

**THE EFFECT OF SELF-ESTEEM, ANXIETY, AND
GENDER ON ORAL COMMUNICATION OF EFL LEARNERS**
*(Penghargaan Diri, Kecemasan, dan Jenis Kelamin terhadap Komunikasi Lisan
Pebelajar Bahasa Inggris sebagai Bahasa Asing)*

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Abstrak

Penelitian ini bertujuan untuk mengungkapkan pengaruh penghargaan diri, kecemasan, jenis kelamin, dan hubungan di antara variabel independen terhadap komunikasi lisan pebelajar bahasa Inggris sebagai bahasa asing. Untuk mengumpulkan data penelitian ini, tiga jenis instrumen telah digunakan, yakni (1) skala penghargaan diri, (2) skala kecemasan, dan (3) tes komunikasi lisan. Data yang terkumpul dianalisis dengan menerapkan statistik deskriptif dan inferensial. Berdasarkan temuan penelitian ini, penulis akhirnya berkesimpulan bahwa (1) secara terpisah penghargaan diri memengaruhi komunikasi lisan pebelajar, (2) kecemasan secara signifikan memengaruhi komunikasi lisan pebelajar, (3) jenis kelamin tidak berpengaruh secara signifikan pada komunikasi lisan pebelajar, dan (4) penghargaan diri, kecemasan, dan jenis kelamin (variabel independen) secara bersama-sama berpengaruh terhadap komunikasi lisan pebelajar, hanya kecemasan yang menunjukkan pengaruh signifikan terhadap komunikasi lisan pebelajar.

Kata kunci: penghargaan diri, kecemasan, jenis kelamin, komunikasi lisan

Abstract

This study aimed at disclosing the effect of self-esteem, anxiety, gender, and the relationship among the independent variables on oral communication of EFL learners. To collect data of this research, three kinds of instruments were used. They were: (1) self-esteem scale, (2) anxiety scale, and (3) oral communication test. The data collected were analyzed by applying descriptive statistics and inferential statistics. Based on the findings of the research, the writer finally concludes that (1) discretely self-esteem affects the oral communication of EFL learners (2) anxiety significantly affects the oral communication of EFL learners. They feel anxious because not only linguistic factors, but also non-linguistic factors, (3) gender does not affect significantly the oral communication of EFL learners, which means that both female and male students have equal possibility to be successful in learning English oral communication, and (4) self-esteem, anxiety, and gender (independent variables) collectively affect the oral communication of EFL learners, only anxiety shows significant affect on the oral communication of the learners.

Key words: *self-esteem, anxiety, gender, oral communication*

1. Introduction

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

The ability to communicate is not only needed for daily conversation, but also in other occasions, such as in parliament building, seminars, or conferences. Researchers have shown that about 75% of our daily life is used to communicate. It is, of course, mostly used for oral communication (Rahmat, 2001:2).

The ability to communicate in English has become something important in the world since English has become an important tool of communication that is used by different people from different countries. Of the 4000 to 5000 living languages, English is by far the widely used, meaning that English takes an important role in this global era. Accordingly, English is learned in many parts of the world as reported in the United Nation Statistical Yearbook (cited in Arifin: 2000:2). He then states that proficiency in English becomes not only a must but also an urgent need.

Moreover, Hasman (2000:2) states that the global spread of English over the last 40 years is remarkable. It is unprecedented in several ways: by the increasing number of users of the language; by its depth of penetration into societies; by its range of functions. He, then, states that worldwide over 1.4 billion people live in countries where English has official status. One out of five of the world's population speaks English with some degree of competence. Hasman (2000:2) predicts that by

2000 one in five—over one billion people—will also be learning English. Over 70% of the world's scientists read English. About 85% of the world's mail is written in English. And 90% of all information in the world's electronic retrieval systems is stored in English. By 2010, the number of people who speak English as a second or foreign language will exceed the number of native speakers. This trend will certainly affect the language.

English is used for more purposes than ever before. Vocabularies, grammatical forms, and ways of speaking and writing have emerged influenced by technological and scientific developments, economics and management, literature and entertainment genres. What began some 1,500 years ago as a boorish language, originally spoken by obscure Germanic tribes who invaded England, now encompasses the globe (Hasman, 2000:2).

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

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

more influence on languages.

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

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

In communication, people need not only linguistic competence but also non-linguistic competence. Many people have good linguistic competence but they sometimes are not able to communicate well. It is caused by different problems. One of them is that they are reluctant to be judged by hearers. They can put a new twist of

Mark Twain's quip that it is better to keep your mouth closed and have others think you are ignorant than to open it remove all doubt (Brown, 1994:225). This is in line with the idea of Shumin (1997:81) that the affective side of the learners is one of the most important influences on language success or failure. The affective factors related to second or foreign language learning, according to Shumin (1997:81), are emotion, self-esteem, empathy, anxiety, attitude, and motivation.

Many people have studied grammar, vocabulary, and other components of English but they still find communicating orally to others very difficult. Cognitively, they are competent enough to communicate. In fact, they are not able to communicate well. The causes are not only the cognitive factors, but also social factors and/or affective ones. It is on account of speakers who consider themselves to be lower than the others in their social strata, so that they do not want to speak or may be because they feel anxious. On the other hand, many people do not have good grammar and enough vocabulary, but they always try to communicate with others enthusiastically. They sometimes have to be corrected by the ones whom they talk to. Those phenomena are different things that might exist in our surroundings. In other words, cognitive and social factors are not the only factors that affect people in communicating, but also the affective ones. Another interesting phenomenon that can be seen in English classes, especially in English Department of UNM, is that the number of female students is bigger than the male students but sometimes the male students dominated the class discussion. Therefore, it is interesting for the writer to see how far the affective factors, particularly self-esteem and anxiety, and gender affect the oral communication of EFL learners.

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

1. How does self-esteem affect the oral communication of EFL learners?
 - a. Do they have high or low self-esteem in communicating in English?
 - b. Why do they have high or low self-esteem in communicating in English? What are the factors affect their self-esteem?
2. How does anxiety affect the oral communication of EFL learners?
 - a. Do they have high or low anxiety in communicating in English?
 - b. Why do they have high or low anxiety in communicating in English? What are the factors affect their anxiety in communicating in English?
3. How does gender affect the oral communication of EFL learners?
 - a. Do male or female students have better performance in communicating in English?
 - b. How do male and female students differ in communicating in English?
4. How do the independent variables affect the oral communication of EFL learners?
 - a. Which independent variable does affect most their oral communication in English?
 - b. Do the independent variables collectively affect their oral communication in English?

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

1. to disclose the effect of self-esteem on the oral communication of EFL learners.
2. to disclose the effect of anxiety on the oral communication of EFL learners.

3. to disclose the effect of gender on the oral communication of EFL learners.
4. to disclose the relationship among the independent variables in affecting the oral communication of EFL learners.

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

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

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

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

People, in oral communication, need not only linguistic competence but also non-linguistic competence. Many people have good linguistic competence but they sometimes are not able to communicate well. It can be caused by different problems. One of them is that they are reluctant to be judged by hearers (Brown, 1994:225).

On the other hand, some people can communicate in English with others well although they only master a small number of vocabulary and sentence patterns. This is in line with the idea of Oxford (1990:140) that the affective side of the learners is one of the most important influences on language success or failure. The affective factors related to second or foreign language learning, according to Shumin (1997:81), are emotion, self-esteem, empathy, anxiety, attitude, and motivation. In other words, oral communication can be influenced by not only external factors but also internal factors of the speakers.

2. Method

This study focuses on the internal factors. It analyzes the effect of self-esteem, anxiety (affective factors), and gender on the oral communication of the EFL learners.

The study applied an ex post facto (causal comparative) design aims at finding out the effect of self-esteem, anxiety, and gender on the oral communication of EFL learners. Ex post facto is a systematic empirical inquiry in which no control of the independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables (Kerlinger, 1973:379; Gay, 1996:321).

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

1. The independent variables are self-esteem, anxiety, and gender.
2. The dependent variable is the oral communication of EFL learners.

The population of this study was the regular students of English Department of Universitas Negeri Makassar, who were active in academic year 2003/2004. The population was 1.035 students of the three study programs, namely English Education (EE), English Literature (EL), and Business English (BE).

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

To collect data of this research, three kinds of instruments were used. They were: (1) self-esteem scale, (2) anxiety scale, and (3) oral communication test. The self-esteem scale was modified of *Rosenberg Self-Esteem Scale* (2001). It was part A of the scale, which consists of 9 items. Each item consisted of five options, namely: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Favorable statement was scored 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Undecided (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD). On the other hand, unfavorable statement was scored 1 for Strongly Agree (SA), 2 for Agree (A), 3 for Undecided (U), 4 for Disagree (D), and 1 for Strongly Disagree (SD). Part A of this consisted of 4 positive items and 5 negative items. Therefore, the minimum score of this scale was 9 and the maximum

score was 45. The anxiety scale was modified of Horwitz *Foreign Language Classroom Anxiety Scale* (FLCAS) (1986). It was part B of the scale, which consisted of 31 items. The items also consisted of five options as in part A of the scale and they were scored in the same way. This part consisted of 14 positive statements and 17 positive statements. Therefore, the minimum score was 31 and the maximum was 155. At the end of part B, an open-ended question was provided for additional ideas on the students' self-esteem and anxiety. It was expected that the students could give more information about their self-esteem and anxiety in learning English, particularly in oral communication.

The oral communication test was in the form of interview (structured and open interview). The oral communication test was modified of *First Certificate and Certificate of proficiency in English* (Acher and Novland-Woods, 1983; Underhill, 1997:109-110). The test included an oral interview as one of five subtests. It lasted around twelve to fifteen minutes and was conducted between a single examinee and the examiner. The examiner started his questions by asking question about the students' personal identity; name, gender, school, age, study program, home, and tribes, as an introduction of the test or a rapport before the interview. Some parts of the personal identity were not the main parts of the data analysis, such as name, school, age, study program, home, and tribes. Only two of them were analyzed in data analysis, namely gender and semester. Then, he asked questions related to their choices on the self-esteem and anxiety scale. After that, the examiner asked some questions about the given photograph and passage. The marking system was based on five mark categories for the whole tests: grammar, vocabulary, pronunciation, fluency, and content. The examiner made an

impression-based judgment for each mark category, using outline-rating scales provided, namely 30 for grammar, 30 for vocabulary, 20 for pronunciation, 10 for fluency, and 10 for content (Acher and Novland-Woods, 1983; Underhill, 1997). So, the maximum score for the oral communication test was 100. In order to get valid score, two raters scored the test. The score from the two raters were then combined and divided by two as a final score of the oral communication test.

To have a good instrument, it was important to do a try-out, especially for the questionnaires (scales) adapted/translated into Indonesian from standardized English questionnaires (scales). This try-out was intended to see the reliability of the scales after the adaptation. The try-out class chosen was semester IV students of English Department of UNM 2003/2004 academic year. The class was chosen based on the consideration that the class had studied speaking I, II, and III. The students at this level were considered that they had had experience in speaking subjects, so that they could give their ideas on the questionnaires given to them. The aim of this try-out was not only to see the quality of the instruments, but also to determine the time needed in the administration the instruments.

Since data of this research were collected utilizing three kinds of instruments, the procedure of data collection was done into the following phases. First, the researcher tried out the questionnaires (self-esteem and anxiety scale) to see its reliability and the time needed for its administration. Second, in the data collection, the researcher firstly asked the students one by one to fill out the questionnaires. Then, the researcher (first rater) asked them for interview in English (oral communication test) using the tape-recorder. Later, the recorded test was

given to the second rater to be scored for validation.

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

3. Findings and Discussion

Finding of the study supported the hypothesis one that self-esteem significantly affects the oral communication of the EFL learners. The result of descriptive analysis shows that around 50 percent of both female and male students are categorized in medium self-esteem and around 25 percent of them can be categorized in high self-esteem. This indicates that more than 50 percent of the students have high and medium self-esteem in learning oral communication. While the inferential statistics shows that hypothesis one was tested at the .05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not self-esteem (X1) affects the oral communication of the EFL learners (Y). The result of the analysis shows that the p. value is 0.039, which is below 0.05. This means that H_1 is tenable and H_0 is untenable. This also proves that statistically self-esteem affects the students in learning oral communication in English, although it is not very significant. The late Morris Rosenberg, for many years a lead-

ing figure in the self-esteem field, and his colleagues wrote in 1989 that "global self-esteem appears to have little or no effect in enhancing academic performance. Heyde (1979) discovered that self-esteem scores fluctuated from one class to the next.

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

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

compete with others. This statement is quite relevant with item number 4 of the questionnaires, which says that *I feel I have a number of good qualities*. Statistically, the average score of this item is 3.79, which means that some respondents agree and some others feel uncertain with the statement. Some other students stated different ideas or feeling about their self-esteem as in number 4 point (a) of the finding above (see also appendix 14).

One thing that is interesting to underline in this discussion is the relationship between self-esteem and anxiety, Brehm and Kassin (1996:56-57) consider that self-esteem is linked with important ways to how people approach their daily lives. Those who feel good about themselves tend to be happy, healthy, successful, and productive. They tend to persist longer at difficult task, sleep better at night, and have fewer ulcers. They are also more accepting than others and less likely to confirm peer pressure. People with low self-esteem are more anxious, depressed, pessimistic about the future, and prone to failure. This study basically supports the statements above. The data show that semester VIII students whose level of self-esteem are the highest possess the lowest level of anxiety. In other words, people with high self-esteem tend to possess low anxiety in learning oral communication.

Based on the description mentioned above, it can be concluded that self-esteem affects the learners in learning oral communication in English. This indicates that self-esteem plays important roles in learning English oral communication. Some students have high self-esteem because they feel they are persons of worth, at least on an equal plane with others, they take positive attitude toward themselves, or they feel they have a number of good qualities, etc. Although it is difficult to say whether successful language learning is

because of high self-esteem or if high self-esteem is a result of successful language learning although several studies have shown that those who have high self-esteem are also good language learners.

In relation to anxiety and oral communication, finding of the study supported the hypothesis two that anxiety significantly affects the oral communication of the EFL learners. The result of descriptive analysis shows that in anxiety level, more than half of the respondents fall into medium category. Among the respondents, 28 of them are categorized into low anxiety students and 27 of them are categorized high anxiety students. Female group shows higher percentage in high anxiety category than the male one. On the other hand, male group shows higher percentage in low anxiety category than the female group. This indicates that in general more female students feel anxious in learning oral communication. While the inferential statistics shows that hypothesis two was tested at the .05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not anxiety (X₂) affects the oral communication of the EFL learners (Y). The result of the analysis shows that the p. value is 0.000, which is below 0.05. This means that H₁ is tenable and H₀ is untenable. This indicates that anxiety (X₂) affects the oral communication of the EFL learners (Y). In other words, in learning oral communication the students are affected significantly by their anxiety.

In terms of level of anxiety of each semester, the average anxiety of the students of semester II is 96.81, semester IV is 85.43, semester VI is 89.83, and semester VIII is 85.00. In fact, the data shows that students of semester II have the highest level of anxiety, which is followed by semester VI and semester IV, and students of semester VIII have the lowest level of

anxiety. This phenomenon gives us an idea that seniority of students is one of the factors that affects their level of anxiety in learning English oral communication.

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

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

In connection with gender and oral communication, finding of the study did not support the hypothesis three that gender significantly affects the oral communication of the EFL learners. The inferential statistics shows that hypothesis three was tested at the .05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not gender

(X3) affect the oral communication of the EFL learners (Y). The result of the analysis shows that the p. value is 0.227, which is above 0.05. This means that H_1 is untenable and H_0 is tenable. This indicates that gender (X3) does not affect the oral communication of the EFL learners (Y). In other words, in learning oral communication the students are not affected significantly by their gender. While the descriptive statistics shows that percentage of the oral communication score of the students based on their gender is that more male students can be categorized very good than the female ones. On the other hand, more female students than the male ones can be categorized good. One important thing to consider in this case is that almost half of both group falls into fair category.

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

ally speak more than women in formal situations, such as meeting, seminar or conferences, whereas women tend to speak more than men in informal situations. This tendency might be different in other ethnic groups or nations.

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

In connection with the three independent variables, finding of the study supported the hypothesis four that self-esteem, anxiety, and gender collectively and significantly affect the oral communication of the EFL learners. The inferential statistics shows hypothesis four was tested at the .05 level of significance using Regression Analysis and Analysis of Variance to find out whether or not self-esteem, anxiety, and gender (X1, X2, and X3) show collective relationship with the oral communication of the EFL learners (Y). The result of the analysis shows that the p. value is 0.002, which is below 0.05. This means that H_1 is tenable and H_0 is untenable. This indicates that self-esteem, anxiety, and gender (X1, X2, and X3) show collective and significant relationship with the oral communication of the EFL students (Y). This means also that when the three independent variables are analyzed collectively, only anxiety significantly affects the oral communication of the learners. The fact can be verified through the result of data analysis which shows the contribution of the independent variables; self-esteem (p. value is 0.365), anxiety (p. value is 0.001), and gender (p. value is 0.324) to the dependent variables of the research. This phenomenon indicates that the effect of anxiety is more sig-

nificant than self-esteem and gender in learning oral communication.

Based on the above description, it can be concluded that self-esteem, anxiety, and gender collectively affect the oral communication of the learners in learning English (p. value is 0.002) and among the three independent variables, anxiety contributed more than other two other variables, self-esteem and gender.

3. Conclusion and Suggestions

Based on the findings and discussion of the study mentioned above, the writer puts forwards some conclusions. First, discretely self-esteem affects the oral communication of EFL learners. Some students have high self-esteem because they feel they are persons of worth, at least on an equal plane with others, they take positive attitude toward themselves, or they feel they have a number of good qualities, etc. Second, anxiety significantly affects the oral communication of EFL learners. They feel anxious because not only linguistic factors, such as limited vocabulary, grammar, pronunciation, etc. but also non-linguistic factors, such as seniority, perception on others' capability in English, etc. Third, gender does not affect significantly the oral communication of EFL learners, which means that both female and male students have equal possibility to be successful in learning English oral communication. Forth, self-esteem, anxiety, and gender (independent variables) collectively affect the oral communication of EFL learners. Although, among the three independent variables, only anxiety shows significant affect on the oral communication of students.

In line with the conclusion above, the writer puts forward some suggestions as follows.

1. In the process of teaching and learning English, particularly oral communica-

tion, teachers/lecturers should not only pay attention to cognitive factors but also other factors, such as affective ones.

2. Since anxiety is one of the most influencing variables in the teaching and learning of English oral communication, it is suggested that teachers/lecturers should consider the students' anxiety by identifying more factors that might cause them feel anxious.
3. To reduce students' anxiety in learning English in general and oral communication in particular, teachers/lecturers should find different kinds of techniques to be applied in their teaching.
4. To get more information on the effect of affective variables in learning English, it is suggested to conduct further researches on the effect of other affective variables, such as motivation, attitude, etc., in learning English in general and oral communication in English in particular.

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