

**THE CRITICAL ELEMENTS OF SELF ESTEEM  
BETWEEN MALE AND FEMALE STUDENTS IN  
FORMAL COMMUNICATION  
AT SMAN 12 MAKASSAR**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
2022**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## LEMBAR PENGESAHAN

Skripsi atas nama **Rezky Tiara Syafitri. S**, NIM **105351121517**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 239 Tahun 1443 H/ 2022 M, tanggal 21 Rajab 1443 H/ 22 Februari 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Senin 28 Februari 2022**.

Makassar, 27 Rajab 1443 H  
28 Februari 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji :
  1. Dr. Nurdevi Bte Abdul, S. Pd., M. Pd
  2. Ardiana, S.Pd., M.Pd.
  3. Hilda Hafid, S. Pd., M.Pd
  4. Sitti Maryam Hamid, S.Pd., M.Pd.

Disahkan Oleh:  
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.  
NBM. 860 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

**Title :** The Critical Elements of Self Esteem Between Male and Female in Formal Communication

**Name :** Rezky Tiara Syafitri. S

**Reg. Number :** 105351121517

**Programmer :** English Education Department Strata 1 (S1)

**Faculty :** Teacher Training and Education

Makassar, 28 Februari 2022

Approved By:

Consultant I


Consultant II

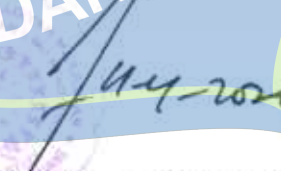
  
Dr. Nurdevi Bte Abdul, S.Pd., M.Pd.  
NIDN. 0910048402

  
Firman, S.Pd., M.Pd  
NIDN. 0931128806

Dean of FKIP  
Makassar Muhammadiyah University

Head of  
English Education Department

  
Erwin Akib, S. Pd., M. Pd., Ph.D.  
NBM. 860 934

  
Dr. Umni Khaerati Syam, S.Pd., M.Pd.  
NBM/977 807





## SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Rezky Tiara Syafitri. S  
Nim : 10535 11215 17  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : *The Critical Elements of Self Esteem  
Between Male and Female Students Informal  
Communication at SMAN 12 Makassar*

Dengan ini menyatakan bahwa:

Skripsi yang saya ajukan di depan TIM Penguji adalah *ASLI* hasil karya saya sendiri, bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Januari 2022

Yang membuat pernyataan

Rezky Tiara Syafitri. S



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

**SURAT PERJANJIAN**

Saya yang bertanda tangan di bawah ini:

Nama : Rezky Tiara Syafitri. S  
Nim : 10535 11215 17  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : *The Critical Elements of Self Esteem  
Between Male and Female Students Informal  
Communication at SMAN 12 Makassar*

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesainya skripsi ini, saya akan Menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi saya akan selalu melakukan konsultasi dengan pembimbing, yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam Menyusun skripsi saya.
4. Apabila saya melanggar perjanjian saya seperti butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Januari 2022

Yang membuat pernyataan

Rezky Tiara Syafitri. S

## ABSTRACT

**REZKY TIARA SYAFITRI S 2022.** *The Critical Elements of Self Esteem Between Male and Female Students Informal Communication at SMAN 12 Makassar.* Under the Thesis of English Education Departement the Faculty of Teacher Training and Education, University Muhammadiyah Makassar, Supervised by Nurdevi Bte Abdul and Firman.

The objective in this research to know the critical elements of self esteem between male and female students in formal communication in their own ways at SMAN 12 Makassar and the subjects in this research were XII IPA 3 consists of 37 students, focusing on 8 male 8 female for interview. This study is a Descriptive Qualitative Method. The study has criteria for a subject in this research is male and female from twelveth-grade who are actively involved in answering questions orally and interact.

The research result show that the critical elements of self esteem between male and female students in formal communication are for male self power, self significance, while female self competence and self significance. And there are three types of critical elements in formal communication those are self power, self significance, self competence. Therefore, it can be conclude that students are focused on their own ways when the interaction in the classroom is in the learning process based on their element active.

**Keywords:** Male and female students, self esteem, informal communication

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Allhamdulillah*, The first, in the name of Allah, thanks to his blessing, the researcher was able to complete this thesis as one of the requirements for the S1 degree in the English Education Departement of the Faculty of Education and Teacher Training at Makasssar Muhammadiyah University. Second, peace and greetings to the Prophet Muhammad SAW who led us from darkness to brightness.

The researcher realized that many people had helped and made helpful suggestions until this thesis was completed. the researcher gave thankfulness and appreciation to her loving parents M.Saad and Hasmin Without the help of financial, motivations thesis would not exist. Therefore, the researchers would like to express their special thanks and heartfelt thanks to all of the following:

1. Prof. Dr. H. Ambo Asse, M. Ag as the Rector of Makassar Muhammadiyah University
2. Erwin Akir M.Pd., P.Hd as the Dean of FKIP, Vices of Dean, and all the staff for facilitating during the study
3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd as the Head of English Departement of FKIP, her Secretary Ismail Sangkala, S.Pd., M.Pd band also academic advisor researcher for their motivation, support, signature



# CHAPTER I

## INTRODUCTION

### A. Background of Study

All the people have self esteem in themselves. Self Esteem is one of dimensions from the self concept. Self Esteem has three points are competence, confidence, and connectedness. As we know everybody normally understands that if you want to have nice self Esteem, will have to some competence and confidence. Minev (2018) said Self-esteem is part of our personality, and to increase our self-esteem we need a sense of personal worth that comes from life's challenges that show our success. Self-esteem consists of two components: self-knowledge and self-awareness. That includes an individual's thoughts about strengths and weaknesses, abilities, attitudes, and values. Its development begins at birth and develops constantly under the influence of experience.

This research focuses in critical elements male and female students in formal communication. All students have critical by themselves. Critical elements of self esteem in students is a part important to communicate with teachers and friends. With through communicating process students can share their minds, ideas, thoughts, and intentions. And also with communication students can needs a means to deliver message. Rao (2016) said how we communicate is influenced by our self concept especially self esteem. And also Kusuma and Sunarto (2017) said the good interpersonal communication improve self esteem in someone in their work.



2. What types of critical elements self esteem found in between male and female students in formal communication?

### C. Objective of the Research

Based on the problem statement, the objective of this research are:

1. To know elements active of self esteem between male and female students in formal communication in their own ways.
2. To know types of critical elements between male and female students in formal communication.

### D. Significance Research

This Research expect can benefit many people in the learning process, such as:

1. Theoretical benefits

The result of this research expect to bring the result for teacher to get reference in learning process at SMAN 12 Makassar and can also develop teaching materials according to students needs.

2. Practical benefits

The result of this research hope to be reference for the next researcher to be used for additional reference in conducting a research with the same content of the topic. Specially for students English education department.

#### E. Scope of the Research

This research focusess on what are elements active of self esteem between male and female in formal communication (academic situation) in their own ways especially for students twelfth grade at SMAN 12 Makassar.



## CHAPTER II

### RIVIEW OF LITERATURE

#### A. Related Research Finding

There are related previous studies were used in the study: the first is Bramantyo & all (2019) the Establishments Of Self esteem and self identity. The research aimed to know how to process establishment between self esteem and self identity of teneegers. The design of this research is used qualitative approach with phenomenological method and used Simple Random Sampling Technique. And the result of this study there is Self-esteem that occurs in adolescents includes the need for respect from self, including the growth of self-confidence and develop.

The next research is Febrina & all (2018) the title Self esteem Adolescents. The research aimed to obtain baseline data as the first stage of preparation of self instructional training programs as an intervention for early adolescents who had self-esteem problems. The design of this research was single-subject, with A1-A2-A3 design. The results of this study indicated that the boy had low self-esteem related to self competence (part of self esteem) and affected to important areas of development such as academic.

The third research by Aini (2018) the title Self Esteem In Elementary School. The research aimed to increasing self-esteem can create children with good self-concept so that they can overcome various problems originating from the environment.. The result in this research is increase self-esteem in elementary school students who stand out with their competitive spirit at that age. Self-



Based on the study it can be concluded that there is a significant effect between self-esteem and students' public speaking abilities and skills. And also gender factors are for difference in self-esteem.

Based on the study the similarity of this research is self-esteem effect for students' communication and gender also. This research will try to carry out of new something about important elements of self-esteem to know that students have when they communicate especially in formal communication.

## **B. Self Esteem**

### **1. Definition of Self Esteem**

Self Esteem is a one of part important personality someone in their life. According to Salina (2019) self-esteem is describe self-esteem as kind of guiding behaviors, influencing attitudes, and kinds of complex feelings of motivation. And

J.W. (2003) said Self-esteem is a comprehensive evaluative dimension of the self. Self-esteem is also known as self-esteem or self-image. As individual we will not be separated from the individual because humans are essentially social creatures. In interacting properly, someone will respect others or otherwise. However, while one respect another person, someone also should need to respect themselves.

According by Hanani (2019) self-esteem is an evaluation what a person does in a positive or negative way towards something special object is a self.

environment and as a result of the of his understanding of awards, receipts, and others.

According to Mukhlis (Ghufron & wita 2011) said the formation of self esteem began after the individual gained experience and social interaction which previously had the ability to understand preceptions. According to him children often feel unacceptable when they receive ridicule, punishment, excessive bans, and improper commands.

### 3. Elements of Self Esteem

Minev & all (2018) said Self esteem has two elements are Self Knowledge and self awareness. It included the individual's perceptions about their own strengths and weaknesses, abilities, attitudes and values. Its development starts at birth and is constantly developing under the influence of experience.

The process of self knowledge in children especially of teenagers is very important. At this time, adolescents will undergo developmental tasks including being able to adaptation, not only byself but also to this environment , thus adolescents can hold a balanced interaction between themselves and their environment around.

in reality many teenagers have not been able to carry out their duties their development well, including the emergence of anxiety when interact socially with other people, this is due to negative

been done. This assessment refers to all orientations positive or negative towards oneself as a source of strength as well as efficacy.

b. Self Liking

Self-liking is part of social self-esteem related. Where does the process appear to look at yourself like the ratings others have described. that assessment internalizes as an ability individuals to view and value themselves as individuals growing social. Self-liking is an affective assessment about ourselves, self-approval or disapproval to ourselves, as a result of the internalization of values social.

And also Rita & Shawmy (2017) Mention, the important elements of self-esteem students should have

a. Self Power

Self power shows the existence of a person's ability to be able to regulate and control their own behavior and influence others. In certain situations, this power emerges through recognition and appreciation received by one person from another and through the quality of judgment to their opinions and rights. The effect of the acknowledgment is foster a sense of appreciation for their own views and able to resist pressure to conform without consider their own needs and opinions.



Self significance namely the presence of care, attention and affection received from others. Marked by ability as follows:

- a). Self acceptance
- b). Acceptance from parents(family)
- c). Acceptance from friends
- d). Self popularity.

2). Self Power

Self power, namely the ability to be able to regulate and control the behaviour of others. Marked by ability as follows:

- a). Regulate and control the behaviour of others
- b). Recognition and respect from others
- c). Controlling one's own behaviour

3). Self Virtue

Self Virtue namely obedience or following moral standards and ethics. Characterized by the following abilities.

- a). Obedience to moral ethics
- b). Obeying religious rules/principles
- c). Concern for others

4). Self Competence

Next according to Listiyanto (2016) research results There is a difference in self confidence between male and female in carrying out their work. women have more self-virtue and self-confidence in carrying out their duties because they get more protection than male who do. In general, this makes female have strong self-confidence as well as demanding work demands warm, polite, sensitive, and obey the rules to consumers more likely to female. Compared to male who tend to be more stable, dominant, and impulsive so that self confidence and self power will control male.

But another result according to Rosalina & all (2019) in SMAN 1 Taman Sidoarjo female students have a higher of elements self esteem compared male students in science and social class. Female students in science and social classes found they were more sociable and accepted than male students.

#### **4. Characterisites of Self Esteem**

According to Refnadi (2018) the self esteem of the depends on how they judge themselves, which influences their behaviour in their daily lives. This personal rating is expressed in an attitude that can be high and negative.

##### **1). Characteristics of high self esteem**

open to new experiences. Failure experienced, which is considered part of personal development.

b). Attitude

A person with high self esteem considers himself valuable and useful. The attitude you have is a reflection of continuous learning and psychological development.

c). Feeling

High self esteem is displayed according to the feeling of joy and being satisfied with one's life. A person with high self esteem can feel that loves and respects others and can share warmth with and understand others. Any good positive or negative emotions are accepted without rejection.

2). Characteristics of low self esteem

a) Behavioral

People with low self esteem lack respect for themselves. This can be expressed in the thoughts and quotations of the person who first thought of. Individuals often blame the surrounding conditions related to their circumstances, the individual becomes less responsible. Other traits that are visible to individuals with low self esteem are less open to others and tend to move away in society.

b). Attitude



- a) Proud of they work
- b) Easy to accept responsibility
- c) Coping with achievement well
- d) Respond to new challenges with enthusiasm
- e) Feeling able to influence others
- f) Show a wide range of feelings and emotions

## 2) Characteristics of low self esteem

According to Yari (2012) Adolescents who have low self-esteem will tend to feel that he is incompetent and worthless.

Besides that, teenagers with low self-esteem tends not to dare to look for new challenges in life, preferring to face things that well known and likes things that are not full with demands, tend not to feel sure of thoughts and the feelings they have, tend to be afraid to face the response from others, are not able to foster good communication and tend to feel life is not happy. Child characteristics who have low self esteem according to Clemes and Bean are:

- a) Avoid situations that can trigger anxiety
- b) Underestimating his talent
- c) Feeling that no one appreciates it
- d) Blaming others for their own weaknesses

person to whom this message is conveyed is called a communicator (communicator). Meanwhile, people who received bills are comrades. Strictly speaking, communication means the process by which the Communicator delivers a message to the communicant.

And also according to Ana & all (2020) Communication is a process of interaction between humans and humans and also between humans and the environment. two or more individuals interact and influence each other's ideas, opinions, beliefs and attitudes They can exchange information through speech, gestures, body parts, signs and symbols, expressions, etc. communication is the process of conveying information, ideas, emotions, expertise and others. Trough the useof symbol such as words, pictures, numbers D Mitha (2016).

Based on the description above , it is concluded that communication is tools or media to be interaction, sharing, and adaptation with another people and environment.

### **1. Types of Communication**

There are types in the cintext of communication according to how an communication is carried out. According to Nurdin (2017) divide the types of communication into four parts, namely:

1. Communication with oneself (intrapersonal communication)
2. Interpersonal communication
3. Public communication

In general, interpersonal communication (interpersonal communication) can be interpreted as a process of exchanging meanings of people who communicate with each other. This communication is carried out by two or more people and occurs direct contact in the form of conversation. Can take place with face to face or through communication media, including telephone, or radio communications.

### 3. Group Communication

It is a face-to-face interaction between three or more people for the same purpose already known, such as information sharing, which problem solving members can remember the personal characteristics of other members appropriately.

### 4. Organizational Communication

Organizational communication can simply be defined as communication between people that occurs in an organizational context. From with this understanding, we can understand that communication organization is a communication process that takes place both formally and informal in a system called an organization.

Rahma (2016) said formal and informal communication relationships are included in the organizational communication, although all organizations must communication with various parties in achieving goals, it is necessary it is known that the approach used between one organization and other organizations may vary or vary.



For small organizations with only a few members conveying information to them is a job which is quite complicated. In general, communication patterns can be distinguished into formal communication and informal communication.

#### 5. Mass communication

A process by which media organizations produce and disseminate messages to the public at large. On the other hand, mass communication is also defined as the communication process by which messages from the media are searched for, used and consumed by the audience. From this brief limitation, we can see that the main characteristic of mass communication is the existence of mass media as a means of communication in spreading the message.

#### D. Communication for Students

As the main thing in self, communication is very important in all kinds of human beings. According to Widiarti, & Sari (2019) Skill basic communication is needed by many people, including students. Skills students to be able to speak increasingly needed in various types of forums, such as discussions, meeting, presentation, and so on.

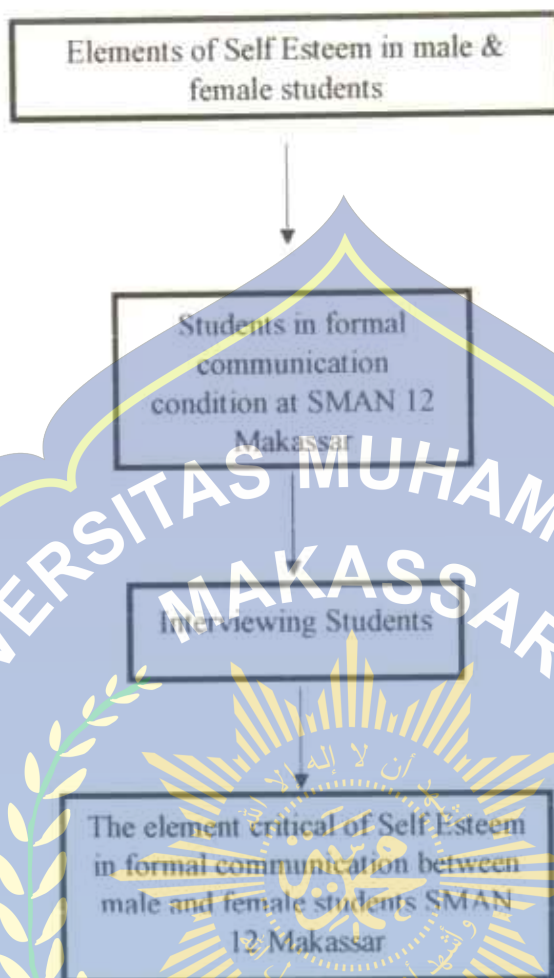
Efforts to improve communication for students by developing self-concept in students' self-esteem. According to Rao (2016) How we communicate is influenced by our self concept especially self esteem. Good interpersonal communication improve self esteem in someone in

their work (Kusuma & Sunarto 2017). Self Esteem is some important needed by students to communicate with teachers and friends with through communicate process students can sharing their minds, ideas, thoughts, and intentions. And also with communication students can needs a means to deliver messages.

All male and female students or it can be said that gender has its own differences in communication. such as manners, ways of communicating, ways of language and much more. According by Ambar (2017) Said Gender has an important role in fostering interpersonal relationship. Gender is a component that always appears in various interpersonal relationship such as family or friendship. Male and female students have their own characteristics and differences in learning English as a foreign (Natsir 2016).

The differences and problems in the way of communication are closely related to the self-esteem of each student. According to Pribadi & Erdiansyah (2019) Self-Confidence has a significant effect on interpersonal communication skills ( Interpersonal Communication) and Self Esteem has a significant effect on skills interpersonal communication ( Interpersonal Communication). And also according Juwita, Agung , Rosy ( 2011) There is a significant and positive relationship between self-confidence and speaking anxiety publicly to students. The higher the confidence, the lower the public speaking anxiety in students, conversely the lower self-confidence, the higher the level of public speaking anxiety in students.

#### E. Theoretical and/ or Conceptual Frameworks:



**Figure 2.1 : Conceptual Framework**

The above conceptual framework describes the research that researchers conduct. Researcher first observe the state of formal communication in the SMAN 12 Makassar. Second the researcher interview the student to make sure students have what their problems when their presentation in front of class, talking, quiz with their teachers and friends. And the last, the researcher analyze the element critical of self esteem in formal communication between male and female at SMAN 12 Makassar.

teachers, the research focused on males and females to be informed of interview that make sure the students male female have critical elements in formal communication.

### 3. Documentation

To analyse the results of this research, researcher used a voice recorder and take pictures for observation and interviews as documentation material.

#### **D. Data Collection Technique**

In this research , researcher used some data collection techniques. The first observation observing the situation in the field. How to students interact in formal communication. The second researcher interview the students to make sure the element critical between male and female in formal communication. After gathering observation and interview data the researcher was summarize the findings , and draw some conclusions from such findings.

#### **E. Data Analysis Technique**

In this research, the researcher analyze the data after the data from interview collected. According to Miles, Huberman, and Saldana (2014) data analysis includes three stages:

##### 1. Data Condensation

Data condensation refers to the process of selecting , focus, simplify, abstract, and tranforms data thatis close to the whole part



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter covers about discussed the findings and discussion. The outcome described the results of the data collected on the interviewing and the discussion explained and interpreted the results. Results of research on the critical elements of self esteem between male and female students in formal communication described in the following explanation.

#### A. Findings

In this chapter, the researcher presents data on the critical elements of self esteem between male students and female students in twelfth grade or XII MIPA 3 at SMAN 12 Makassar with a focus on 8 males and 8 females. At the same time, the researcher collected data through observation and interview to find out the critical elements of self esteem in formal communication their own ways. And the data were analyzed by the descriptive and qualitative method using the theory of Sugiyono (2017). Researchers of course, found some observational data when subjects were in front of the class. This data shows the elements of self esteem in interaction to answer a question until the end and how their communication.

##### 1. Observation

Here is some discussion and observation situation. When they were in class on Monday, January 3, their teacher ordered them to pass on ideas to their friends in the class, a lesson before explaining the topic. Data was explained differently in class. Different ways of conveying ideas. For example:

communicating formal situations with their ways. and male students also in the learning process as in analyzing observations, male students are not worried about grammar and Also For the data, male students in class has an even voice saying a word or asking something.

#### b.1. Self Significance

M 1 : *"I use English sometimes when I understand and my teacher its okay with that"*

*" yes, I have way prepare like open the material before"*

M 2 : *"female dominant good speak between male"*

M 3 : *" yes, I belive with my speaking and more make a good"*

*" yes , caraku yaitu mengingat Kembali materi "*

M 4 : *" my way in communicate in the class is try speech even if its wrong"*

FM 3 : *" some males are fluent in speaking especially in the class..."*

*" and answering the question with my teacher and friends when I know the mean"*

*Extract Interview data*

Based on the data, the researcher found that male students also have elements active in communication is self significance. male students feel accepted by answering according to knowledge, how to answer and in preparing themselves in the learning process and it is accepted by friends and even teachers in formal communication in the classroom.

#### b). Female students

Extract 02:

FM 7 : *"when speech English I fast to get the point , let alone just communicate in class"*

FM 1 : *" I feel happy when communicate with each other uses English make me learn and improve my speaking "*

*" honestly I popular between my friends, such us when someone ask about material or vocabulary*

FM 2 : *" I excited cause English class does not make me nervous"*

*Extract 02: interview data*

Extract 01 and extract 02 indicate based on response female students the researcher found that one of element active in communication in the class is self competence. students feel they can understand the material and communicate with teachers and friends. according above, some students feel confident that they are successful in communicating and interacting in class. and also female students are satisfied with the success in their abilities. And in observation situation "FM 6" can explain the material with her competence and knowledge.

#### b.2. Self Significance

Extract 01

Female students usually they tend to go to the teacher's place and

*Extaret 01 : Observation analyze*

The research found in observation situation when they were in class on Monday, January 3 heir teacher ordered them to

pass on ideas to their friends in the class. A lesson before explaining the topic

After conveying the idea, the teacher wants to have time to bring the group together and ask questions about the assignment. There are 5 female students they tend to go to the teacher's place and ask about the task.

Extract 02:

FM 1 : *" I speak English only with my teacher and with friends I use Indonesian language because some cant speak English "*

*"my way following the teacher how to speak and noting the unknown vocabulary"*

FM 2 : *" my way is learning by watch movies and songs "*

FM 4 : *" kadang pakai Bahasa inggris dan Bahasa Indonesia untuk memudahkan dalam berkomunikasi "*

*" kalau berintraksi kadang saya paham tapi tidak bisa menjawab dalam Bahasa inggris "*

FM 6 : *"I speak in English with friends and with teacher use bahasa "*

*" I more confident because I have a way of memorizing vocabulary before English class "*

*" I feel doubt to speak in English with teacher but when communicate in the class with friends use bahasa I enjoy "*

FM 7 : *" I use English because one aspect assessment from teacher "*

FM 8 : *" sometimes use English in communication, if suddenly I cant*

Extract 02: Interview data

Based on the observation and answers, female students also showed self-significance as one of the active elements in formal communication in the classroom. in a way as conveyed by the female students above that they answered in their known way of communicating. self-



acceptance makes it easier to communicate, what will be conveyed in class.

### 3. Types of Critical Elements of Self esteem Between Male and Female Students Informal Communication

#### a. Male students

##### a.1. Self Power

Extract 01;

M4 : Stand up, introduce the name and immediately convey what the narrative text is based on that understanding.

Male students For the data, the in class he has an even voice saying a word or asking something.

#### *Extract 01. Observation analyze*

In the class observation situation, when male, a lesson before explaining the topic. Data was explained differently in class. Different ways of conveying ideas. For example:

"M4 ": Stand up, introduce the name and immediately convey what the narrative text is based on that understanding. Also for the data, mostly the male students in the class have an even voice saying a word or asking something in when they interaction.

yourself as you are. The main impact of the treatment and affection is to create a meaningful feeling, important (sense of importance) in him.

b). Female Students

b.1. Self Competence

Extract 01:

FM 3 : *" I feel like it when I understand what my teacher say and also my friend when our speak "*

FM 3 : *" I used English according to ability both in material and in communication with each other "*

FM 5 : *" sure, I use English for communication and slow when speech as no be wrong "*

*Extract. Interview data*

Based on the data the researcher found that Self competence element active when their communicate. Because self competence is a feeling of ability that is owned according to them self. According to Vara (2018) This aspect is a self-assessment that considers himself capable, has potential, is effective and can controlled and reliable. Self competence is the result of success in manipulating the physical and social environment that related to the realization of the achievement of goals.

b.2. Self Significance

Extract :

FM 6 : *" Female more think about what they wil say "*

FM 7 : *" Female more know to speak English "*

M 7 : *" Female more confidents and smart with them English... "*

M 6 : *" Female more movement when speak ... "*

The data female students the researcher found that female students also has element active is self significance. Some female students have similarities in communicating but have their own goals. self-significance that arises because of his self-acceptance shown by others.

## **B. Discussion**

In this part the researcher discussed the result of the findings that had been found from the research in accordance with the scope of this research. The discussion about the elements active of self esteem between male and female students in formal communication.

The male and female students has elements active when their interaction with the teacher and friends in the class and has difference ways in communication. It is proven by the male students has active elements are self power and self significance . first element active is self power, male students claim on they has basic skill but they can communication each other. Also mostly don't respect the grammar and made another unique speech like British Voice to practice English in front of the class. And male students usually says what the other person wants to say as long as he understands what male students said.

Elements active in male students also is self significance male students feel accepted by answering according to knowledge, how to answer and in preparing themselves in the learning process and it is accepted by friends and even teachers in formal communication in the classroom. It is in accordance with Rosani (2021) Male have self power, which is a symbol of

strength within themselves both physically and communication of achievement competence/intelligence, life achievement, and more abilities. And also atna (2018) every male student has self significance in himself as a form and meaning of self. The appearance of this element is influenced by the environment. aspects of him are accepted by those closest to him.

Furthermore , based female students statements in this research they has elements active when their communication are self competence and self significance. The statement is mostly they practice speech before and they speak with confident using English language. Thats way self competence is one of element active in female students , also self significance the researcher found in female students. Based on the findings they using 2 language to make it easier for them to communicate and it is accepted by the teacher and their friends in class.

This is line by Ekawardhani & all (2019) In female students, the aspect of self-competence that exists within them is a general assessment of oneself related to self-ability, has something of value, and has value in the eyes of others, and is one aspect of personality that has an important role and influences attitudes and behavior. individual. Also according to Juwita & all (2011) In the process of interaction, female students really need respect and meaning in communicating with each other in order to build and support their development themselves.



Based on the findings, that the male and female students has the same active is *Self Significace* when they interaction and communication. Their similarities are based on what 5 male students statements, namely heve their own way of preparing themselves when studying in class, especially when speech like try speech even if its wrong. For female students the form of similarity is have a way as they claim to have more gestures and movements when they interact.

And this line supported by Nirmalasari & Masusan (2019) Generally, female and male have more expressing their condition in communicate each other. As shape they abilities accepting their self when. So that the emergence of self significance in their self esteem respectively.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is divided into two sections, the first section deals with findings and conclusions and the other section deals with suggestion.

#### A. Conclusion

Based on the findings and explanations of the data, males and females have critical elements of self esteem informal communication. interaction in the class, there were questions from the instructor and friends in the interview of the 37 students with 8 male and 8 female students have critical elements of self-esteem. Additionally, the researcher focused on 8 males and 8 females who had already what they have critical elements of self esteem.

Students have elements self esteem when they communicate based on student statements in interviews which are their own way, male students communicate directly even though the language arrangement is not good, but listeners understand what is meant so that males have active self Power (self confidence) and self significance elements when communicating and interacting while female elements are active, self competence and self significance. female tends to think about the order of language and convey it slowly so that it is easy to understand. Therefore, students are focused on their own ways when the interaction in the classroom is in the learning process.

It was supported by a statement of according to Kristiawati (2020)" that students they have the different elements self esteem when speech to present

the matery in front of the class or communicate each other. They still have the unique and has the creative more of."

## B. Suggestion

Considering the results of this study, the researcher proposes sentences as follows:

For students, they receive cross-language support in English because they are still learning. And they usually make mistakes, make mistakes when speaking English, or practice English when presenting material in class. In particular, always take advantage of the self-esteem elements you have behavior is studied to help students deepen their understanding of how to speak beautifully and good.

For teacher, teachers need to have a suitable approach to students by knowing students' learning styles in English classes. Teachers need to encourage students who are less involved in communication interactions such as in discussions and quizzes, also, provide interesting topics to stimulate the self-esteem element in students.

For future researchers interested in conducting similar studies, this study may be used as a reference to support their own studies. The sample for this study had a total 18 of respondents. They also recommend conducting research for a longer period of time to get more reliable and more reliable data.

The purpose of this study was What are the critical elements of self esteem between male and female students' informal communication. Therefore, it is

expected that the limitations of this study will stimulate other researchers wishing to conduct similar studies to learn more about it.





## BIBLILIOGRAPHY

- Alvaynah Navara (2018). Hubungan Antara Body Image Dissatisfaction Dengan Self Esteem Pada Pegawai Bank. *Universitas Islam Indonesia.. UII handle Journal 2018*
- Bagus Dwi Bramantyo, Dinda Rakhma Fitriani (2019). Proses Pembentukan self esteem dan Self Identity Pada Remaja Geratin Depok. *Universitas Gunadarma Depok. WACANA, Volume 18 No. 2, Desember 2019, hlm. 191 - 202*
- Chadiza Ayumas Hanani (2019). Pengaruh self esteem terhadap risiliensi pada mahasiswa tahun pertama program studi kedokteran. *Universitas Negeri Jakarta*
- Dian Fitri Nur Aini (2018). Self Esteem pada Ana Usia Sekolah Dasar. *Universitas Muhammadiyah Malang. Jurnal Pemikiran dan Pengembangan SD. Volume 6, Nomor 1*
- Dr. Garalka & Darmanah, S.E., MM (2019). Metodologi Penelitian. *CV. HIRA TECH- Lampung. 48-54*
- Dilla Tria Febrina, Puji Lestari Suharso, Airin Yustikarini Saleh (2018). Self Esteem Remaja Awal. *Journal Psikologi Insight UPI*
- Febrita. Suci Shawmy (2017). SELF ESTEEM PADA KELUARGA BROKEN HOME. *Univeritas Mercu Buana Yogyakarta. E-Jurnal Universitas Mercu Buana Yogyakarta*
- Fani Juhanto Perdana (2019). Pentingnya Kepercayaan Diri dan Motivasi Sosial Dalam Keaktifan Mengikuti Proses Kegiatan Belajar. *Sekolah Tinggi Ilmu Kesehatan Cirebon. The Journal of Social and Economics Education.*
- Kusuma, Edric, Sunarto. (2017). Strategi Komunikasi Antar Pribadi Dalam Rangka Meningkatkan Kinerja di PT Granton Marketing. *Jurnal Komunikasi Universitas Tarumanagara. 1*
- Linda., Lestari., Rost., Muswardi., Nayasari., Shinta (2019). Hubungan kepercayaan Diri Dengan Komunikasi Interpersonal Siswa SMP 7. Retrieved from 19/07/2021 <http://jurnal.fkip.unila.ac.id/index.php/ALIB/article/view/19795/139>
- L. R. Gay, Geoffrey E. Mills, Peter Airasian (2012). EDUCATIONAL RESEARCH. Competencies for Analysis and Application. Library Of Congress Cataloging-in-Publication Data- United States of America. PART IV QUALITATIVE DATA METHODS .384

Mario Listiyanto (2016). Perbedaan Self Confidence Ditinjau Dari Jenis Kelamin Karyawan Salatiga. *Universitas Kristen Satya Wacana. Journal Edu UKSW*.

M. Minev, B. Petrova, K. Mineva, M. Petkova, R (2018). Strebkova. Self Esteem In Adolescents. *Trakia Journal of Sciences*, No. 2

Naria Fitriani (2018), Perbedaan gaya Bahasa laki-laki dan perempuan pada penutur Bahasa Indonesia dan Aceh. Retrieved from 20/07/2021

<https://jurnal.ar-raniry.ac.id/index.php/equality/article/view/4486/2948>

Naomi Ainun Hasanah, Wildan Saugi (2021). Fenomena Ketidakpercayaan Diri Mahasiswa IAIN Samarinda Ketika Berbicara di Depan Umum. *Borneo Journal of Islamic Education*.

Noerma Rosalina, Najlatun Naqiyah, Tamsil Muis (2019). Differences in the Level of Self Esteem in Science Class and Social Class Students of SMA Negeri 1 Taman Sidoarjo ( in Terms of Gender). *Postgraduate program in Guidance and Counseling, State University of Surabaya, International Journal of Multicultural and Multireligious Understanding*.

Rosenberg, M. (1965). *Society and The Adolescent Self-Image*. New Jersey: Princeton University Press

Saldana, Miles & Huberman (2014). *Qualitative Data Analysis*. America: SAGE Publications.

Sampthirao, Prabhakararao. (2016). Self-Concept and Interpersonal Communication. *The International Journal of Indian Psychology*, 3, 177-189

Santrock, J.W. (2003). *Adolescent- Perkembangan Remaja*. Jakarta: Erlangga

Tomy MY PN (2020). The Correlation Between Students Self Esteem Achievement At University Of Malang. Retrieved from 14/07/2021  
<http://www.riset.unisma.ac.id/index.php/jp3/article/view/5586>

A

P

P

UNIVERSITAS MUHAMMADIYAH  
MAKASSAR

N

I

C

E

S

## APPENDIX I

According to (Priyadi & Erdiansyah 2019), the use of interviews in obtaining information about self-esteem is through in-depth interviews. indicators used in self esteem self power, self competence, self significance, self virtue.

Technically, the researcher was uses a interview method for students to know for themselves the critical elements of self-esteem in formal communication.

### Interview guidelines

Research Question	Indicators	Questions
1. What are critical elements of self esteem between male and female students in formal communication in their own ways?	1. Self Power 2. Self Competence 3. Self Virtue 4. Self Significance	1. According to your gender, do you use English if you communicate with your friends in the class? 2. How do you communicate in English in class with each other? 3. What do you feel when you communicate each other use English in the class? 4. From your experiences, what is the differences of speech in using English between male and female?
2. What types of critical elements self esteem found in		5. Do you hesitate to use English when communicating in class?



between male and female students in formal communication?	6. What is your perception of when you communicate English in class with each other? 7. Do you have a way to prepare when to communicate in English in class with each other? 8. Are you use English for make your popularity your self? 9. Do you use English language when answer questions with you teacher and your friends?
---	---



The next day, the researcher noticed that on Tuesday, January 4, when they were learning to read the narrative text, they tried to present their own narrative text. They give presentations and other speeches. Also, has a different intent, which sounds good because depending on, the language is more creative by their self esteem way. For example, when you comment on the shoes of friends.

"FM 2": "You have nice shoes."

"M 7": "The shoes are great. Where did you buy them?" I want to know."

And females have different parts of speech. When they want to answer a question, they answer it differently they have their own way.

"FM 1": Let me answer the question.

"M 8": "I will answer your questions."

Such as, for answer the question from their friends they have the difference way. Afterward, the researchers found some critical data from students who displayed differences between "M" and "FM", based on the observations have shown that "FM" can practice their English in front of the class, and students "M" mostly don't respect the grammar and made another unique speech like British Voice to practice English in front of the class. And "M" usually says what the other person wants to say as long as he understands what "M" said. Also, "M" and "FM" have different characteristics according to their self esteem by themself.

For the data, the "M" in class has an even voice saying a word or asking something. Also, "FM" likes a tourist language to communicate with each

## THE RAW DATA OF INTERVIEWER AND RESPONDEN

These were report of interview:

- a. The purpose: with this interview to know what are critical elements of self esteem between male and female students in formal communication with their own ways.
- b. Topic of interview : The critical elements of self esteem between male and female students informal communication
- c. Place : in the XII MIPA 3 class
- d. Date : at Tuesday 4<sup>th</sup> January 2022
- e. Time: at 13.00 WITA – Finish
- f. Informed : 8 males and 8 females, There are :

Males :

1. Saputra
2. Sanjaya
3. Arya
4. Michael
5. Yusuf

Females:

1. Aulya
2. Airu
3. Muthmainnah
4. Ramadhani
5. Aisyah

6. Refqya

6. Fadillah

7. Fauzan

7. Azzahra

8. Wahyudi

8. Aulia

g. Interviewer : The researcher ( Rezky Tiara Syafitri.S)

h. Transcript of Interview Results:

**Student 1 Male Saputra (Tuesday 04<sup>th</sup> January 22 13.10 Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response :** According him personal gender not use English when communicate because stammering in English

**The Reseacher:** How do you Communicate in English in class with each other?

**The student response :** him understand what their teacher and friends are saying but can't answer

**The Reseacher:** What do you feel when you communicate each other use English in the class?

**The student response :** he not use English cause they feel uptight when speak English

**The Reseacher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response :** him experiences yes have difference cause females have more know vocabulary between male

**The Reseacher:** Do you hesitate to use English when communicating in class?

**The student response:** he yes always nerveous when talk with friends and teacher in the class



**The Reseacher:** What is your perception of when you communicate English in class with each other?

**The student response:** him perception not confident when in the class

**The Reseacher:** Do you have a way to prepare when to communicate in English in class with each other?

**The student response:** the way him is Sometimes prepare like open the material

**The Reseacher:** Are you use English for make your popular your self?

**The student response:** Not

**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The student response:** they use sometimes when understand what teacher and friends say

**Student 2 Sanjaya (Tuesday 04<sup>th</sup> January 22 13.27 Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According him personal gender Not, used english language only when communicate with teacher

**The Reseacher:** How do you Communicate in English in class with each other?

**The student response:** him have basic using English language communicate with each other

**The Researcher:** What do you feel when you communicate each other use English in the class?

**The student response:** he feel relaxed

**The Researcher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** from him experience there is difference speech male and female, female dominant good speak between male

**The Researcher:** Do you hesitate to use English when communicating in class?

**The students response:** he hesitate use English

**The Researcher:** What is your perception of when you communicate English in class with each other?

**The students response:** Him perception should more learn about English

**The Researcher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** he not a way for communicate in the class

**The Researcher:** Are you use English for make your popular your self?

**The students response:** not use for popularity

**The Researcher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** him use Sometimes, but more use Indonesian language

**Student 3 Male Arya (Tuesday 04<sup>th</sup> January 22 13.40 Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According him gender, yes they use

**The Reseacher:** How do you Communicate in English in class with each other?

**The student response:** him communcice relaxed when interaction

**The Reseacher :** What do you feel when you communicate each other use English in the class?

**The Student response:** him feel good cause they can answer and interaction use English language

**Ther Reseacher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** him experiences, nothing differences mala and female speech male and female

**The Reseacher :** Do you hesitate to use English when communicating in class?

**The student response:** he never hesitate when communicate cause

**The Reseacher: :** What is your perception of when you communicate English in class with each other?

**The students response:** him opinion, they believe can make their self more good him self specially to speaking

**The Reseacher:** Do you have a way to prepare when to communicate in English in class with each other?

**The student response:** he have a way before like recalling about the material

**The Reseacher:** Are you use English for make your popular your self?

**The student response:** him yes used English when him communicate cause they want like native speaker interaction

**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The Student response:** yes he answer used English language but sometimes they forget the vocabulary so they slowly to answer

**Student 5 Male Michael (Tuesday 04<sup>th</sup> January 22 14.03 Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The Student response:** According him, they don't use

**The Reseacher:** How do you Communicate in English in class with each other?

**The student response:** when communicate, him slowly for speech and interaction with each other so that friends and teacher understand what they mean

**The Reseacher :** What do you feel when you communicate each other use English in the class?

**The Student response:** him feel good cause they can



**Ther Reseacher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** from him experience have difference but not significance only gesture between male and female

**The Researcher :** Do you hesitate to use English when communicating in class?

**The student response:** he hesitate using English for communicate cause he scared

**The Reseacher:** : What is your perception of when you communicate English in class with each other?

**The students response:** him opinion for reading they have good skill but in speak they not that smooth

**The Researcher:** Do you have a way to prepare when to communicate in English in class with each other?

**The student response:** he have a way prepare communicate is practice in front of mirror at his house

**The Researcher:** Are you use English for make your popular your self?

**The student response:** him used English language for communicate not for popular but his understand about topic

**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The Student response:** yes he answer used English language but sometimes his used Indonesian language if they not understand

**Student 5 Male Yusuf (Tuesday 04<sup>th</sup> January 22 14.09 Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According him gender his use English when communicate

**The Reseacher:** How do you Communicate in English in class with each other?

**The student response:** his communicate depend on using English like wheter he understand or not

**The Reseacher:** What do you feel when you communicate each other use English in the class?

**The student response:** he feel relaxed when he uses English for communicate

**The Reseacher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** from him experience there is no differences between male and female students in communicate in class specially in this classss

**The Reseacher:** Do you hesitate to use English when communicating in class?

**The students response:** he doesn't feel nervous when using English to communciate

**The Reseacher:** What is your perception of when you communicate English in class with each other?

**The students response:** according to him he has basic English and he cant communicate in the class

**The Reseacher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** he has a way for communicate in the class is try speech even if its wrong

**The Reseacher:** Are you use English for make your popular your self?

**The students response:** he using English not for self popular but for learn and talk in the class

**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** he uses English when he knows what teacher and friends means

**Student 6 Male Al Fareza (Tuesday 04<sup>th</sup> January 22 14.12 Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According him gender they not use English for communicate

**The Reseacher:** How do you Communicate in English in class with each other?

**The student response:** his communicate slowly when speak so that it easy for others to understand

**The Reseacher:** What do you feel when you communicate each other use English in the class?

**The student response:** he feel nervous because he doesn't much knowledge about vocabulary

**The Researcher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** from him experience there is difference male and female when communicate. For female they have much more movement when speak and male calm when speak

**The Researcher:** Do you hesitant to use English when communicating in class?

**The students response:** he hasitant using English when communicate

**The Researcher:** What is your perception of when you communicate English in class with each other?

**The students response:** according to him he has lack of knowledge of English

**The Researcher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** he not a way to prepare for communciate

**The Researcher:** Are you use English for make your popular your self?

**The students response:** he using English not for self popularity

**The Researcher:** Do you use English language when answer questions with you teacher and your friends?



**The Reseacher:** Do you hesitate to use English when communicating in class?

**The students response:** he doesn't hasitate. his more confident

**The Reseacher:** What is your perception of when you communicate English in class with each other?

**The students response:** according to him he has basic English and he more improve English also speech for him enviroment

**The Reseacher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** he has a way for communicate in the class only when given the task of remembering it again

**The Reseacher:** Are you use English for make your popular your self?

**The students response:** he using English because English is international language and his can interact with international people too and his learn because his future because English is important

**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** he uses English for answering and communicate in the class

**Student 8 Male Wahyudi (Tuesday 04<sup>th</sup> January 22 14.06 Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According him gender his not use English when communicate

**The Reseacher:** How do you Communicate in English in class with each other?

**The student response:** when he communicate he was calm so as not forget what he waoing to say

**The Reseacher:** What do you feel when you communicate each other use English in the class?

**The student response:** he feel when communicate with friends is quite calm but when with the teacher a little nervous

**The Reseacher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** from him experience there is difference between male and female male communicate more often while female sometimes

**The Reseacher:** Do you hesitate to use English when communicating in class?

**The students response:** he said at he beginning, he was hesitant to use English for communicate but now its good

**The Reseacher:** What is your perception of when you communicate English in class with each other?

**The students response:** according to him he has basic English specially for speaking

**The Reseacher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** he has a way before communicate practice with friend talk

**The Reseacher:** Are you use English for make your popular your self?

**The students response:** he uses English language for communicate only when he is studying english

**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** he uses English language when he knows the answer he will use English

**Student 1 female Aulya (Tuesday 04<sup>th</sup> January 22 13.15 Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According to her , she use English for communicate

**The Reseacher:** How do you Communicate in English in class with each other?

**The student response:** her communicate use English language for communicate with teacher but with her friends uses Indonesian because some can speak English

**The Reseacher:** What do you feel when you communicate each other use English in the class?

**The student response:** Her feel happy when communicate with each other uses English other than that can her learn and improve her skill speaking , English is one of favorite her subjects

**The Reseacher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** according her experiences, there is no different of speech using English between male and female

**The Reseacher:** Do you hesitate to use English when communicating in class?

**The students response:** her feel sometime hesitate if her talk with another friends with a good English skill .

**The Reseacher:** What is your perception of when you communicate English in class with each other?

**The students response:** according to

**The Reseacher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** her has a way that is to follow the teacher way of speak by noting the unknown vocabulary

**The Reseacher:** Are you use English for make your popular your self?

**The students response:** her said , she is popularized by her friends , such as when someone asks her about a new vocabulary in a movie or gae that uses English .



**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** her said when her understand she use English

**Student 2 female Angini (Tuesday 04<sup>th</sup> January 22 13.20Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According to her, she uses English sometimes in the class

**The Reseacher:** How do you Communicate in English in class with each other?

**The student response:** when her communicate she uses English with teacher but with friends sometimes she use Indonesian language

**The Reseacher:** What do you feel when you communicate each other use English in the class?

**The student response:** Her feel exciting because make she not nervous when English class

**The Reseacher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** according her experiences, there is a difference when speech, female are more likely to be fluent when speaking while male are good at writing

**The Reseacher:** Do you hesitate to use English when communicating in class?

**The students response:** in the class she sometimes feel hesitate like when she afraid of mispronouncing when speak

**The Reseacher:** What is your perception of when you communicate English in class with each other?

**The students response:** her opinion , she likes to learn English, therefore there is always progress in her

**The Reseacher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** She has a way it's learning English movies and songs

**The Reseacher:** Are you use English for make your popular your self?

**The students response:** her uses English language other than to study just to make fun with other

**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** sometimes her uses English and Indonesia when she not understand the question

**Student 3 female Muthmainnah (Tuesday 04<sup>th</sup> January 22 13.24 Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According to her , she sometimes use and not in communication

**The Researcher:** How do you Communicate in English in class with each other?

**The student response:** use English according to her ability both in material and in communicate each other

**The Researcher:** What do you feel when you communicate each other use English in the class?

**The student response:** Her feel likes it when her understands what is meant in communicate

**The Researcher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** According her experiences, there is a difference in the class some males are fluent in speaking especially in their class and while females is still in the learning process

**The Researcher:** Do you hesitate to use English when communicating in class?

**The students response:** her said, she still feels hesitant to speak in English because it is not the main language

**The Researcher:** What is your perception of when you communicate English in class with each other?

**The students response:** her opinion, She feels that she already has the basics but is still lacking in how to read and write in English

**The Researcher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** She has a way is at the course she always improves and learns more, especially speaking in English

**The Researcher:** Are you use English for make your popular your self?

**The students response:** her uses English language not for popular but she uses understand about material

**The Researcher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** in-class she uses English both with the teacher and with friends to interact

**Student 4 female Ramadhani (Tuesday 04<sup>th</sup> January 22 13.32 Wita)**

**The Researcher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According to her, she uses English and Indonesian in class to make it easier for them to communicate

**The Researcher:** How do you Communicate in English in class with each other?

**The student response:** when she wants to talk, she takes notes first what will be said to make it easier for him to speak and communication

**The Researcher:** What do you feel when you communicate each other use English in the class?

**The student response:** Her feel normal but is always motivated to improve his abilities



**The Reseacher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** According her experiences, there is a difference in there is a big difference in females have more hand movements when speech in the class

**The Reseacher:** Do you hesitate to use English when communicating in class?

**The students response:** her said, she still in doubt for fear of being wrong in the pronunciation

**The Reseacher:** What is your perception of when you communicate English in class with each other?

**The students response:** her opinion, she usually knows what is being said but can't answer in English

**The Reseacher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** She more confident because she has a way of memorizing vocabulary before study time English in the class

**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** in-class she answering uses Indonesia language because she doubt

**Student 5 female Aisyah Amalia (Tuesday 04<sup>th</sup> January 22 13.44 Wita)**

**The Researcher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According to her , she use English only with teacher for communication

**The Researcher:** How do you Communicate in English in class with each other?

**The student response:** she said always slow when speaking so as not to be wrong

**The Researcher:** What do you feel when you communicate each other use English in the class?

**The student response:** Her said sometimes feel weird because you're not used to it

**The Researcher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** According her experiences, there is not a difference male and female speech

**The Researcher:** Do you hesitate to use English when communicating in class?

**The students response:** her said, sometimes she hesitates because he doesn't speak fluently and lacks in communication

**The Researcher:** What is your perception of when you communicate English in class with each other?

**The students response:** her feel basic skills possessed in English are still lacking so that in communicating she only know some vocabulary

**The Reseacher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** She has a way remember what the teacher said about material

**The Reseacher:** Are you use English for make your popular your self?

**The students response:** her uses English language not for popular

**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** in the class she answer in English and indonseian language

**Student 6 female Fadila (Tuesday 04<sup>th</sup> January 22 13.48 Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According to her, its okay not to use English in communication in class

**The Reseacher:** How do you Communicate in English in class with each other?

**The student response:** She use English with friends. When she communicate with her teacher she answer with bahasa

**The Reseacher:** What do you feel when you communicate each other use English in the class?

**The student response:** Her feel, when use English in the class with her friends sometimes like feels too formal

**The Researcher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** According her experiences, there is difference . for female they think more about what her to say, while male just say what they know this situation in communicating.

**The Researcher:** Do you hesitate to use English when communicating in class?

**The students response:** her said, she still feels hesitant to speak in English with teacher but when communicate she enjoy with her friends in the class

**The Researcher:** What is your perception of when you communicate English in class with each other?

**The students response:** her opinion, she is still basic in English such as subject matter for speaking , she feels she can

**The Researcher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** the way she has prepare when communicate is read more dictionary in the class

**The Researcher:** Are you use English for make your popular your self?

**The students response:** her uses English language not for popular

**The Researcher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** she said when she answer uses English language



**Student 7 female Fatimah (Tuesday 04<sup>th</sup> January 22 13.52 Wita)**

**The Researcher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According to her , yes she uses English because one aspect assessment from her teacher

**The Researcher:** How do you Communicate in English in class with each other?

**The student response:** she said when communicate she can and fast to get the point, let alone just communicate in class

**The Researcher:** What do you feel when you communicate each other use English in the class?

**The student response:** Her feel sometime find it difficult when there are some friends who not know speak in English and she feel happy when someone can speak English to communicate

**The Researcher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** According her experiences, there is a difference because female more know to speak English

**The Researcher:** Do you hesitate to use English when communicating in class?

**The students response:** her feel, sometimes feel doubtful for fear being wrong such as mispronouncing it does not connect with the topic

**The Reseacher:** What is your perception of when you communicate English in class with each other?

**The students response:** her opinion, she feels is English is quite good among her other friends in the class

**The Reseacher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** She has a way only repeat in her home about the matrial and more practice with her sister speak

**The Reseacher:** Are you use English for make your popular your self?

**The students response:** her uses English language not for popular but she uses understand about material

**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** Yes she uses English for answer and also for communicating in the class

**Student 8 female Aulisa (Tuesday 04<sup>th</sup> January 22 13.55 Wita)**

**The Reseacher:** According to your gender, do you use English if you communicate with your friends in the class?

**The student response:** According to her , she sometimes use and not in communication if suddenly use English her can't

**The Reseacher:** How do you Communicate in English in class with each other?

**The student response:** according to her, when she speech English in the class slowly makes it easy to understand with other friends

**The Reseacher:** What do you feel when you communicate each other use English in the class?

**The student response:** Her feel when communicating like quite nervous

**The Reseacher:** From your experiences, what is the differences of speech in using English between male and female?

**The student response:** According her experiences, there is a difference are she see that when male speak English they are quite nervous and when female can enjoy

**The Reseacher:** Do you hesitate to use English when communicating in class?

**The students response:** her said, she still feels hesitant to speak in English with her teacher but with friends she normally

**The Reseacher:** What is your perception of when you communicate English in class with each other?

**The students response:** her opinion, she have basic English so make her can enjoy in learning process because she understand

**The Reseacher:** Do you have a way to prepare when to communicate in English in class with each other?

**The students response:** She has a way is more practice in the class like talking and remember about material

**The Reseacher:** Are you use English for make your popular your self?

**The students response:** her uses English language not for popular but she uses understand what the topic according her teacher

**The Reseacher:** Do you use English language when answer questions with you teacher and your friends?

**The students response:** sometime she using English for answer the question.





### APPENDIX III

#### THE PROOF OF OBSERVATION & INTERVIEW









UNIVERSITAS MUHAMMADIYAH  
MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN





## CURRICULUM VITAE



Rezky Tiara Syafitri. S was born on January, 27<sup>th</sup> 2000 in Makassar, South Sulawesi. She has one sister and three brother. She is last child from the marriage of her parents, M. Saad and Hasmin.

She began her education in SD Negeri Borong Makassar and graduated in 2011. She continued her study in SMPN 8 Makassar and graduated in 2014, and then she continued her study in SMAN 12 Makassar and graduated in 2017. Her endrolled in English Education Department faculty of Teacher Training and Education, Muhammadiyah University of Makassar in 2017 also. She could finish her study in 2022 with the thesis under the title "The Critical Elements of Self Esteem Between Male and Female Students informal Communication at SMAN 12 Makassar".



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN BEBAS PLAGIAT**

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Rezky Tiara Syafitri S

NIM : 105351121517

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Angka Batas
1	Bab 1	8%	10 %
2	Bab 2	12%	25 %
3	Bab 3	10%	40 %
4	Bab 4	1%	10%
5	Bab 5	0%	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan  
seperlunya.

Makassar, 25 Januari 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

  
Nursinah, S.Hum., M.I.P

NBM. 964 591



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN

**SMA NEGERI 12 MAKASSAR**

Alamat : Jl. MohaLasuloro No. 57 AntangKec. Manggala Kota Makassar Tel. 0411-492942

**SURAT KETERANGAN PENELITIAN**

**Nomor : 800.2/008-UPT SMA.12/MKS II/DISDIK**

Yang bertanda tangan dibawah ini :

Nama : H.Subhan, S.Pd. M.Si  
Nip : 19670205 199103 1 016  
Pangkat / Golongan : Pembina Utama Muda / IV c  
Jabatan : Kepala Sekolah  
Instansi : SMA Negeri 12 Makassar

Menerangkan bahwa :

Nama : Rezky Tiara Syaftri S  
Nim : 1055351121517  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : FKIP  
Alamat : Jl. Borong Raya Baru 2 Lr 2 No 10

Bersangkutan benar telah melakukan Penelitian di SMA Negeri 12 Makassar dalam rangka penyusunan Skripsi pada Universitas Muhammadiyah Makassar dengan Judul penelitian " **THE CERITICAL ELEMENTS OF SELF ESTEEM BETWEEN MALE AND FEMALE STUDENTS INFORMAL COMMUNICATION NAT SMA NEGERI 12 MAKASSAR**".

Peneltian dilaksanakan pada tanggal 16 Desember s.d 1 Februari 2022

Demikian Surat Keterangan ini diberikan untuk dipergunakan seperlunya.



Makassar, 05 Januari 2022

Kepala UPT SMAN 12 Makassar

H.Subhan, S.Pd. M.Si

Pangkat : Pembina Utama Muda

Nip. 19670205 199103 1 016