



EXAMINING THE CORRELATION AMONG SELF-ESTEEM, VOCABULARY MASTERY, AND SPEAKING SKILLS IN LANGUAGE LEARNERS

Nawwalul Widat¹, Slamet Asari², Noviatul Rochmah³,

^{1,2,3} *Department of English Language, Faculty of Teacher Training and Education, Universitas Muhammadiyah Gresik, Indonesia*

¹nawwalulwidat02@gmail.com* , ²asari70@umg.ac.id, noviatul_rochmah@umg.ac.id

*Corresponding author

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Abstract: This study investigates the correlation between self-esteem, vocabulary mastery, and speaking skills among eighth-grade students at MTs Nurul Islam Pongangan. Employing a quantitative correlational research design, data were collected from 83 students across four classes (A, B, C, and D) through questionnaires and tests. The self-esteem questionnaire combined items from the Rosenberg Self-Esteem Scale and Coopersmith's Scale, while vocabulary and speaking skills were assessed via structured tests. Using Spearman's correlation analysis, the study reveals a positive correlation between self-esteem and vocabulary mastery ($\rho = 0.319$, $p < 0.01$) and between self-esteem and speaking skills ($\rho = 0.356$, $p < 0.01$). A more robust correlation was found between vocabulary mastery and speaking skills ($\rho = 0.512$, $p < 0.01$), highlighting vocabulary as a significant contributor to speaking proficiency. These results underscore the interconnected nature of self-esteem, vocabulary knowledge, and speaking ability, suggesting that interventions focusing on boosting self-esteem and enhancing vocabulary can foster improvements in students' speaking skills. The findings advocate for a comprehensive language teaching approach that addresses both linguistic and affective factors to support students' communicative competence

Keywords: Speaking Skill, Vocabulary Mastery, Self Esteem.

INTRODUCTION

Speaking is an important skill to develop as an English language learner because English language learners cannot be deterred from learning activities by using their speaking skills. Speaking ability is a fundamental aspect of language ability because it reflects the ability to express ideas, convey information, and communicate effectively. Speaking well is critical to academic, professional, and social success. Therefore, it is important for both educators and learners to understand the factors that influence the development of speaking skills. Therefore, learning speaking skills is very necessary. This is useful for achieving the maximum learning process.

To succeed in speaking skills, two components must be considered: linguistic and nonlinguistic. Grammar, word order, pronunciation, speech comprehension, vocabulary, and fluency are all aspects of linguistics. In addition to linguistics, non-linguistic factors include personality traits Self-esteem, self-confidence, motivation, intergroup climate, and personality are some examples (Aisyah, 2020). Each student has a different background. different social backgrounds, different education, different personalities. This difference gives different colors to each student taking the lesson. Even if teachers offer different learning methods, it does not have



a positive impact on all students. While some students can understand the teacher's method, others find the learning process unrealistic. Another way she activates the learning process is by getting in touch with students' inner lives. Give your students a little flick and they will realize how great they are.

In mastering English, especially speaking, the learners have to acquire either some language components as their technical knowledge to construct the language and the internal factors to support them in delivering it well. Vocabulary as one component of language knowledge is considered as the most essential elements to build a language. It has also been acknowledged that vocabulary knowledge is a good predictor of general language proficiency. Some studies have revealed that a large and rich vocabulary can improve learner's ability to communicate properly. Nevertheless, the writers found a fact that student whose adequate language proficiency on vocabulary or grammar, still have difficulty in speaking. This phenomenon indicates which there are internal factors might hold them to express the ideas.

Self esteem is one of the internal factors that may indirectly influence the students' performances on handling the tasks particularly on speaking skill. It is one of psychology factors which reflects as a judgment of individuals' believes that they are worthy, competence and capable doing the tasks. Based on some previous researches, it seems that self esteem is regarded as impetus to initiate foreign language learning and it could affect students' performances in speaking. According to some researchers, people with high self-esteem are more successful and possess better qualities. They are funny, engaging, and enthusiastic about speaking in groups and critiquing collective approaches. Additionally, in her research on self-esteem and academic achievement, Priti Sharma has proven that students with high self-esteem are better problem solvers and have a strong mindset to improve their grades and achieve success (Sharma & Sharma, 2021). On the other hand, people with low self-esteem are afraid of interacting with others, deny themselves, and are not proud of themselves.

According to Brown (2000), self-esteem contributes to students' oral performance because students can only learn to speak English if they are confident and believe in themselves. It is also defined as an overall positive evaluation of the self. He added that high self-esteem is when an individual respects and values himself (Rosenberg, 1965). And other factors in speaking English is vocabulary mastery. To improve speaking skills, students need a good vocabulary. The quality, quantity and depth of a person's vocabulary are the best personal indicators of intellectual development. Moreover, improving vocabulary is the development of a single concept and is a goal of basic education at any university. Vocabulary development is influenced by age, gender, natural ability, and social status. Geographical factors also influence vocabulary development. Therefore, a person's speaking ability largely depends on the quality and quantity of their vocabulary. Many studies have shown that having a rich vocabulary and a large vocabulary improves learners' communication skills (Cameron 2001). One of them is Nouralian et al. (2013) investigated and investigated the influence of vocabulary knowledge on the speaking skills of Iranian secondary school EFL learners. The research results showed that teaching vocabulary knowledge can improve the speaking ability of her EFL students. The study also found that students were highly satisfied with this approach. It gives them a better chance to improve their English skills. Therefore, teachers need to decide on an appropriate period of time so that learners can realize their potential in preparing vocabulary knowledge for speaking performance.

From the explanation above the researchers attempts to find out the significant correlation among self esteem, vocabulary mastery and speaking skills in MTS Nurul Islam Pongangan.



METHOD

This study used a quantitative approach with a correlational method, which is one of the quantitative studies that is commonly used in the educational field. To collect the data the researcher used two instruments that are questionnaires and tests. The researcher administered the questionnaire to know the students' perception about themselves. The questionnaire was adopted from Rosenberg Self Esteem Scale (RSE) (1965) and Coopersmith Scale Riska Ananda (2017) using a 4-point Likert-response with a total of 26 items, ranging from Agree to Strongly Disagree. There are two kinds of tests, speaking test and vocabulary test. The type of speaking test that will be given by the researcher is an oral test, where the theme is about animals. The procedure for this test is that the researcher asks students to talk in front of their friends about their favorite animals. Oral presentations were conducted to examine students' speaking ability. While, to determine the students' vocabulary mastery, the researcher gave the students a written test. The total number of questions for the vocabulary test is 20, prepared by the researcher who was valid. The sample consisted of students of eight graders at MTS Nurul Islam Pongangan. Total sampling was used with a total sample of 83 students (all students).

Table 1.1 Sample of the Research

No	Class	Number Of the students
1.	A	6 students
2.	B	25 students
3.	C	25 students
4.	D	27 students
Total		83 students

Earl Babbie, (2010) Total Sampling is a method in which all members of the relevant population are included in the research. There were no threatened population elements from the sample. The resulting data is very accurate and reflects the true situation of the population.

For the data analysis, there are three steps: Firstly, students are given an oral test to get a speaking score from all classes. Secondly, after all speaking tests from all classes are finished, the next day questionnaires were analyzed to determine the students' self-esteem by observing the mostly checked item in the column. The researcher will give students a questionnaire that is valid and reliable. After filling the questionnaire, the students will do the vocabulary test that has been prepared by the researcher and categorize the results of students' self-esteem and vocabulary scores according to the table. After that, the researcher also analyzed the result from self-esteem and the result of the vocabulary test using descriptive statistics.

The last step, to analyze the data obtained from the questionnaire, and students' speaking test and vocabulary test in order to see the correlation and influence between one variable and another variable, the Statistical Package for Social and Science (SPSS) 25 version computer program was employed. To find out the correlation between students' self-esteem, vocabulary mastery and speaking skill, Spearman correlation coefficient was used. After that, the result will be explained in correlation analysis from three variables.

RESULT AND DISCUSSION

The results of the analysis of data that has been collected through questionnaires and tests. Analysis includes descriptive analysis from each variable, correlation analysis, and discussion of research findings.



Students self esteem

This research was conducted with 83 participants from the eight grade At MTS Nurul Islam Pongangan. The researcher used self-esteem by Rosenberg scale and Coopersmith scale by riska ananda which has been adapted to the conditions and research needs to measure students' self-esteem with the total item 20. The results of the students' self-esteem questionnaire can be see in table 1 below.

Table 1. The Distribution of the Frequency and Percentage of Self Esteem Questionare Score

		SelfEsteem			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	High	61	73.5	73.5	73.5
	Low	10	12.0	12.0	85.5
	VeryHigh	12	14.5	14.5	100.0
	Total	83	100.0	100.0	

The table indicate that there was 10 (12%) obtained low self esteem. But most of the students 61 (73,5%) obtained high score in self esteem.

Table 2. Descriptive Statistic of Students Self Esteem

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SelfEsteemlevel	83	30.00	70.00	52.2289	8.20072
Valid N (listwise)	83				

The result showed that the level of self-esteem of the respondents varies quite widely, with scores ranging from 30 to 70. The average self-esteem is 52.2289, which shows that the majority of respondents have a moderate level of self-esteem. The standard deviation of 8.20072 indicates that there is quite a large variation in the data, which means there is a significant difference in the level of self-esteem between respondents.

Students vocabulary score

To know about students' vocabulary mastery, test which consists of 20 items was distributed. It covers 3 kinds of question vocabulary, Form which consists of 4 questions is answering the question, consists of 4 question is complete the sentence, and consists of 12 questions is find the appropriate answer. The results of the students' vocabulary test can see in the table below

Table 2. The Distribution of the Frequency and Percentage of Vocabulary Score

		Vocabulary			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FairlyPoor	6	7.2	7.2	7.2
	Good	21	25.3	25.3	32.5
	Poor	1	1.2	1.2	33.7
	VeryGood	55	66.3	66.3	100.0
	Total	83	100.0	100.0	

The result showed that there was 66,3% students very good category in vocabulary. However, there were 25% students in good category, 6% students in fairly good category, 1% students in poor category and 0% students in very poor category. Thus, it showed that half students had very good vocabulary.

Table 4.8 Descriptive Statistic of Students Vocabulary

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
StudentsVocabulary	83	35.00	100.00	89.5783	11.53480
Valid N (listwise)	83				

Based on the result of table it showed that the lowest score of students vocabulary is 35 while the highest score is 100. Then the mean score from all respondent score is 89.57.

Students speaking score

To assess students’ speaking ability, the researcher used a speaking test in form of oral presentation about the characteristic of their favorite animals with five aspects assessed. After carrying out the speaking test, the results of the students' speaking test can see in the table 3 below.

Table 3. The Distribution of the Frequency and Percentage of Speaking Score

		Speaking			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FairlyGood	13	15.7	15.7	15.7
	Good	53	63.9	63.9	79.5
	VeryGood	17	20.5	20.5	100.0
	Total	83	100.0	100.0	

The result showed that there was no student who was in poor and very poor category. However, there were 20,5% students in very good category, 15,7% students in fairly good category, 63,9%. Thus, it showed that half students had good speaking ability.

Table 4.9 Descriptive Statistic of Students Speaking Skill

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SpakingSkill	83	72.00	96.00	83.7108	6.29659
Valid N (listwise)	83				

Based on the table above, it presented that the lowest score of speaking ability gained by students is 72.00, and the highest score is 96.00. Then, the mean score of speaking ability from all of the respondents is 83.71.

Correlation Analysis Using Spearman Correlation

Spearman correlation is used to determine the strength and direction of the relationship between ordinal or interval variables that are not normally distributed. The following are the results of Spearman’s correlation analysis between self-esteem, vocabulary mastery, and speaking skill.

Table 4. Spearman correlation results

Correlations					
			SelfEsteem	Vocabulary	SpeakingSkill
Spearman's rho	SelfEsteem	Correlation Coefficient	1.000	.319**	.356**
		Sig. (2-tailed)	.	.003	<.001
		N	83	83	83
	Vocabulary	Correlation Coefficient	.319**	1.000	.512**
		Sig. (2-tailed)	.003	.	<.001
		N	83	83	83
	SpeakingSkill	Correlation Coefficient	.356**	.512**	1.000
		Sig. (2-tailed)	<.001	<.001	.
		N	83	83	83

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation of coefficient correlation results

Correlation between self-esteem and vocabulary mastery

Based on the spearman correlation above, it shows that the spearman correlation coefficient value of 0.319 indicates that there is a weak to moderate positive correlation between self-esteem and vocabulary mastery.

The p value (0.003) < 0.01 indicates that this relationship is significant at the 0.01 level. In other words, there is strong evidence that self-esteem is positively related to vocabulary mastery. This finding is in line with several previous studies which stated that high self-esteem can increase students' motivation and self-confidence in learning, including in mastering vocabulary.

Correlation between self-esteem and speaking skill

Based on the spearman correlation above, it shows that the spearman correlation coefficient value of 0.356 indicates that there is a weak to moderate positive relationship between self-esteem and speaking skills. The p value (< 0.001) < 0.01 indicates that this



relationship is very significant at the 0.01 level. This means there is very strong evidence that self-esteem is positively related to speaking skills. . This study has similar findings with some previous researcher. Siti Aisyah (Aisyah, 2020) This study aims to find out the relationship between students' self-esteem and speaking ability by using a questionnaire and speaking test. The result of the correlation calculation shows the number 0.407 which means that the relationship between students' self-esteem and speaking ability is in the category of medium positive correlation.

Correlation between vocabulary mastery and speaking skill

Based on the spearman correlation above, it shows that the spearman correlation coefficient value of 0.512 indicates that there is a moderate to strong positive relationship between vocabulary mastery and speaking skill.

The p value (< 0.001) < 0.01 indicates that this relationship is very significant at the 0.01 level. This means there is very strong evidence that vocabulary mastery is positively related to speaking skill. These findings were suitable with, Aulia Putri (2020) found that there was strong significant between students' vocabulary mastery and speaking ability.

The results of Spearman's correlation analysis show that self-esteem, vocabulary mastery, and speaking skills are positively and significantly related to each other. Strengthening self-esteem and vocabulary mastery can contribute to improving students' speaking abilities. Thus, holistic and comprehensive teaching strategies that include increasing self-esteem, vocabulary mastery, and speaking practice are very important in language learning.

CONCLUSION

This study examined the relationship between self-esteem, vocabulary mastery, and speaking skill among students using Spearman's correlation analysis due to the non-normal distribution of the data. The findings revealed that self-esteem has a positive, moderate relationship with both vocabulary mastery (Spearman's $\rho = 0.319$, $p = 0.003$) and speaking skill (Spearman's $\rho = 0.356$, $p < 0.001$). This indicates that higher self-esteem is associated with better vocabulary acquisition and improved speaking abilities. Additionally, the study found a positive, moderate-to-strong relationship between vocabulary mastery and speaking skill (Spearman's $\rho = 0.512$, $p < 0.001$), suggesting that a robust vocabulary is crucial for effective speaking. These significant correlations highlight the interconnectedness of self-esteem, vocabulary mastery, and speaking skill, underscoring the importance of fostering students' self-esteem and vocabulary knowledge to enhance speaking proficiency in.

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