

The Correlation Between Students' Self-Esteem and Students' Speaking Skill

Oleh:

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One among many indicators of successful second language acquisition (SLA) is the ability to speak in the target language since learner's ability in producing a speech implies that they have a good communicative competence. This study was a kind of correlational research designed which focused on knowing the correlation between students' self-esteem as independent variable and speaking ability as dependent variable which used quantitative method. Based on the degree of correlation coefficient, value 0,763 of the correlation coefficient showed that there was a strong or highly significant positive correlation between students' self-esteem and students' speaking skill. From the result, it can be said that self-esteem influenced or related with speaking skill. Theoretically, self-esteem take a role to manage, maintain, and develop students by the challenges of learning goals. Besides, this proof also expects special attention to aspects of psychology that can be started by the teacher itself. So, the results of learning will also be more maximal and can be designed the right learning method.

Keywords: *Self-esteem, speaking, learning, correlation*

A. Introduction

Students who can speak the second language is the main goal in learning English because if they just master writing, reading, and listening without speaking skill they will not be trained well to speak. In this case, speaking is rather important and teachers must assign and follow the development of their speaking ability to evaluate their speaking skills. Accordingly, the need for speaking skills is complex because several elements must be mastered and understood. So, the students think that speaking is difficult and they feel unable to speak English. Therefore, in this modern era, the usage of English is important because besides it is an international language it is important too to learn English in the academic world. For the students who need a lot of training to master English, the teacher should deliver the point of "Speaking English is important to be learned".

The researcher tries to collect the students' confessions about their English learning skills through an interview in the classroom. They say that the most difficult skill to be master is speaking. The reason why the speaking activity is difficult is because of shy feeling. Moreover, they do not have good pronunciation skills to spell a word, and actually,

their English teacher does not teach and train a speaking skill in English subject.¹ Whereas, learning speaking is important to push students to train their English competencies and can communicate with English.

Starting with the hope of gaining the best result in students' speaking skills we need to manage students' feelings in the classroom to make them feel appreciated and valued. From this, students will more enjoy while the class had started and ended. Things like this can affect students' performance because it relates to our discussion that is self-esteem. Adler and Stewart proposed that Self-esteem refers to a person's value or overall sense of value. It can be seen as a kind of measure of how a person "evaluates, approves, appreciates, or likes" himself.² Finally, the researcher decided to hold the research in MTs Shirothul Fuqoha', the school located in Gondanglegi regency. The researcher chooses this kind of school because, along with teaching hours, the researcher wants to give a contribution to this research and make a significant result in choosing English skill that is speaking. To held the research, firstly the researcher analyzes students' speaking skills then decides population and sample. This research aims to eliminate students' assumptions about the difficulty of mastering aspects of speech. Whether it's because of the lack of ability, or the confidence of those who need to be trained and developed. As a teacher, we must convince students to perform well. In the end, the researcher would investigate with correlation method entitled "The Correlation between Students' Self-Esteem and Students' Speaking Skill of the Second Year Students of MTs Shirothul Fuqoha'.

The research problem which is the main point in the research has to be arranged first. Consequently, after the researchers find out the research problem, he/she have to decide and bring the topic into their research then arrange the technique to collect the data and collect the data sources.³ Therefore, the researcher conducts this research to know whether the higher students' self-esteem, the higher speaking skill to be. The objective of this research can present with the statement to investigate the relationship between students' self-esteem and their speaking skill of the second grade MTs Shirothul Fuqoha'. The researcher wants to give a contribution to learning study, especially this kind of research to make another rare discussion. The discussion about the relationship between psychological and learning activity is still less than in other studies. The concept of the significance of the

¹ Nazila Nur Aini, Maula Amalia. *Interview* (Sepanjang, 4 February 2022)

²Courtney E. Ackerman. (2021). "What is Self-Esteem? A Psychologist Explains". Retrieved from <https://positivepsychology.com/self-esteem>

³ Muhammad Latief Adnan. (2016). *Research Methods on Language Learning an Introduction*. Malang: Universitas Negeri Malang.

research is to create an output that is useful for English teachers to more pay attention and develop the students' personalities to maintain their self-skill.

The result of this research is beneficial for the educators as well as researcher to design the appropriate teaching method for improving students' speaking skill. Researcher and educators can use this information as considerations to predict whether students who have good Self-Esteem also have good speaking skill. This study is a kind of correlational research designed which focused on knowing the correlation between students' self-esteem as independent variable and speaking ability as dependent variable which used quantitative method. This correlational research provided a numerical estimate of two variables and determining what relationship exist between them. The population of this research was students of the second grade of F in MTs Shirothul Fuqoha' which consist of 38 students. The technique to take a sample was total sampling. Sugiono purposed that total sampling is a technique which applied in a small group which there is a possibility to use the entire of population. In other word, total sampling is a census.⁴

The speaking activity given by the researcher to get the speaking score is *Tell about Daily Activities* based on KD 3.7 and 4.7 with the title My Uncle is a Zookeeper by adjusting the competence composed of the syllabus, students can provide information related to events that are done regularly or are a general truth. One by one student perform in front of the class delivers their daily activities and to give the speaking score, the researcher determines the elements of speaking such as grammar, pronunciation, vocabulary, fluency, and comprehension of their speaking performance.

To measure the sample, the researcher has to prepare and arrange the instrument of the research. There are two instruments that choose to accumulate one other to get the correlation result. In order to get the speaking test point, the researcher analyzes the students' speaking score aspects in speaking test using Speaking measurement. For this measurement, the researcher uses Brown's rubric score which adopted by Sri rahayu.⁵ In this speaking assessment, researchers adjusted to basic competencies 3.7 and 4.7 by referring to the student book of English subjects in the 8th grade from Kemdikbud with theme My Uncle is a Zookeeper. At this stage of the study, the researcher planned to meet twice.

⁴ Ibid, pp. 67

⁵ Sri Rahayu. (2020). *The Correlation Between Students' Self-Esteem and Their Speaking Ability at Junior High School 10 Tapung Kampar Regency*. pp. 52. Pekanbaru: UIN Suska Riau.

The researcher adopts the questionnaire from the old researcher who conducts the same research and topic that is self-esteem. The early ten questions are called RSE stands for Rosenberg's Self-esteem scale which is the most used questionnaire in self-esteem and measured based on Likert-type.⁶ For the next questions the researcher adopted from Sri Rahayu who conducted the research and has tested her questionnaire which is the result of combining RSE and hers (Sri Rahayu, 2020).⁷

B. Discussion

Using the questionnaire as an instrument for this research is a way to get students' self-esteem which influenced students' speaking skill. So, the researcher using questionnaire to collect the data. But before the questionnaire is worth to use, the researcher must test it through validity and reliability test. According to Sofiyan validity is needed to proof that scale stuff is worth to used. He stated that, Kenneth Bailey divides the kinds of validity into three groups that are face validity, criterion validity, and construct validity while face validity is similar with content validity.⁸ In this research, the researcher did not need to hold validity test because the questionnaire adopted from the other researcher and tested. But the researcher proposed this questionnaire to the experts as a judge to re-checking and review the questionnaire.

The first judge is Hanif Maulaniam Sholah, M.Pd. who is an expert in the arrangement of media and teaching materials. He reviewed that the questionnaire it can already be used because its validity has been tested by previous researchers. The next judge is an English teacher in MTs Shirothul Fuqoha', Dini Lia Fariha, M.Pd. and she said that as an English teacher, the aspect of psychology must also be considered in the learning process. and the results of the review submitted to this questionnaire can already be used. The last judge is Norma Ita Sholichah, M.Pd. she is a learning design expert. From her review she suggested to use and replace some words in the questionnaire because of the usage of non-standard language in accordance with PEUBI.

Reliability is intended to determine the extent to which measurement results remain consistent, if measurements are taken twice or more for the same symptoms using the same

⁶ M. Donellan Brent, Trzesniewski Kali H., and Robins Richard W. (2015). Measures of Self-esteem, Measures of Personality and Social Psychological Constructs. 137. <https://doi.org/10.1016/B978-0-12-386915-9.00006-1>

⁷ Sri Rahayu. (2020). The Correlation Between Students' Self-Esteem and Their Speaking Ability at Junior High School 10 Tapung Kampar Regency. pp. 59. Pekanbaru: UIN Suska Riau.

⁸ Syofian Siregar. (2017). Statistik Parametrik untuk Penelitian Kuantitatif Dilengkapi dengan Perhitungan Manual dan Aplikasi SPSS Versi 17. (Cetakan ke V). pp. 75. Jakarta: PT Bumi Aksara

measuring device.⁹ We know that in the preparation of research must be based on reliable data and in accordance with the needs and time period that can be run. Thus, by proving that reliable research instruments allow for reuse. The result from reliability test using Cronbach's Alpha in SPSS 23.0 program is 0,628. It can be said that the instrument is reliable according to Cronbach's Alpha scale that is higher than 0,6 based on the criteria of reliability coefficient.

The purpose of performing a normality test on a dataset is to check if the data population is normally distributed.¹⁰ The results of the test (self-esteem and speaking) need to be done normality test first to know if the data is distributed normally so that a statistical test can be done to find out the relationship between the two variables. There are two kinds of normality result test that is Kolmogorov-Smirnov and Shapiro-Wilk. For this research the researcher uses the Shapiro-Wilk because the sample is less than 50. Different with Kolmogorov-Smirnov, the sample have to reach more than 50 samples.¹¹ To know the result from normality test, we have to compare the result with significance level that is 5% or sig > 0,05. Finally, between two variable (self-esteem and speaking skill) indicates a signification number of self-esteem is 0,17 and speaking skill 0,07. It means that the data is distributed normally.

Normality Test Result

| | Kolmogorov-Smirnov | | | Shapiro-Wilk | | |
|-------------|--------------------|----|------|--------------|----|------|
| | Statistic | df | Sig | Statistic | df | Sig |
| SELF-ESTEEM | .121 | 38 | .178 | .928 | 38 | .017 |
| SPEAKING | .176 | 38 | .004 | .915 | 38 | .007 |

The researcher tries to check the students' self-esteem result and it can be said that their self-esteem which influenced their speaking skill is very influence because in several aspects, they answer that English is difficult and they cannot be the active participant in English class. In learning process which aim to take students' speaking score, the researcher has four meetings to analyze, teach, and testing students. At the end, the researcher found the problems, difficulties, and also students' skill in speaking.

⁹ Syofian Siregar. (2017). Statistik Parametrik untuk Penelitian Kuantitatif Dilengkapi dengan Perhitungan Manual dan Aplikasi SPSS Versi 17. (Cetakan ke V). pp. 87. Jakarta: PT Bumi Aksara

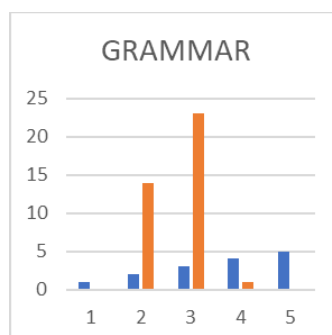
¹⁰ Syofian Siregar. (2017). Statistik Parametrik untuk Penelitian Kuantitatif Dilengkapi dengan Perhitungan Manual dan Aplikasi SPSS Versi 17. (Cetakan ke V). pp. 153. Jakarta: PT Bumi Aksara

¹¹ Anwar Hidayat. (2022). *Pengertian Dan Rumus Uji Saphiro Wilk*. <https://www.statistikian.com/2013/01/saphiro-wilk.html>

The first meeting was held on 14 February 2022 and there were five students who were absent but the learning process can be handled. The researcher gives them the material, the aim of its learning, and how to feel confident when speaks in English. Based on the lesson plan, the researcher uses K.D 3.4 and the competition skill is the students have to master the usage of simple present tense. Therefore, the researcher uses the daily activity text to give them understanding and easy to be practiced. The researcher uses the learning hour at the same day as the first meeting. So, the researcher continued the learning process through giving students tasks to write their daily activities. Later, their task has to be read in front of the class.

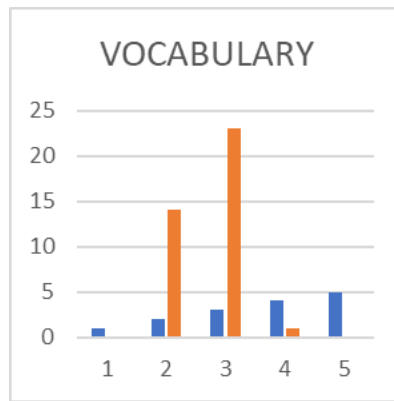
The result of the second meeting, there are several students still confused about how to speak and spell the words. Moreover, the students did not believe in themselves to speak in front of people. The third meeting held on 7 March 2022. It can be said that the last two meetings, for the third and fourth the researcher have scheduled to test the students' speaking skill. Because there are many students, the test cannot be held just once. Consequently, the researcher divides test time into 2 meetings. The last meeting, held on 14 March 2022 and the researcher can give the conclusion, evaluation, and also analyzes result from the students' score. Most of the students feel shy and said that they cannot understand English well. In speaking, the students tend to speak inaccurately and the way they pronounce is less perfect. In scoring speaking, the researcher divides the criteria into four aspects in speaking. Each aspect has different result and their achievement in each aspect varies. The first aspect is grammar. It can be seen from the diagram result that the students are still on the middle level to master grammar aspect in speaking. The third level means that their skill is on Good to average level. Control of grammar is good. Speaker is able to use language accurately.

Diagram of Grammar Aspect



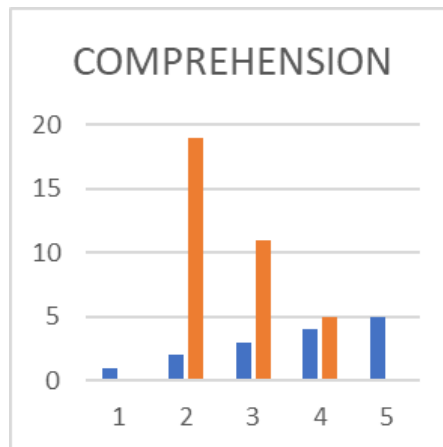
The second aspect is vocabulary. It can be seen from the diagram result that mostly students are still on the middle level to make a statement and deliver through speaking. The third level means that their skill is on Good to average level. Speaking vocabulary is broad enough that he rarely has to grope for a word language accurately.

Diagram of Vocabulary Aspect



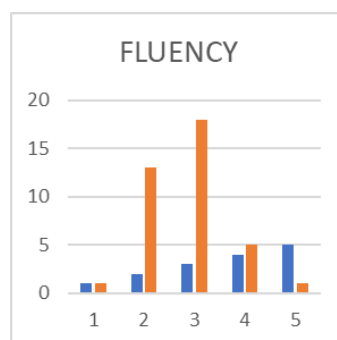
The third aspect is comprehension. It can be seen from the diagram result that mostly students are still on the second and several are on the middle level. Comprehension is the one which important in speaking because speaking supported by comprehension aspect to make the listeners understand with what we deliver means through speaking.

Diagram of Comprehension Aspects



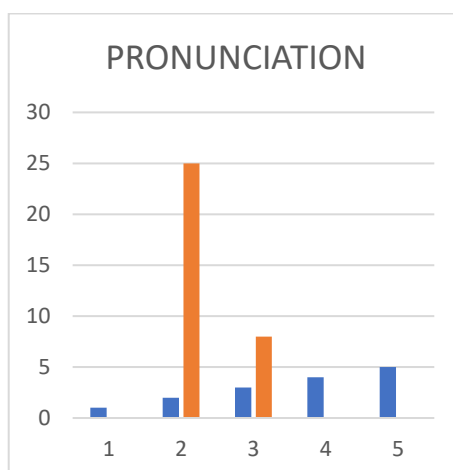
The fourth aspect is fluency. the result is mostly students are on middle level. It means good to average: speech is occasionally hesitant. Speaker rarely has to grope for words. The researcher claimed that it come from their behavior. When the students have a lot practice in speaking, they will train well.

Diagram of Fluency Aspect



The fifth aspect is pronunciation. Pronunciation is another important aspect in speaking because the way to pronounce is the way to make the listener understand. From the result, the student still difficult to pronounce. So, mostly students are on the second level. It means average to poor: accent of the speaker is intelligible though often quite faulty.

Diagram of Pronunciation Aspect



To figure out the hypotheses statistically it can be formed as:

$H_a : r_o > r_{table}$

$H_o : r_o < r_{table}$

Alternative Hypotheses is when r observed is higher than r table and it means that there is any correlation between students' self-esteem and students' speaking skill. Null hypotheses is when r observed is lower than r table and it means that there is no correlation between students' self-esteem and students' speaking skill.

According to Syofian for the strength of the relationship, the correlation coefficient value is between -1 to 1, while for the direction it is expressed in positive and negative forms.¹² The researcher has to decide the result in accordance with correlation coefficient interpretation according to Syofian.¹³ Finally, the researcher tested the hypotheses using SPSS 23.0 program with a significance level of 0,005 and compared the calculation between r observed with r table of 0,320. And the correlation between students' self-esteem and students' speaking skill was drawn in the table below.

¹² Syofian Siregar. (2017). Statistik Parametrik untuk Penelitian Kuantitatif Dilengkapi dengan Perhitungan Manual dan Aplikasi SPSS Versi 17. (Cetakan ke V). pp. 337. Jakarta: PT Bumi Aksara

¹³ ibid

| | | Self-esteem | Speaking |
|-------------|---------------------|-------------|----------|
| Self-esteem | Pearson Correlation | 1 | .763 |
| | Sig. (2-tailed) | | .000 |
| | N | | 38 |
| Speaking | Pearson Correlation | .763 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 38 | 38 |

Correlation between Students' Self-esteem and Students' Speaking Skill

From the table above we can see the result of r observed was 0,763 which is higher than r table of 0,320. In addition, the result from table above also shown that p -value / Sig. (2 tailed) was 0,000 which was less than 0,05. Referring to the theory from Abdurrahman Said, if t -table is above 0,05 there is no correlation. If t -table is below of 0,05, there is correlation (Abdurrahman Said, 2016).¹⁴ From the result of table 3.8, It shows that there is a correlation between two variables. It can be said that alternative hypotheses is accepted. Based on the degree of correlation coefficient drawn previously, value 0,763 of the correlation coefficient showed that there was a strong or highly significant positive correlation between students' self-esteem and students' speaking skill.

According to the result elaborated above, this research is supporting previous researcher who conduct the research with same topic which is the correlation between students' self-esteem and students' speaking skill. A study by Sri rahayu prove that there is a correlation between students' self-esteem and students' speaking skill with a calculation result of 0,464 and falling into the average category.¹⁵

Mutia Satriani, who investigated the same topic prove through her study that there is a correlation between self-esteem and speaking skill with the value of 0,731 and categorized as strong correlation.¹⁶ additionally, the finding was also in accordance with Siti's study who calculated the correlation between self-esteem and speaking skill on students and found the value between two variables of 0,407. This value categorized as medium level of the interpretation in correlational study. When speaking performance is

¹⁴ Abdurrahman Said. (2016). Statistik Pendidikan, (Cetakan II). pp. 51. Yogyakarta: Udarsh.

¹⁵ Sri Rahayu. (2020). The Correlation Between Students' Self-Esteem and Their Speaking Ability at Junior High School 10 Tapung Kampar Regency. pp.83 Pekanbaru: UIN Suska Riau.

¹⁶ Mutia Satriani. (2019). The Correlation Between Self-Esteem and Speaking Performance in Indonesia. Journal of Teaching & Learning English in Multicultural Contexts (TLEMC) 3 (1), pp.12. <https://doi.org/10.37058/tlemc.v3i1.1001>

correlated significantly with self-esteem, it means that self-esteem is related with students' speaking skill.

According to Brown in Mutia successful cognitive or emotional activity is impossible without a certain level of self-esteem, self-confidence, self-awareness, and belief in one's own ability.¹⁷

This result support the researcher's assumption about the correlation between self-esteem and speaking skill based on the observation while in the classroom. There are several students' behavior that being the indication of the correlation between self-esteem and speaking skill. For example, the respondent number 4 and 27. They speak confidently and fluently without hesitation and also, they are active in the classroom. At the end, they get a high point in speaking.

In the other side, there are several students who different with pervious respondents who tend to nervous when present in front of the classroom and do not able to speak fluently so each word by word sounds inaccurate. So, the consequences they value follow their self-esteem result which it is getting down, their performance follow to get down. To sum it up, that self-esteem influenced or related with speaking skill. Theoretically, self-esteem take a role to manage, maintain, and develop students by the challenges of learning goals. Besides, this proof also expects special attention to aspects of psychology that can be started by the teacher itself. So, the results of learning will also be more maximal and can be designed the right learning method.

C. Conclusion

The reasons that become basis assumption in this research is that there are some difficulties when speaking using English to practice. This is a problem which need to discuss then looking for the solution. The aim of this research is to investigate the correlation between students' self-esteem and students' speaking skill. This research using correlational design with the amount of 38 respondents in MTs Shirothul Fuqoha' Gondanglegi Malang. The researcher decided to hold the research in Mts Shirothul Fuqoha' because the researcher found that there was no English learning that practiced speaking. In addition, teaching methods in English are still general because they only focus on basic competency goals for which there is no target for achieving an understanding of aspects of psychology. The obstacles while during the learning process

¹⁷ Mutia Satriani. (2019). The Correlation Between Self-Esteem and Speaking Performance in Indonesia. *Journal of Teaching & Learning English in Multicultural Contexts (TLEMC)* 3 (1), pp.12. <https://doi.org/10.37058/tlemc.v3i1.1001>

and taking test process is there are several students who was absent on the first meeting. So, they did not know what the researcher delivered about the material. Fortunately, the researcher can ask them to reach the competencies that is write about their daily activities. The instruments of this research are questionnaire for self-esteem which adopted from Rosenberg¹⁸ and Sri Rahayu¹⁹ while speaking test using an instrument from the theory developed by Brown.²⁰ And the result is there is any correlation between students' self-esteem and students' speaking skill with the value of 0,763 and categorized as strong correlation. This research gives an insight especially for English teacher to give an attention for students in learning English because they do not just need a facilitator to understand the lesson but also attention on their psychology needs like self-esteem. It means, it is important for teacher to understand students' self-esteem because each student has a difference needs in learning. The last conclusion from this research, the higher students' self-esteem the higher speaking skill to be. Because this research is related to psychology and the main role in the classroom taken by the teacher itself, so the teachers should give more attention to students' psychological aspects because it is influenced their learning results. Moreover, the classroom environment allows students to share and grow. So, the teacher should maintain and develop the classroom to make a comfortable place for students, impacting students' self-esteem. Lastly, psychology is wide. Furthermore, the researcher hopes that there will be another discussion related to the psychology field in learning.

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¹⁸ M. Donellan Brent, Trzesniewski Kali H, and Robins Richard W, "Measures of Self-esteem", *Measures of Personality and Social Psychological Constructs (2015)*: 137, accessed on November 2021, DOI: 10.1016/B978-0-12-386915-9.00006-1.

¹⁹ Sri Rahayu, "The Correlation between Students' Self-Esteem and their speaking at Junior High School 10 Tapung Kampar Regency", *Skripsi* (Pekanbarur: UIN Suska Riau, 2020).

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