

THE IMPACTS OF CULTIVATING INDONESIAN EFL LEARNERS' POSITIVE SELF-ESTEEM IN SPEAKING ACTIVITIES

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ABSTRACT

With the accompaniment of positive self-esteem, EFL learners are capable of improving their speaking learning skills to the fullest development and becoming more appreciative of their existing communicative competencies. This present small-scale library study set out to profoundly explore the impacts of cultivating Indonesian EFL learners' self-esteem in speaking activities. To comply with this study's objectivity, the researcher thematically analyzed the previously-generated research results generated by 30 self-esteem and speaking studies. The in-depth thematic analysis revealed that positive self-esteem can transfigure Indonesian EFL learners into more confident L2 speakers and lead them to obtain more satisfying speaking learning achievements. Thus, this qualitative study affirmed that in the light of positive self-esteem, Indonesian EFL learners can become more proficient L2 speakers as they have been more comfortable with themselves and the specific communicative abilities they are currently possessing.

Keywords: *self-esteem, speaking activities, library study*

INTRODUCTION

English has been widely acknowledged and accepted as one of the major international languages taught in Indonesian educational contexts. Thus, academicians who can master this language are predicted to experience a higher level of success in future working places. This inevitable truth is correspondingly confessed by Gestanti and Nimasari (2021) believe that Indonesian EFL learners mastering the English language will have broader opportunities to enroll in a wide variety of decent vocations. Added to this significance of learning the English language, it is highly indispensable for Indonesian EFL learners to intensively forge their English language skills as they can possess a more well-prepared preparation to survive and thrive in the prospective working world. This suggestion is positively interlinked with Tridinanti (2018) stating that by constantly improving their English language competencies, Indonesian EFL academicians will be more ready and confident to confront the upcoming complex working dynamics. One of the notable areas that should be fully possessed by Indonesian EFL learners to achieve the aforementioned life successes is speaking. In the support of advanced speaking skills, Indonesian EFL learners are not merely capable of sharing their thoughts but also conveying the intended messages understandably to the targeted interlocutors. Amelia (2022) strongly suggests that Indonesian EFL learners to instilling a strong foundation for further advancement of their speaking competencies to gradually transform them into more proficient L2 communicators. However, one of the serious obstacles for educators to actualize this coveted aspiration is due to the minimum speaking learning awareness infused by Indonesian EFL learners. This lack of self-learning consciousness is mainly affected by psychological sides. Generally, our learners feel reluctant to communicate by using the English language since they are afraid of making ample speaking mistakes during the practices, receiving negative judgments from their teachers along with classmates, and obtaining

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unsatisfactory speaking scores. These three major speaking learning impediments are confirmed by Halima (2016) finding out that the majority of Indonesian EFL learners are not motivated to continually foster their speaking skills as they frequently make lots of speaking errors, obtain destructive speaking comments from other peers together with teachers, and getting unsatisfying speaking achievements.

Concerning the above-mentioned speaking learning objectives and challenges, the main job of educators is to create more emotionally-supportive speaking learning climates where Indonesian EFL learners can confidently share their ideas without being afraid of attaining unfair judgments from other learning community members. Pardede (2018) avows that in the light of a positively-sound speaking learning atmosphere, Indonesian EFL learners can courageously disseminate their specific beliefs, thoughts, and arguments to other learning companions. In short, educationalists need to ascertain all learners have infused a higher level of positive perceptions of their existing speaking capabilities, which in turn, influence them to be more courageous to take further challenging speaking learning processes waiting in the future. This advice in partnership with Mazouzi (2013) highly advocates EFL educators to discover a specific set of efficient speaking learning activities in which learners begin to highly appreciate their current L2 communicative competencies to make them become more resilient speakers ready to face a vast range of upcoming speaking learning obstructions.

One way of embodying all these commendable speaking behaviors is by elevating learners' self-esteem levels at the commencement of speaking learning enterprises. By cultivating a higher level of self-esteem within Indonesian EFL learners, they will be strongly encouraged to proceed into the taxing speaking learning processes as they begin rejuvenating their views regarding their speaking competencies. Put more simply, positive self-esteem can allow learners to sincerely accept themselves as they are. This fundamental principle is closely associated with Sinta (2018) averring that with the accompaniment of constructive self-esteem, learners can garner a series of positive perceptions toward their identities, skills, and uniqueness, which in turn, impact their motivation and confidence to continue the challenging learning processes. In the long run, the robust inculcation of self-esteem can potentially infuse a wide variety of positive speaking learning behaviors within Indonesian EFL learners. As learners hold a strong belief toward their speaking competencies that they can overcome every single hindrance, more satisfying speaking learning achievements will be the eventual decent rewards for them. Habrat (2018) theorizes that EFL academicians inculcating a higher degree of positive self-esteem, they will have more tendencies to showcase their best speaking performances consistently since they entirely believe in their communicative capacities propelling them to take down each speaking challenge.

Highly self-esteem EFL learners are also academicians who have been capable of stipulating the best decisions working best for their present learning conditions. In EFL speaking learning dynamics, this psychological attribute is of foremost importance as learners will prolifically cultivate healthier self-identities recognition motivating them to go the extra mile to achieve the best learning outcomes. This positive speaking learning character lends further support to the finding of Ananda (2017) discovered that EFL learners possessing sufficient growth of self-esteem are more liable to become more responsible academicians since they constantly dedicate their utmost learning efforts in corresponding with stable mental health and judicious strategy decisions. Furthermore, Indonesian EFL learners ingraining the firm development of self-esteem are more prone to experience continual enjoyment in their speaking learning processes. This long-lasting joy is not happening by chance as highly self-esteem learners are the academicians who are easily grateful for every speaking learning situation they encounter, feel spirited to explore a wider range of new knowledge as well as skills, and handily establish positive relationships with other learning counterparts. Dewi et al. (2022) also elucidate that it is of utmost essential for EFL educationalists to infuse the robust growth of self-esteem within their learners at the onset of speaking learning activities to make them more thankful for every hurdle they are facing, more motivated

to elevate their targeted knowledge and skills relentlessly, and easily mold positive rapport with every learning companion.

There were five previous studies conducted following the proposed title above. The first study was conducted by Kriswidyavita (2022) unfolding that a great number of Indonesian EFL young learners were successful in improving their speaking fluency, accuracy, and pronunciation after engaging in various interesting role-play activities. Malini (2022) reported that high-achieving Indonesian university EFL learners employed a vast array of appropriate speaking learning strategies compared to other learning companions applying less efficient speaking learning strategies. Martasari and Ngadiman (2021) confirmed that with the terrific development of spiritual quotient, Indonesian university EFL learners have progressively transformed into more competent, strategic, and adaptable L2 speakers as they truly discover the true meaning of speaking learning obstacles they are facing currently. In another study, Wijaya (2021) strongly advocated for Indonesian university EFL teachers to continuously promote more supportive speaking learning environments where learners' self-efficacy can thrive better impacting their further speaking efforts and commitment made to achieve more satisfying speaking learning outcomes. In the last study, Wijaya and Mbato (2020) highly recommended that Indonesian EFL educationalists impart more constructive feedback and improve learners' self-beliefs toward their speaking competencies to gradually transfigure them into more competent and confident L2 speakers. Although all these aforesaid investigations have sufficiently generated renewed insights concerning the critical importance of promoting positively sound speaking learning attributes for the significant advancement of Indonesian EFL learners' speaking growth, no study has so far taken a further initiative to investigate the impacts of cultivating Indonesian EFL learners' positive self-esteem in speaking activities. By initiating this study, the subsequent research results can potentially motivate Indonesian EFL educationalists to start cultivating positive self-esteem within learners to enlighten their pathways to become more proficient and optimistic L2 speakers. Aligning with the purpose of this study, one research problem was put forward namely: what are the impacts of cultivating Indonesian EFL learners' positive self-esteem in speaking activities?

RESEARCH METHOD

The researcher initiated this current small-scale qualitative investigation with the support of a library study approach. This method was chosen to generate more reliable and robust research results for the targeted readers. Thus, the researcher started reviewing 30 prior studies unraveling the impacts of cultivating Indonesian EFL learners' positive self-esteem in speaking activities. There were two specific reasons underlying this study objective. Firstly, Indonesian EFL learners frequently experience frustrating speaking learning activities leading them to possess low L2 communicative skills development. Therefore, the research results yielded by this study are expectantly hoped to raise their positive self-esteem to undergo more enjoyable speaking learning dynamics and improve their L2 communicative competencies to the utmost potential. Secondly, the subsequent research outcomes produced by this study can potentially pave a new enlightening pathway for Indonesian EFL educators to start prioritizing the continual growth of their learners' positive self-esteem bridging them to design more appropriate, authentic, and learner-oriented speaking learning activities. During the data analysis, the researcher utilized a thematic analysis approach to generate more specific, understandable, applicable research results in congruence with the targeted research field. To release this main study objective, the researcher subsumed the most often appeared research results generated by the 30 previous self-esteem studies into some specific themes. After subdividing the specific research results into some major themes, the researcher internalized relevant theories, findings, and arguments that invigorated those particular themes. By performing this well-structured data

analysis process, the following research results can give a little contribution to the further advancement of EFL-speaking learning enterprises in this archipelago.

FINDINGS AND DISCUSSION

This section set out to thoroughly elaborate on the impacts of cultivating Indonesian EFL learners' positive self-esteem in speaking activities to empower second language educators in our nation to start prioritizing their learners' self-esteem development before exposing them to various speaking learning enterprises. Speaking specifically, there were two major specific themes generated from the thematic analysis namely: (1) Positive self-esteem enables EFL learners to become more confident speakers, and (2) Positive self-esteem allows EFL learners to attain more satisfying speaking learning achievements.

Theme 1: Positive Self-Esteem Enables EFL Learners to Become More Confident Speakers

Theme 1	Authors
Positive Self-Esteem Enables EFL Learners to Become More Confident Speakers	Anggraini (2021); Aprianoto (2021); Bella (2021); Bernadet et al. (2020); Dewi and Jimmi (2018); Dewi et al. (2022); Su and Fatmawati (2019); Mettasari (2006); Rifansah (2020); Rosyida (2016); Satriani (2016); Sinta (2018); Su and Fatmawati (2019); Gustaman (2015); Tosriadi (2019); Tripudiyana et al. (2022); Zahra et al. (2019).

With a detailed observation of the above table, it can be fairly declared that positive self-esteem can potentially enable Indonesian EFL learners to become more confident L2 speakers. High self-esteem L2 speakers have broader opportunities to transform into more confident target language speakers since they have instilled a higher level of commitment to dedicate their constant speaking learning efforts despite a vast variety of taxing impediments impeding their ongoing communicative practice processes. This belief is aligned with the previous finding of Aprianoto (2021) who discovered that most Indonesian university EFL learners were highly committed to forging their target language communicative capabilities despite various complex speaking learning obstacles they are confronting, which in turn, make them become more confident speakers. To actualize these commendable speaking learning attributes, second language educators working in Indonesian EFL speaking learning contexts are highly encouraged to promote more meaningful, enjoyable, and stress-free communicative practices inside speaking classes. These essential external factors will mold positive emotions, feelings, and high optimism within EFL learners affecting their speaking performances. These argumentations are also affirmed by the prior result of Anggraini (2021) motivating Indonesian EFL educators to promote a more positively-sound speaking learning atmosphere amidst continual communicative practices undergone by the learners to increase their speaking motivation and commitment to honing the desired speaking competencies to the utmost potential. Dewi and Jimmi (2018) strongly supported the inducement of more emotionally-supportive speaking learning vicinities in which Indonesian EFL learners experience a higher degree of speaking learning enjoyment leading them to significantly improve their speaking performances.

Furthermore, it is of great importance for Indonesian EFL educationalists to invent a wide range of engaging, interesting, and meaningful speaking learning activities where EFL learners can appreciate and believe in their communicative competencies without feeling worried about the speaking learning failure they perceive this unpleasant speaking learning situation as a journey of becoming more proficient L2 speakers. This perspective is also in the view of Mettasari (2013) contending that under the appropriate speaking learning instructors' guidance and highly-supportive speaking learning environments, Indonesian EFL learners will begin discerning their communication excellence propelling them to take on every existing speaking learning hurdle as they fully

hold a strong belief that they can become proficient L2 speakers in the long run. When second language teachers progressively transfigure Indonesian EFL learners to become more confident L2 speakers, it will simultaneously benefit them to become more strategic decision-makers. This coveted learning character is obtained since learners have been well-trained to profoundly recognize specific speaking learning obstructions hindering their speaking learning processes. As a result, they will be more adept in utilizing a set of efficient strategies corresponding with their specific speaking learning situations and conditions. This contention sits well with the previous finding of Zahra et al. (2019) highly prompted second language-speaking instructors to sustainably cultivate Indonesian EFL learners' self-esteem by training them on how to make use of various efficient strategies in line with the speaking learning activities they are engaging with.

Theme 2: Positive Self-Esteem Allows EFL Learners to Attain More Satisfying Speaking Learning Achievements

Theme 2	Authors
Positive Self-Esteem Allows EFL Learners to Attain More Satisfying Speaking Learning Achievements	Arifin and Pertiwi (2017); Faizah (2020); Fakhurrrazy (2018); Fitriah and Roni (2020); Gultom and Oktaviani (2022); Kusmartini (2020); Maryansyah and Wadison (2017); Maulida (2022); Nurdiniini, (2019); Prasetyo (2019); Puspitasari et al. (2021); Tahmid et al. (2022); Wikandari (2023).

Based on the aforementioned table, it is interesting to note that there is a mutual relationship between Indonesian EFL learners' positive self-esteem and speaking learning achievements. It can also be stated that the higher learners' self-esteem is, the more satisfying their speaking achievements are. Speaking specifically, two major potential strategies can be internalized by second language-speaking instructors to actualize this holistic speaking learning goal. The first strategy is to activate, nurture, and reinforce Indonesian EFL learners' self-esteem at the commencement of speaking learning enterprises. Simply saying, before speaking learning instructors address a wide variety of speaking learning activities, it will be more rewarding for them to introduce their learners to the critical importance of cultivating self-esteem and potential strategies to cultivate this supportive psychological learning aspect. By doing so, it can be surmised that learners are strongly motivated to showcase their best speaking performances irrespective of the vast array of taxing speaking learning obstructions they are facing. This extrapolation is consistent with the previous finding of Arifin and Pertiwi (2017) asserting that second-language-speaking learning instructors must elevate their learners' self-esteem at the beginning of speaking learning dynamics to make them become more excellent and persistent L2 speakers who are not easily giving up toward every arduous challenge they are going to encounter. The second probable strategy second language speaking learning instructors can impart is through the inducement of more learner-oriented and fun speaking learning activities in which Indonesian EFL learners feel secure, safe, and comfortable to speak out their thoughts by using the target language to other learning companions. By inculcating this positive speaking learning atmosphere, learners can transfigure into more successful L2 speakers who obtain more fruitful speaking learning outcomes. In obedience to this suggestive advice, Fakhurrrazy (2018) articulates that with the help of more favorable and interactive speaking learning dynamics, Indonesian EFL learners are more prone to intensively forge their L2 communicative competencies since they have infused positive perspectives toward every speaking learning activity they have been into.

To ascertain Indonesian EFL learners have fully obtained satisfying speaking learning achievements as a decent sign for their decent L2 communicative practices reward, second language speaking instructors also need to educate their learners regarding the significance of stipulating more obvious and attainable speaking learning

objectives at the onset of speaking learning activities. This further initiative should be taken by second language speaking learning instructors to allow all learners to adhere to the pre-determined speaking learning goals they have set before and expend more effortful speaking learning practices in the long term period. There is a fine line between this suggestion and the prior finding unraveled by Maulida (2022) unfolding that a vast majority of Indonesian university EFL learners have become more capable of practicing their specific L2 communicative competencies more meaningfully and efficiently after they have been exposed to the signification of determining clearer and obtainable speaking learning purposes at the outset of L2 communicative skills practices. Lastly, it is worth underscoring that there was a reciprocal relationship among Indonesian EFL learners' self-esteem, speaking endeavor, and speaking learning achievements. Meaning to say, when learners have progressively instilled a higher level of self-esteem, they are more willing to devote more persistent speaking learning efforts during engaging in the designated L2 communicative practices. After they have been accustomed to releasing these effortful speaking learning actions in the long-term period, it can be presumed that more fruitful speaking learning achievements will be readily attained by them as the eventual rewarding learning rewards. This above-explained self-esteem benefit is strongly aligned with Prasetyo (2019) strongly suggests second language speaking learning instructors start heeding their exhaustive attention to escalate Indonesian EFL learners' self-esteem before exposing them to varied speaking learning practices to concurrently increase their motivation to intensively forger their L2 communicative competencies leading them to obtain more gratifying speaking learning achievements.

CONCLUSION AND SUGGESTIONS

Summarizing the above-elucidated data, it is urgently essential for second-language-speaking learning instructors to cultivate a higher level of self-esteem within Indonesian EFL learners at the commencement of speaking learning activities. Based on this ground, second language-speaking learning instructors are strongly advocated to design more enjoyable, meaningful, and interactive speaking learning dynamics where learners can feel more comfortable, enjoy, and confident to consistently speak out their intended ideas with other interlocutors by utilizing the target language. By exposing Indonesian EFL learners to this emotionally-supportive speaking learning vicinity, they will progressively transform into more proficient L2 speakers instilling a higher degree of self-appreciation toward their communicative abilities.

Apart from these promising research results, there exist some limitations regarding the interpretation and generalizability of the research results. Firstly, since this present small-scale library investigation solely involved a limited number of previous self-esteem studies, future researchers can replicate this current investigation by reviewing a great number of worldwide literature delving more profoundly into the significance of self-esteem in ever-changing speaking learning contexts. By doing so, the prospective research results can be more applicable to be incorporated into various speaking learning processes. Secondly, it is worth advising that Indonesian EFL educators, practitioners, and curriculum designers to not generalize the obtained research results across distinctive speaking learning processes as our learners require different speaking learning approaches, treatments, and needs fitting their communication needs. Contrary to the above-elaborated drawbacks, the obtained research results yielded by this present small-scale qualitative investigation may provide illuminations for second language educationalists in our country to prioritize advancing learners' self-esteem in various speaking activities as it may potentially benefit their further communicative competencies and affective development in the long-term trajectories.

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