, choose compare mean.
- d. Choose independent sample t-test.

The data can be seen in the following table:

Table IV. 10**The Students Post-questioner Score**

No	Experimental Class	Control Class
1.	40	24
2.	37	27
3.	32	23
4.	32	23
5.	39	28
6.	33	37
7.	24	24
8.	33	23
9.	41	24
10.	38	30
11.	38	31
12.	39	24
13.	33	28
14.	37	23
15.	35	37
16.	38	24
17.	24	24
18.	35	23
19.	25	29
20.	33	22
21.	37	24

The out put of the data analysis is as follows:

Table IV. 11
Group Statistics

	Method	N	Mean	Std. Deviation	Std. Error Mean
Score	1	21	26.29	4.406	.962
	2	21	31.76	6.617	1.444

Table IV. 12
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	5.181	.028	-3.157	40	.003	-5.476	1.735	-8.982	-1.970
	Equal variances not assumed			-3.157	34.821	.003	-5.476	1.735	-8.999	-1.954

From the data of group statistics above, it explains that the mean of experimental class is 31.76 and the standard deviation is 6.617. While, at control class, the mean is 26.29 and the standard deviation is 4.406.

From the table of Independent Sample Test, it shows that the two groups have an equal variance because Sig. value (0.28) > α (0.05). The table also shows that the significance is 0.03. Based on the interpretation:

If probability > 0.05 , null hypothesis is accepted.

If probability < 0.05 , null hypothesis is rejected.

It can be analyzed that 0.03 is smaller than 0.05. If significance is smaller than 0.05, it can be conclude that null hypothesis is rejected. Beside, the table also shows that t_o is 3.157 and df is 40.

Based on the score of t_o (3.157), it shows that there is a significance effect of Life Line strategy toward students' self-esteem in speaking ability. It provided by finding t-test (3.157), which is greater than t-table at 5% grade of significance (2.02) and at 1% grade of significance (2.72). It can be read that $2.02 < 3.157 > 2.72$. It means that H_a is accepted while H_o is rejected. Therefore, the hypothesis that claims that there is no significance effect of Life Line strategy toward students' self-esteem in speaking ability is rejected. Thus, it can be concluded that there is a significance effect of Life Line strategy toward students' self-esteem in speaking ability at Islamic Boarding High School Bahrul 'Ulum Perhentian Raja District of Kampar Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having low self-esteem is one of psychological problems that often faced by the foreign language students especially English students. Most of them think that their speaking English is not good. Here, the teacher should be creative to choose and apply some strategies that can stimulate the students to have high self-esteem in speaking English.

In this research, the writer focuses on the effect Life Line strategy toward students' self-esteem in speaking ability. The strategy is proposed by Raffini. This strategy can be used to stimulate the students to have high self-esteem.

Based on the research finding, it can be seen that students' self-esteem at the experimental class after conducting treatment is higher than before conducting treatment. It means that the implementing of Life Line strategy to the experimental class was successful. It is proved by the average of pre-questioner score of experimental class is 27.09 and the average of post-questioner score of experimental class is 34.42.

While, the average of pre-questioner score of control class is 27.95 and the average of post-questioner score of control class is 26.28. Therefore, students' self-esteem at control class is lower than the experimental class

students. It can be happened because the students at the control class do not get treatment.

Based on the research finding, the writer found out that Life Line Strategy affects students' self-esteem in speaking ability. It can be seen from the result that t-value is greater than t-table. It means that hypothesis null (H_o) is rejected and hypothesis alternative (H_a) is accepted or we can say that there is a significance effect of Life Line strategy toward students' self-esteem in speaking ability at Islamic Boarding Junior High School Bahrul 'Ulum Perhentian Raja District of Kampar Regency.

Furthermore, it can be said that students can be stimulated to have high self-esteem in speaking by implementing Life Line strategy. It caused because the students must tell about their good experiences in front of their friends. However, implementing Life Line strategy is not the only one way to enhance students' self-esteem in speaking ability. The teacher should be able to find other strategies and special activity that can enhance students' self-esteem because enhancing students' self-esteem can improve their learning achievement.

B. Suggestion

1. Suggestions for the teacher:
 - a. The teacher should be creative in selecting strategy that can be used to enhance students' self-esteem in speaking ability.

- b. The teacher should give chance to the students to share or to express their ideas in front of the class.
 - c. The teacher should be able to encourage the students to have motivation in learning English especially speaking.
2. Suggestions for the students:
- a. The students must be able to show their skills ability in speaking ability to their friends.
 - b. The students should be feeling that they are smart and creative students.
 - c. The students should discuss and share with their friends about English to improve their oral proficiency.
 - d. The students should practice their English.

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APPENDIX I

Pre-questioner

Name :

Class :

Instructions

1. The questioner is intended to know the students' self-esteem in speaking ability before treatment.
2. Choose the answer, if you:
 - Strongly agree : SA
 - Agree : A
 - Undecided : U
 - Disagree : DA
 - Strongly disagree : SDA
3. Give mark (x) to your answer!

No	Item	SA	A	U	DA	SDA
1.	I often give directives or commands using English to my friends.					
2.	I am able to use voice quality appropriate for situations.					
3.	While I am speaking English, it is easy for me to express my ideas.					
4.	I always face my friends when I am speaking English in front of the class.					
5.	I always maintain eye contact when I am speaking English in front of the class.					
6.	I am able to speak English fluently and correctly in front of the class.					

7.	I always speak very loudly in front of the class.					
8.	I often use gestures that are dramatic or out of context.					
9.	I speak in low volume when I am speaking English in front of the class.					
10.	I am able to engage my friends with stories instead of reading text when I am speaking English in front of the class.					

APPENDIX II

Post-questioner

Name :

Class :

Instructions

1. The questioner is intended to know the students' self-esteem in speaking ability after treatment.
2. Choose the answer, if you:
 - Strongly agree : SA
 - Agree : A
 - Undecided : U
 - Disagree : DA
 - Strongly disagree : SDA
3. Give mark (x) to your answer!

No	Item	SA	A	U	DA	SDA
1.	I feel that I am a person of worth; at least I can give directives or commands using English to my friends.					
2.	I am able to appropriate my voice quality to the situation that I am facing.					
3.	I get easy to express my ideas when I am speaking English in front of the class.					
4.	I am able to see my friends when I am speaking English in front of the class.					
5.	I am able to look at my friends one by one when I am speaking English in front of the class.					
6.	I am able to speak English easily and well in					

	front of the class.					
7.	I am used to speaking in loud voice in front of the class.					
8.	It is my habit using dramatic or out of context gestures when I am speaking English in front of the class.					
9.	It is hard for me to speak in normal volume when I am speaking English in front of the class.					
10.	I am able to speak English well in front of the class without reading a text.					

APPENDIX III**The Result of Try Out of Pre-questioner**

No.	Item										Total score	Category
	1	2	3	4	5	6	7	8	9	10		
1	3	2	4	2	3	2	4	5	3	4	32	M
2	3	4	1	2	2	3	2	1	1	2	21	L
3	3	4	4	4	2	4	3	2	4	2	32	M
4	4	3	3	4	4	3	4	3	3	3	34	M
5	3	3	4	5	3	3	5	3	4	4	37	H
6	3	2	4	3	3	2	3	4	3	4	31	M
7	3	3	3	3	3	3	4	3	3	3	31	M
8	3	4	3	4	4	4	5	4	4	3	38	H
9	3	4	3	4	3	3	4	3	4	2	33	M
10	2	2	1	3	2	3	2	1	1	2	19	L
11	2	2	2	3	3	2	4	4	2	2	26	M
12	2	3	4	3	1	2	3	3	1	2	24	L
13	3	3	3	3	2	2	4	3	3	3	29	M

14	3	3	4	2	1	4	2	3	2	4	28	M
15	2	4	3	3	2	2	3	4	2	3	28	M
16	2	2	3	2	3	2	2	1	3	2	22	L
17	5	5	5	4	5	3	4	5	5	3	44	H
18	5	3	4	3	2	4	3	3	3	3	33	M
19	3	3	2	1	1	2	3	2	1	2	20	L
20	2	3	3	3	2	1	4	2	3	2	25	L
21	2	3	3	4	3	4	4	3	2	3	31	M
22	3	3	5	3	3	2	4	3	4	2	32	M
23	4	4	2	2	3	1	3	2	2	3	26	M

APPENDIX IV

The Result of Try Out of Post-questioner

No.	Item										Total score	Category
	1	2	3	4	5	6	7	8	9	10		
1	4	5	3	3	3	1	3	3	3	3	31	M
2	3	3	2	3	3	2	3	2	2	4	27	M
3	3	3	3	3	3	3	3	3	3	2	29	M
4	3	1	3	3	1	2	3	2	2	2	22	L
5	3	3	3	3	3	1	3	3	4	3	29	M
6	4	5	4	4	4	4	4	4	5	5	43	H
7	4	3	3	5	3	3	3	3	4	3	34	M
8	5	3	4	3	4	2	3	2	2	4	32	M
9	2	2	2	3	2	2	3	2	4	5	27	M
10	4	3	3	5	2	3	4	2	2	3	31	M
11	4	4	2	4	3	4	4	3	4	5	37	H
12	2	4	1	2	3	2	4	2	2	2	24	L

13	4	4	1	4	3	2	4	3	3	2	30	M
14	4	3	5	3	4	4	5	3	2	4	37	H
15	3	3	5	5	3	4	4	3	3	5	38	H
16	3	4	2	3	3	2	3	2	3	4	29	M
17	3	4	2	1	2	2	2	2	2	3	23	L
18	2	2	2	3	2	3	2	2	3	4	25	L
19	3	3	4	4	3	2	3	4	2	3	31	M
20	5	4	2	5	4	2	4	4	3	5	38	H
21	2	3	1	4	3	2	5	2	4	2	28	M
22	3	5	2	2	2	3	3	4	2	4	30	M
23	1	4	3	3	3	2	3	2	2	2	25	L

APPENDIX V

Students' Score before Treatment at the Experimental Class

No.	Item										Total score	Category
	1	2	3	4	5	6	7	8	9	10		
1	3	3	2	2	2	3	4	3	3	1	26	M
2	3	4	1	2	2	3	3	1	1	2	22	L
3	3	2	2	4	2	2	3	2	1	2	23	L
4	4	4	3	4	4	3	4	3	3	3	35	M
5	3	4	4	5	3	3	4	3	4	4	37	H
6	3	2	2	2	3	2	3	2	3	2	24	L
7	3	4	3	3	3	3	4	4	3	3	33	M
8	3	4	3	4	4	4	4	4	4	3	37	H
9	3	3	3	4	3	3	3	3	4	2	31	M
10	2	2	1	3	2	3	3	1	1	2	20	L
11	2	3	2	3	3	2	4	4	2	2	27	M

12	2	3	3	3	1	2	3	3	1	2	23	L
13	3	3	3	3	2	2	4	3	3	3	29	M
14	3	3	1	2	1	3	2	3	2	3	23	L
15	2	4	3	3	2	2	3	4	2	3	28	M
16	2	4	3	2	3	2	2	1	3	2	24	L
17	5	5	5	5	5	3	4	5	5	3	45	H
18	3	2	3	3	2	3	5	3	2	3	29	M
19	3	2	2	1	1	2	3	2	1	2	19	L
20	2	2	3	3	2	1	4	2	2	2	23	L
21	3	5	3	4	3	4	3	3	3	3	34	M

APPENDIX VI**Students' Score after Treatment at the Experimental Class**

No.	Item										Total score	Category
	1	2	3	4	5	6	7	8	9	10		
1	4	4	5	3	4	2	4	5	4	3	38	H
2	5	4	4	5	3	3	4	4	3	2	37	H
3	3	4	3	2	4	3	2	2	2	2	27	M
4	3	2	3	2	3	4	3	4	3	4	31	M
5	5	4	2	5	4	5	4	3	4	3	39	H
6	4	3	4	3	3	3	2	3	2	2	29	M
7	2	2	2	1	1	4	1	2	2	2	19	L
8	2	3	2	2	3	2	4	2	3	4	27	M
9	5	5	5	4	4	2	3	3	2	4	37	H
10	5	4	3	4	4	4	5	4	1	4	38	H
11	5	5	2	3	4	3	4	3	4	4	37	H
12	5	5	3	3	4	3	4	3	3	5	38	H
13	2	2	3	3	5	3	4	3	2	4	31	M

14	5	4	3	4	4	3	5	4	1	4	37	H
15	4	2	3	2	3	2	3	4	3	2	28	M
16	5	5	3	4	4	3	3	3	4	4	38	H
17	2	2	2	2	4	3	2	2	2	2	23	L
18	5	3	2	4	3	5	3	2	3	2	32	M
19	1	2	1	2	1	2	2	1	3	3	18	L
20	2	2	3	1	5	3	2	3	3	2	26	M
21	3	5	3	4	3	3	5	3	3	5	37	M

APPENDIX VII**Students' Score before Learning at the Control Class**

No.	Item										Total score	Category
	1	2	3	4	5	6	7	8	9	10		
1	3	2	3	3	3	3	4	3	2	3	29	M
2	4	3	3	4	3	3	2	3	2	3	30	M
3	2	4	2	4	2	1	2	2	3	2	24	L
4	3	3	3	5	2	2	3	3	4	3	31	H
5	3	4	3	3	2	3	4	3	2	2	29	M
6	2	3	2	5	2	1	2	3	2	1	23	L
7	3	2	3	3	2	3	4	2	2	2	26	M
8	3	3	2	3	2	3	2	4	3	3	28	M
9	3	4	2	4	2	3	4	2	3	2	39	H
10	3	4	3	3	3	3	3	3	3	3	31	M
11	3	4	2	3	3	3	3	3	2	2	28	M
12	3	2	3	3	2	2	1	2	4	1	23	L
13	4	3	4	3	3	3	4	5	3	3	35	M

14	2	2	1	3	2	1	3	5	3	2	26	M
15	3	4	5	2	2	4	4	4	1	3	32	M
16	2	1	2	3	2	2	4	3	4	1	24	L
17	2	3	3	3	2	4	4	4	3	2	30	M
18	3	5	3	4	3	4	3	3	3	3	34	M
19	3	2	4	3	3	1	3	1	2	2	24	L
20	4	4	4	5	4	4	2	3	3	4	37	H
21	4	5	3	5	3	3	3	3	3	4	36	M

APPENDIX VIII**Students' Score after Learning at the Control Class**

No.	Item										Total score	Category
	1	2	3	4	5	6	7	8	9	10		
1	4	2	3	2	3	1	3	2	3	1	24	L
2	3	3	2	3	3	2	3	2	2	4	27	M
3	3	3	2	1	2	3	1	2	4	2	23	L
4	3	1	3	3	1	2	3	3	2	2	23	L
5	3	3	3	3	3	1	3	3	1	5	28	M
6	4	5	4	4	4	4	4	4	1	5	39	H
7	1	3	2	5	1	3	1	2	2	4	24	L
8	2	3	4	1	4	1	3	2	2	1	23	L
9	2	2	2	3	2	2	3	1	2	5	24	L
10	4	3	3	3	4	3	3	3	2	5	33	M
11	4	4	2	4	3	4	4	3	1	5	34	M
12	2	4	1	2	3	2	4	2	2	2	24	L
13	4	4	1	4	3	2	4	4	3	2	31	M

14	2	3	1	3	3	2	4	2	2	1	23	L
15	4	3	5	5	3	4	4	3	1	5	37	H
16	3	4	2	3	3	2	3	2	2	4	28	M
17	3	4	2	1	2	2	2	2	1	5	24	L
18	2	2	2	3	2	3	2	2	1	4	23	L
19	3	3	4	2	3	2	3	3	1	5	29	M
20	2	2	1	5	3	1	2	3	1	2	22	L
21	2	3	1	4	2	2	5	1	2	2	24	L

	Sig. (2-tailed)	.129	.333	.061	.503	.305	.389	.263	.005	.279		.015
	N	23	23	23	23	23	23	23	23	23	23	23
Total	Pearson Correlation	.581**	.485*	.691**	.704**	.706**	.408	.692**	.708**	.848**	.499*	1
	Sig. (2-tailed)	.004	.019	.000	.000	.000	.053	.000	.000	.000	.015	
	N	23	23	23	23	23	23	23	23	23	23	23

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX X

The table of Analysis of Validity of the Pre-questioner

Items	t_{value}	t_{table}	Status
1	3.26	1.721	Valid
2	2.22	1.721	Valid
3	4.38	1.721	Valid
4	4.52	1.721	Valid
5	4.55	1.721	Valid
6	2.04	1.721	Valid
7	4.38	1.721	Valid
8	4.59	1.721	Valid
9	7.34	1.721	Valid
10	2.63	1.721	Valid

APPENDIX XI

Reliability Statistics of Pre-Questioner

Case Processing Summary

		N	%
Cases	Valid	23	100.0
	Excluded ^a	0	.0
	Total	23	100.0

- a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
.841	10

but 10	Pearson Correlation	.359	.127	.285	.239	.284	.461*	.056	.320	.322	1	.630**
	Sig. (2-tailed)	.093	.565	.188	.272	.189	.027	.799	.136	.134		.001
	N	23	23	23	23	23	23	23	23	23	23	23
Total	Pearson Correlation	.650**	.377	.509*	.630**	.684**	.604**	.529**	.685**	.462*	.630**	1
	Sig. (2-tailed)	.001	.076	.013	.001	.000	.002	.009	.000	.027	.001	
	N	23	23	23	23	23	23	23	23	23	23	23

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX XIII

The Table of Analysis of Validity of Post-questioner

Items	t_{value}	t_{table}	Status
1	3.91	1.721	Valid
2	1.85	1.721	Valid
3	2.7	1.721	Valid
4	3.17	1.721	Valid
5	4.28	1.721	Valid
6	3.46	1.721	Valid
7	2.85	1.721	Valid
8	4.29	1.721	Valid
9	2.38	1.721	Valid
10	3.7	1.721	Valid

APPENDIX XIV

Reliability Statistics of Post-questioner

Case Processing Summary

		N	%
Cases	Valid	23	100.0
	Excluded ^a	0	.0
	Total	23	100.0

- a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
.765	10

APPENDIX XV

LESSON PLAN

School : MTs Bahrul 'Ulum
Subject : English
Class/Sem : 2/2nd
Level : High School
Meeting : 1st
Time : 2x40 minutes
Topic : Narrative Text

I. Base Competence:

Express the meaning of a simple narrative and report monologue text accurately, fluently, and acceptable to interact with their surrounding.

Indicators:

- The students practice a simple monologue text in narrative.
- The students use the language feature of narrative.

II. Aims:

In the end of learning the students can comprehend narrative text.

III. Materials:

When I was in the first grade in Elementary School, I got a new bicycle from my parents. The bicycle was very beautiful. I like it very much.

IV. Strategies:

- Three Phase Technique
- Life Line Strategy

V. Steps:

a. Pre-teaching

- Greeting
- Giving motivation to the students
- Doing classroom observation

b. Whilst-teaching

- The teacher explains the materials based on the topic given
- The teacher demonstrates the topic about
- The teacher applies Life Line strategy
- The teacher asks the students to write a list of their positive experiences
- The teacher asks the students to draw pictures representing their writing

c. Post-teaching

- Asking students' difficulties during the lesson
- Concluding the material studied

VI. Evaluation

- Share your writing in pairs!
- Describe and tell your writing in front of the class!

Pantai Raja, 24th April 2011

Teacher

Researcher

Fitriyani Sunarsi, S.Pd

Miftah Khoirani Hrp

The Head Master of MTs Bahrul 'ULum

Muhammad Isnaini S.Pdi

LESSON PLAN

School : MTs Bahrul 'Ulum
Subject : English
Class/Sem : 2/2nd
Level : High School
Meeting : 2nd
Time : 2x40 minutes
Topic : Narrative Text

I. Base Competence:

Express the meaning of a simple narrative and report monologue text accurately, fluently, and acceptable to interact with their surrounding.

Indicators:

- The students practice a simple monologue text in narrative.
- The students use the language feature of narrative.

II. Aims:

In the end of learning the students can comprehend narrative text.

III. Materials:

When I was in the Elementary School at the fourth grade I become the winner in the class. I was very happy at that time.

IV. Strategies:

- Three Phase Technique
- Life Line Strategy

V. Steps:

a. Pre-teaching

- Greeting
- Giving motivation to the students
- Doing classroom observation

b. Whilst-teaching

- The teacher explains the materials based on the topic given
- The teacher demonstrates the topic about
- The teacher applies Life Line strategy
- The teacher asks the students to write a list of their positive experiences
- The teacher asks the students to draw pictures representing their writing

c. Post-teaching

- Asking students' difficulties during the lesson
- Concluding the material studied

VI. Evaluation

- Share your writing in pairs!
- Describe and tell your writing in front of the class!

Pantai Raja, 30th April 2011

Teacher

Researcher

Fitriyani Sunarsi, S.Pd

Miftah Khoirani Hrp

The Head Master of MTs Bahrul 'ULum

Muhammad Isnaini S.Pdi

LESSON PLAN

School : MTs Bahrul 'Ulum

Subject : English

Class/Sem : 2/2nd

Level : High School

Meeting : 3th

Time : 2x40 minutes

Topic : Narrative Text

I. Base Competence:

Express the meaning of a simple narrative and report monologue text accurately, fluently, and acceptable to interact with their surrounding.

Indicators:

- The students practice a simple monologue text in narrative.
- The students use the language feature of narrative.

II. Aims:

In the end of learning the students can comprehend narrative text.

III. Materials:

When I was in the first grade of Junior High School, I have seen strawberry garden. It is my grandfather's. It is located in West Sumatra.

IV. Strategies:

- Three Phase Technique
- Life Line Strategy

V. Steps:

a. Pre-teaching

- Greeting
- Giving motivation to the students
- Doing classroom observation

b. Whilst-teaching

- The teacher explains the materials based on the topic given
- The teacher demonstrates the topic about
- The teacher applies Life Line strategy
- The teacher asks the students to write a list of their positive experiences
- The teacher asks the students to draw pictures representing their writing

c. Post-teaching

- Asking students' difficulties during the lesson
- Concluding the material studied

VI. Evaluation

- Share your writing in pairs!
- Describe and tell your writing in front of the class!

Pantai Raja, 1th May 2011

Teacher

Researcher

Fitriyani Sunarsi, S.Pd

Miftah Khoirani Hrp

The Head Master of MTs Bahrul 'ULum

Muhammad Isnaini S.Pdi

LESSON PLAN

School : MTs Bahrul 'Ulum
Subject : English
Class/Sem : 2/2nd
Level : High School
Meeting : 4th
Time : 2x40 minutes
Topic : Narrative Text

I. Base Competence:

Express the meaning of a simple narrative and report monologue text accurately, fluently, and acceptable to interact with their surrounding.

Indicators:

- The students practice a simple monologue text in narrative.
- The students use the language feature of narrative.

II. Aims:

In the end of learning the students can comprehend narrative text.

III. Materials:

When I was in the first grade of Junior High School, I have seen strawberry garden. It is my grandfather's. It is located in West Sumatra.

IV. Strategies:

- Three Phase Technique
- Life Line Strategy

V. Steps:

a. Pre-teaching

- Greeting
- Giving motivation to the students
- Doing classroom observation

b. Whilst-teaching

- The teacher explains the materials based on the topic given
- The teacher demonstrates the topic about
- The teacher applies Life Line strategy
- The teacher asks the students to write a list of their positive experiences
- The teacher asks the students to draw pictures representing their writing

c. Post-teaching

- Asking students' difficulties during the lesson
- Concluding the material studied

VI. Evaluation

- Share your writing in pairs!
- Describe and tell your writing in front of the class!

Pantai Raja, 7th May 2011

Teacher

Researcher

Fitriyani Sunarsi, S.Pd

Miftah Khoirani Hrp

The Head Master of MTs Bahrul 'ULum

Muhammad Isnaini S.Pdi

APPENDIX XV

Observation Sheet

Observation : I

Day/Date :

Class : II A

Theme : My Childhood

No	Observation	Categories	
		Yes	No
1.	The teacher explained the content to be learned by the students.		
2.	The teacher asked the students to make a list of their positive past experiences by writing down as many as they can remember starting from their early memories.		
3.	The teacher asked the students to select what they believe is the five most important experiences.		
4.	The teacher asked the students to use construction paper and art materials to draw picture representing each experience and arrange the pictures in chronological order.		
5.	The teacher asked the students to share their writing in pairs.		
6.	The teacher asked the students to describe their construction paper in front of the class one by one.		

Pantai Raja, 2011

Observer,

Fitriyani Sunarsi, S.Pd

Observation Sheet

Observation : II

Day/Date :

Class : II A

Theme : My Elementary School Time

No	Observation	Categories	
		Yes	No
1.	The teacher explained the content to be learned by the students.		
2.	The teacher asked the students to make a list of their positive past experiences by writing down as many as they can remember starting from their early memories.		
3.	The teacher asked the students to select what they believe is the five most important experiences.		
4.	The teacher asked the students to use construction paper and art materials to draw picture representing each experience and arrange the pictures in chronological order.		
5.	The teacher asked the students to share their writing in pairs.		
6.	The teacher asked the students to describe their construction paper in front of the class one by one.		

Pantai Raja, 2011

Observer,

Fitriyani Sunarsi, S.Pd

Observation Sheet

Observation : III

Day/Date :

Class : II A

Theme : Early Time in Junior High School

No	Observation	Categories	
		Yes	No
1.	The teacher explained the content to be learned by the students.		
2.	The teacher asked the students to make a list of their positive past experiences by writing down as many as they can remember starting from their early memories.		
3.	The teacher asked the students to select what they believe is the five most important experiences.		
4.	The teacher asked the students to use construction paper and art materials to draw picture representing each experience and arrange the pictures in chronological order.		
5.	The teacher asked the students to share their writing in pairs.		
6.	The teacher asked the students to describe their construction paper in front of the class one by one.		

Pantai Raja, 2011

Observer,

Fitriyani Sunarsi, S.Pd

Observation Sheet

Observation : IV

Day/Date :

Class : II A

Theme : Experiences at the second grade

No	Observation	Categories	
		Yes	No
1.	The teacher explained the content to be learned by the students.		
2.	The teacher asked the students to make a list of their positive past experiences by writing down as many as they can remember starting from their early memories.		
3.	The teacher asked the students to select what they believe is the five most important experiences.		
4.	The teacher asked the students to use construction paper and art materials to draw picture representing each experience and arrange the pictures in chronological order.		
5.	The teacher asked the students to share their writing in pairs.		
6.	The teacher asked the students to describe their construction paper in front of the class one by one.		

Pantai Raja, 2011

Observer,

Fitriyani Sunarsi, S.Pd