



RESEARCH PAPER

**Analysis of Self-Esteem in Oral English Language Proficiency
among Secondary Schools Students: Issues and Challenges**

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ABSTRACT

The purpose of this study was to investigate the factors that affect learner's self-esteem in the context of oral proficiency among secondary school students in the district South Karachi. The study focused on the impact of self-esteem on English language speaking skill of the target population. The self-esteem factors in the study were addressed as self-confidence, self-motivation, gender, grammatical structural knowledge, vocabulary and usage, fluency and pronunciation. The study employed survey as the major research. Private schools operating in the district South Karachi were the samples of the study. Data was collected through purposive sampling. Questionnaire and interview were followed as research instrument. Data was analyzed quantitatively and qualitatively. The study found that self-esteem of secondary school students is an indispensable aspect of learner's life and must be addressed while developing the curriculum for these students.

Introduction

Rahman (2010) elaborates that in Pakistan, numerous educational institutions focus on oral proficiency of secondary school students to improve it for several reasons. English is the language of advanced education, state and military. The role of English as a foreign language is not emphasized in the daily conversation of learners, so many students in public and private schools have fewer opportunities to practice the language.

Secondary school students often lack courage to speak English and they feel nervous too when others communicate with them in English. Experts in linguistics often advise that it must be inculcated among the secondary school students that English is an effective tool of communication as well as a source of enriching academic knowledge and skill sets. It is a language of trade and industry, medicine, technology, and energy. Through this analysis, the researchers endeavoured to discover educational factors such as teaching strategy, syllabus, instructor incompetence or psychological factors such as self-esteem, self-confidence or intrinsic and extrinsic motivation which influences learners to improve their speaking skills. Krashen (1987) studied the second secondary school students who understand the world's English values. This is a motivating approach inspired by British landmass leaders' attractive and traditional lifestyle, which was generally extremely helpful.

Their field of English learning was a technique of interpretation. We learned to use tenses, voices and portrayals linguistically, punctuations, indicating the form of sentences and grammatical rules as block. Our weakest areas have been the ability to speak and listen. Only daily newspapers, books, and newspapers could be read and interpreted in their native language (L1). The challenge suffered by the country was that people were unable to express their feelings fluently between people in spoken English or before the native speakers.

Background of the Study

Rahman (2010) states that there are five types in Pakistan's school system. We have different educational systems and teaching medium. First category is school (Tuition / Coaching Centers) based on tuition. Second category school is a world class established on the education management systems of the West UK / USA where tuition fee and syllabuses are exceptionally high and costly. The training language is English. The method of communication is used as a method of teaching. The armed forces operate in the third category of education. They use English as a teaching medium. The focus is on the ability to speak orally. Fourth category is the public schools. In every locality of the country, these state-based schools have students in abundance. Admission is free and the tuition fee is a meager amount. Given directives that teaching method would be national or international language, but provinces are adopting interim languages as an approach to teaching. In 2010 Pakistan's government stipulated that English should be used as a teaching medium to show science and arithmetic educators at major state schools. There are a handful of primary teachers by all means who have the Oracy in English language to do this. Non-elite middle schools are the foundation of tuition-based schools that have advanced rapidly and charge students reasonably exuberant amount.

Coleman (2010) notes that English is a knowledge language: a springboard for reading. To learn and seek knowledge, as all the prophets taught the people. Learning a language therefore means increasing one's knowledge. The author acknowledges that English language is also knowledge and that learners should gain

competently. Therefore, the researcher acknowledges that English is a foreign language, but it is an official language in Pakistan and is taught in schools and colleges as a second language across Pakistan. English is also most significant, like other subjects of social sciences and natural sciences. Another strong reason, logically the authors is that English people get knowledge for their study and inventions from the Holy Quran. So, if Muslims learn English for academic and social purposes, there is no obstacle. The rationale for targeting secondary-level students is that they are developed physically and experience physical and natural changes. Besides, their emotions, feelings joy, fervor, self-confidence, self-esteem, autonomy and sense of pride are at their height.

Literature Review

Speaking is the most valuable skill for students of foreign languages. The basic goal of gaining this language skill is to achieve a high degree of ability growth in oral communication to acquire and generate the linguistic language. Nevertheless, learners often face obstacles in speaking English that hinders their ability to communicate effectively. Speaking is a vocal sound producing operation. Speaking also means transmitting data. Talking is usually the second language ability we learn in our own tongue. Usually at least one listener is needed for this vocalized form of language. The discussion is called a "dialogue" when two or more people speak or chat to each other. Without communication skills, it would be almost impossible to be able to progress in the working world and in life itself. Public speaking is one of the most feared and critical forms of communication. The most common fear people have across the globe is gloss phobia or speech anxiety.

Talking in a foreign language is not a simple skill so it is one of the biggest advantages students will ever gain from studying to develop the ability to speak the foreign language. Luoma (2004:1) states that it is very difficult to speak in a foreign language and that learning the ability to speak takes a long time. Talking about how learners use and interact in a foreign language as a successful capacity, mastering the art of communicating, as Nunan (1991:39) suggests for most people is the most important factor in acquiring a second or foreign language and achieving success. Riddell (2016) points out, mastering speaking skills in various languages requires to synthesize those sub-skills and learning to speak, whether in a first language or another language, requires gaining subtle and thorough information about why, where, when to communicate and complex communication skills."

Richards and Rodgers (2001) suggest that the use of language structure, comprehension and grammar focus on perusing and reading, ignoring the ability to speak and listen. It requires investment to do the test, and it is difficult to evaluate, so the test is lacking. Language is at the core for foreign language adjustment, but not long ago it was neglected in schools and colleges. For the most part, perusing and composing is the accentuation of conventional language learning and showing techniques. William and Littlewood (1981) specify that communication trade increases the chances of expressing students' classroom distinction, having their

own specific identity, and feeling more emotionally. The arrival of the teaching of interaction shifts the scope of the syllabus and theory. Another solution relies on demonstrating speaking skills to replace the syllabus based on grammar with a syllabus focused on interaction. Notwithstanding restricted language skills, foreign language students can build communication techniques.

It is important to raise the degree of the act of using the language, which is the basis of the interaction of the participant, with a specific end goal to take in a foreign language. Late presentation techniques require some thought for effective language execution in foreign languages, so students should be able to ace large amounts of fluency and accuracy.

Fluency

Riddell et al; (2016) characterizes fluency as the ability to speak fairly and uninhibitedly without much stopping or wavering, as well as the need to consider what the audience says, as well as consistency and significance. It means that fluency in interaction is imperative. Fluency is the key component of the execution of speakers. In this way, teachers' excitement has a tendency to be verbal and familiar with the ability to speak. By knowing the speech's story, you will motivate the speaker's audience. Hadfield .et.al (2008) indicate that you can screen, input, and connect languages for teachers who create student fluency. Teachers need to make sure students speak in a foreign language so that they can express what they need to state in a way that others can get it. They should familiarize students, giving those opportunities with different circumstances and distinctive points to hone enough languages. Ramirez (2010) says fluency means you can communicate to local speakers quickly and you can understand and get it without much of a jump. From this quote, you can learn to understand and understand foreign language students that when speaking with local speakers easily and skillfully, you can appreciate the objective language.

The main objective of learning English is to speak fluently. According to experts, some factors, including motivation, self-confidence, and anxiety affect learners in the acquisition of second language. He believed that learners will be better for second-language acquisition performance with high motivation, self-confidence, good self-esteem, and low level of anxiety. However, speaking skills required two factors, namely linguistic and non-linguistic aspects; first, linguistic aspect is the primary requirement for English learners to speak well. This requires grammar, vocabulary, fluidity, structure, and understanding. Second, the non-linguistic aspect is an aspect of encouraging learners to gain speaking skills successfully. This aspect covers aspects of personality, such as self-esteem, sense of identity, and extroversion.

Accuracy

According to Riddell et al; (2016) the ability to use consistent grammar and appropriate vocabulary is required. This implies accuracy and essential skills creation. Today, most foreign language students are accurate in speaking and disregarding. The grammatical language can be understood as a lack of consideration for the exchange that loses intrigue and inevitably falls into speaking. Accordingly, students should concentrate on taking accurate comments on the syntactic structure. Ramirez et al; (2010) state in the same way that a successive speaker also uses various punctuation focuses. Cotter(2007) states that foreign language instructors concentrate on the accuracy and culmination of the language of the students. For example, phrase structure, vocabulary, articulation, and so on to give students the meaning of making accurate articulations.

Hagroot (2000) indicates that the students' role in such listening is to process the remarks of the instructor immediately and to provide appropriate responses. Foreign language teachers must pay attention to the process of learning by devoting some portions of the lesson time to these tasks in order to improve the language skills of the learner. Teachers will answer different listening practices explicitly by giving instructions, asking questions, asking for clarification, etc. Learners should know that in meaningful communication, speaking skills and listening skills intertwine and play an important role.

Research in education also says we are limited to listening and talking while engaging in a conversation because otherwise we cannot engage in a conversation. According to Dean (2004), students reflect the efficacy of the remarks and the degree of listening to the degree of achievement of the remarks and listening to the students. The result of remarks and interviews therefore refers to the selection of appropriate utterances that will have a positive effect during speech and considerable attention during listening. Learners develop the ability to listen. Although many different practices are needed to encourage critical listening with a purpose, we need to have the objective of interviewing. When a foreign language learner sometimes becomes a listener using the language naturally and sometimes becomes a speaker. Experts suggest you need to learn English with your ears to become a great English speaker. As an English learner who wants to be a good speaker, listening is thought to be the first skill needed to speak the ideal language; you need to be a good listener first.

According to Nunan (2003), language teaching means the following things to teach language students.

- Using terms and phrases, stress and intonation patterns to choose the correct words and phrases according to the appropriate social context, audience, circumstance and theme
- Organizing your thoughts in a coherent and logical order

- Using words to express importance and judgment.
- Using language easily and rapidly with few awkward delays, i.e. fluency.

Importance of Speaking and Classroom

Language experts researched three explanations for the challenge of communicating, advising students to use their command of foreign language. Rehearsal means first of all the repetition of interactions and activities such as talking and performing roles. It really helps to feel how a foreign language's communication is felt. One has to prepare for dealing with actual events as well. Second, the input given by speaking activities to both teachers and learners helps the teacher assess the learners, and the learners will also be relaxed and happy in developing their speaking skills. Third, it is a dedication that happens when all students are fully involved. This reflects an understanding of the teacher's choice of appropriate speech activity. Various speaking tasks will make students feel highly motivated and enjoy the process of learning.

Wagner (2003) defines the interaction as a mutual event that requires two or more objects and two actions. Interaction is an essential part of the learning and teaching process of foreign languages, so in the classroom, it has important meaning. To achieve communication by sending and receiving messages, interaction requires mutual control among speakers. It is assumed that classroom communication is necessary for teachers to handle learner and learner stories to cooperate with each other. One type of interaction usually occurs between instructor and one or many other learners.

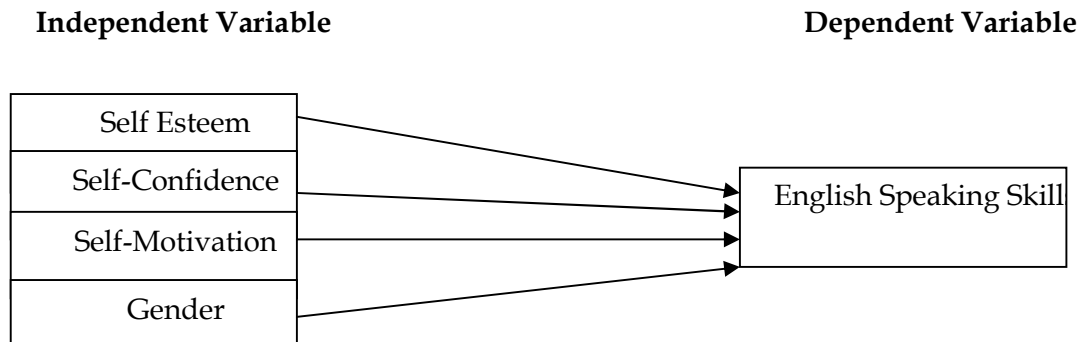
Scrivener (2005) says that the interaction between learners is one of the main factors that enhance speaking skills in the learning process. Naegle (2002) suggests that conversing with students about the substance of the course is a capable approach to improving what they have learned by considering the. Teachers should support this type of association among students as teachers advance the learning group's feeling and lessen the mental antagonistic components that influence the identity of the student. Students should do a good job of talking. They are able to work in groups and small gatherings and speak to each other. This connection drives the students in a short time frame to obtain numerous speaking practices. Scriver (2005) noted that the purpose for interaction activities is to encourage students to communicate sensibly and down to earth; therefore, contact between the student and the student provides confidence in speaking the language normally, creates collaborative work and creates general language learning.

Instructors need to remember that when the student has the knowledge of speaking a foreign language, there are multiple components that operate. In this way, we need to offer plenty of data on interaction procedure with the goal of allowing students to interpret their learning style and through opportunities to speak foreign languages. Exercises in oral articulation allow students to learn

languages separately or in meetings. For powerful address courses, the accompanying exercises are most valuable in the classroom.

Material and Methods

Conceptual Framework



Research Design

Research design essentially refers to the plan or strategy of shaping the research (Henn, Weinstein & Foard, 2014). This is a mixed method research. Questionnaire for students were used as quantitative instruments, while interview for principals and coordinators was used as qualitative instruments. According to Creswell (2003), there are six types of mixed method research. In this study, the researcher used sequential explanatory design; this method involves quantitative data collection and analysis followed by qualitative data collection and analysis. Quantitative data is given priority and results are incorporated during the process of analysis. In this research, priority was given to quantitative data followed by qualitative data. At the interpretation level, both data were merged. Separate questionnaires were designed for students. Interviews were conducted for principals and coordinators.

The research type was explanatory and survey method was adopted to collect information through questionnaire from male and female students of Grade VIII, IX and X. Interviews were held for data from principals and coordinators teaching English as a subject and foreign language to get specific information about the impact of self-esteem on English language speaking skill of secondary schools students..

Population and Sampling

The total area of interest to study is termed as the target population. The population of this study comprised of all Defense Housing Authority (DHA) secondary schools of matric system located in district south, Karachi. The respondents of this study were male and female students of class in these schools,

including head teachers and coordinators. The source of quantitative and qualitative data was students and teachers respectively.

The researchers used purposive sampling for the selection of schools. For this purpose, multistage sampling was done. The schools were divided into two groups that were boys and girls. In the first step, two girls' schools and one boys' school was separated. In second step, one out of two, co-education schools offering classes up to grade X was selected and only boys were selected through the purposive sampling. One boys' school where there was only class VIII and one co-education school where boys classes were till VIII and girls' classes were up to Grade X was dropped. Thus, two boys' and two girls' school were selected. For interview, one male and one female teacher from boys' school and one female teacher from each girls school was selected.

Research Instrument

For data collection , the researcher used a questionnaire on 5-point Likert scale with options of strongly disagree, disagree, undecided, agree, and strongly agree .The Questionnaire had five close ended questions. Questionnaire for students was designed on 5-point Likert scale with options of strongly disagree, disagree, undecided, agree and strongly agree. Second instrument was interview taken from Grade VI English teachers especially principals and coordinators regarding the impact of self-esteem on English language speaking skill and the importance of English language laboratory in developing learners oral proficiency. The interview questions helped in determining the accuracy of the responses earned from questionnaires.

Data Collection

The data was collected by visiting the scheduled day from two girls' and two boys' schools. First, the researcher briefly explained the purpose of research and data collection as research tool to the respondents in each class. The researcher also translated items of each variable in Urdu language so that students could understand easily. After seeking the consent of the research participants, the questionnaire was distributed among them and they were directed to fill up the questionnaire in the presence of the researcher. All the participants responded to the questionnaire and handed over to the researcher. Out of five hundred, four hundred thirty eight questionnaires were collected. The researcher also conducted six interviews with audio recording of principals and coordinators as per their convenient day, date, time and place.

Data Analysis

Data analysis includes the descriptive analysis, one sample statistics, simple regression and ANOVA. Each analysis interprets and answers the research questions. Descriptive analysis describes the respondents' demographic profile.

Validity and reliability are important to evaluate whether the samples collected are valid and consistent; therefore, the Cronbach's alpha technique is used for the reliability test. The one sample statistics and simple regression test was used to analyze further and explore the relationship among variables.

Reliability Test

Reliability of the items used in the study is crucial to measure the impact of an empirical study. The current study was based on impact of self-esteem on English language speaking skill. It was tested according to the scale. The overall reliability of the items was 0.807. The result of the reliability test of the individual items, as well as overall reliability, is tabulated below. The value of alpha varies from zero to one and is considered satisfactory if the value is greater than 0.7 and higher. The results of the reliability test, of scales used in this study are given in the table below.

Results and Discussion

Table 1
Summary of the Cronbach's Alpha of Each Scale

S.NO	Item	No. of Items	Cronbach's Alpha	Results
1	ESPK	5	.643	Satisfactory
2	ESGN	5	.728	Good
3	ESSC	5	.471	Good
4	ESMT	5	.699	Good
5	ESSE	5	.551	Satisfactory
6	Overall items	25	.807	Excellent

Table 2
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.620a	.385	.379	.46423	.385	67.658	4	433	.000	2.123

a. Predictors: (Constant), ESSE_Mean, ESMT_MEAN, ESGN_MEAN, ESSC_MEAN

b. Dependent Variable: ESPK_MEAN

Interpretation of R Square

In this study, gender, self-confidence, self-motivation and self-esteem were taken as independent variables and English speaking skill as the dependent variable. In linear regression, R squared is a statistical measure of how close the data points are to the obtained model. Typically, higher R squared indicates a good fit. However, for investigations on human behavior, an R squared value of less than 0.5 is quite a norm. Therefore, in addition to R squared value, we must also look at other

statistical tests to find out whether or not the data is statistically significant. The value of adjusted Square is 0.379, which means that 37.9% change in the dependent variable is because of these independents variables, Durbin Watson statistic of 2.0 is achieved which proves that data set is of great statistical significance and there is no chance that these results are achieved by accident.

Table 3
ANOVA

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	58.324	4	14.581	67.658	.000b
	Residual	93.316	433	.216		
	Total	151.640	437			

a. Dependent Variable: ESPK_MEAN
b. Predictors: (Constant), ESSE Mean, ESMT_MEAN, ESGN_MEAN, ESSC_MEAN

The F test with analysis of variance (ANOVA) gives the ratio of the variance between the groups to the variance within a group. A higher F value indicates that the groups have different means. Furthermore, the above table is having a sig a value less than 0.05, so it is concluded that the model is fit.

Table 4
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics		Remarks
	B	Std. Error	Beta			Tolerance	VIF	
(Constant)	1.344	.287		4.677	.000			Supported
1 ESGN_MEAN	.385	.039	.404	9.789	.000	.835	1.198	Supported
ESSC_MEAN	.333	.049	.289	6.843	.000	.798	1.253	Supported
ESMT_MEAN	-.145	.044	-.130	3.313	.001	.926	1.080	Supported

Table 4 illustrates the tested hypothesis for developing the proposed model was significant. VIF and other factors supported the model forecast. The F test with analysis of variance (ANOVA) gives the ratio of the variance between the groups to the variance within a group. A higher F value indicates that the groups have different means. Furthermore, the above table is having a sig a value less than 0.05, so we can conclude that the model is fit. The significance test illustrates that the type one error is 0.000 as highly significant for rejecting Ho. The variables in the model support the significance.

Discussion and Findings

In this study, the researchers have attempted to determine the relationship between the dependent variable "English Language Speaking Skill" and several independent variables: Self-Esteem, Gender, Self-Confidence, and Self-Motivation. Factors influencing the English Language Speaking Skill in District South Karachi in

Defense Housing Authority (DHA) Matric system schools were examined from the general point of view of students and teachers. The study examined how students can improve their oral competency and what are the other factors that can help teachers to make their teaching strategies better to inculcate an English speaking environment in schools.

Gorjian, Moosavian and Shahramiri (2011) are one of the few studies that have been conducted on the impact of gender on oral ability development. They explored the impact of oral description of short stories on the speaking skills of male and female learners. Their study results showed no significant difference between the two genders, though males were marginally outperformed by females. Gender is concerned with acquiring speaking skills, but not with self-esteem. A 1998 Canadian review of the speech communication skills of students found that there were many significant gender gaps between the listening skills of individuals (Hunter, Gambell, Randhawa, 2005). According to Claes (1999), the study revealed that the evidence for intrinsic language sex differences is not compelling.

In accordance with Chapman (2005), a changing society's best strategy is to help young people unhesitatingly rise up to their weaknesses and look up later. Certainty, it is identified with your capacity and capacity convictions, thus prompting individual attributes to develop. Essentially, self-confidence is an individual state of mind towards you, and you will be able to perceive your mentalities unequivocally and literally, for example, self-esteem, stock-in, idealism, friendship for yourself, and skill. With regard to the learning process, certainty has a fundamental impact on students' achievement.

Conclusion

The statistical result concludes that English language speaking skill is affected by gender. The results of this study did not show any significant difference between the two genders, while females outperformed males marginally. The study concludes that internal learning of motivation is the main kind of characteristic motivation which means motivation to perform undertakings; the natural motivation of the second sort is inner motivation which is a want to do an errand well. Self-esteem is one of the primary factors in building and maintaining social, emotional and mental well-being and also plays an important role in the achievements of academic and physical health. Participants can learn most of these language skills on their own, but speaking ability cannot be practiced on our own because speaking requires interaction with people who share the same language. Analysis taken from principals and teachers interview about English Language Laboratory expressed their views that English Language Laboratory (ELL) is a good source of learning as well as speaking skills. It can bring positive changes in a student. The teachers should be aware of the psychological factors like self-esteem, because this factor has played a major role in polishing their abilities. Teachers should consider what methodology they are going to use when planning a language

lesson, the technique they should apply as well as the specific activities they are going to introduce to cover a subject.

Recommendations

In addition to English text book, students should develop interest towards reading skill and they should read other subjects' books which are in English such as Science, Social Studies, Computer Science and Biology etc. In this way, they can orally describe pictures, diagrams and charts with the help of specific words (terminology) of the subject. Students should also develop extensive reading habits by reading newspapers, magazines, pan flex, flyers, bill-boards, brochures, etc. in public places. A Teacher can motivate students best in order to develop self- drive. This will enhance spelling practice and they can also practice, describing pictures in their own words and sentences. Intensive knowledge of parts of speech will develop reading interest among the students. This habit would also develop self-efficacy and self-esteem in free writing skill.

The study recommends that listening and watching videos, documentaries, commentary and movies develop fluency and accuracy using grammar and vocabulary correctly .Students should try to understand the meaning of the read-word and develop a habit of creative thinking by using the word in different sentences and make different words with the help of letters available in that word. Conversation and interaction in English language with the peers, class fellows and with the teachers is expected to improve the speaking skills among the students and also boost the level of motivation and self-esteem. The recommendations for teachers include the role model for students to imitate by speaking English as a second language and teaching it. Teachers should therefore understand the phonetic symbols and the ability to pronounce. Teachers should schedule lessons so that students have enough time to practice and use the language openly.

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