A Correlation Study On Students' Self Esteem And Speaking Ability Of 8th Grade At SMP IT Al Ibrah Gresik

Mohammad Tahmid
Universitas Muhammadiyah Gresik ,Indonesia

Khoirul Anwar
Universitas Muhammadiyah Gresik,Indonesia

Ulfatul Marifah
Universitas Muhammadiyah Gresik, Indonesia

East Java - Indonesia
Tahmit94@gmail.com

Abstract

Speaking is one of important way to communicate an ideas and message orally from the speaker to the receiver and the receiver can understand what the speaker talk about. Meanwhile, to reach degree of good speaker there is an aspect that need to give intention, that is self-esteem. Self-esteem becomes the important factor of human affective domain, that has been found to play an extremely important role while conducting communication activities. Here, the researcher has purpose to know whether there is significant correlation between students' self-esteem and speaking ability or not. The respondents of this study were 84 randomly selected from 8th grade at SMP IT Al Ibrah Gresik. The students' speaking ability depended on speaking score from English teacher and self-esteem taken from questionnaire consisting of 20 items. Meanwhile, to determine the correlation both of variables the researcher implemented Pearson Product Moment. The result showed that students' speaking ability has proficient level (Mean = 80.327) and self-esteem at moderate level (Mean = 2.738). Finally, finding from the computation of data showed that there was positive and high correlation between self-esteem and speaking ability (r = 0.738) and also there was significant correlation with $\rho = 0.00$.

Keywords: Self-esteem; Speaking ability, Correlation.

1.Introduction

Mastering English is not easy as our expectation as it Foreign language for Indonesian Student. The complexity of English language can be seen at its four basic abilities, namely Listening, Speaking, Reading, and Writing skill. As well as having three additional abilities are Grammar, Vocabulary and Pronunciation. All those components are very important and must be learned if students want to master English well. Nunan as cited in Leong et al (2017) explained that the success of the teaching and learning process is measured in terms of the ability to conduct conversations in the language (target). Therefore, speaking skill is one of the productive skills as the parameter of learner in successful learning English.

Speaking skill becomes challenging skills for English language learners because in the same time they should express their ideas and opinions spontaneously. It is not only learned about language but also how to speak with other people in real communication in and out of the classroom. In fact, many students cannot speak English well because it was not their mother tongue and rarely to practice it in their daily activities. Supporting this, Broughton et al as cited in Azizah

et al (2014) stated that however good students maybe at listening and understanding, it need not follow that he will speak well. Discriminating ear does not always produce a fluent tongue.

On the contrary, for most people, speaking is the most difficult part when they learn a foreign language. Oral skills have hardly been neglected in EFL/ESL courses witness the huge number of conversation and other speaking course books in the market (Richards, 2008). Susilawati (2007) states that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, are the potential problems that can hinder the students to speak. As Juhana (2012) stated, there are some psychological factor that hinder students from practicing their speaking in English class.

Study conducted by Carter & Nunan (2002) suggest that learning cannot be achieved without careful consideration to psychological factors. In all school environments, students get different grades. Some believe that they get either higher or lower grades than expected to. Juhana (2012), psychological factor is a factor which comes from the inner of individual (Juhana, 2012). One of psychological factors is self-esteem. The word 'esteem' comes from a Latin word which means to estimate. So, self-esteem is how someone estimate her/his self (Wikipedia, 2021). The theory of self-esteem is in accordance with Plummer (2007) that self-esteem is a primary factor in the building and maintenance of social, emotional and mental well-being and that it also plays a major part in academic achievements and physical health. Juyandegan (2016) stated self-esteem affected many aspect of people's life especially in general, academic, family, and social relationship. Wherefore, Dedmond (2011) also defines self-esteem as the complication of feelings that guide behavior, influences attitudes, and drives motivation

Self-esteem as the most important factor of human affective domain has been found to play an extremely important role in Second/Foreign language acquisition (SLA/FLA). As Brown (2000) indicated that non-linguistic factor is an aspect to support students in achieving speaking skill. This factor involves personality area such as self-esteem, self-concept, and extroversion personality. He proposed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence and self-efficacy to successfully perform that activity (H.Douglas Brown, 2000) Furthermore, Juyandegan (2016) stated that self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem.

Several factors can affect individual's self-esteem are family environment, society, and academic achievement. In additional, Rosenberg as cited in Dev and Qiqieh (2016) described, self-esteem as positive or negative attitude towards a person's self. Person with high self-esteem is an individual who respect himself and considers himself worthy, person with low self-esteem was person who fears contact with others, reject himself and feels no pride in himself. When students have a low self-esteem, they can suffer from a range of psychological difficulties such as loneliness, academic failure, criticism, rejection and depression. Low self-esteem can negatively affect language learning, and they especially appear in oral communication (Juyandegan, 2016). Struggling with self-esteem builds adverse effects on all areas of a student's life from social to academic (Soest et al., 2015). In line with Ahour and Hassanzadeh (2015) described that when a person has low self-esteem, it brings lack of self-confidence, concern, social distance and other negative circumstances.

Based on the English teacher experience during teaching and learning activities at 8th grade of SMP IT Al Ibrah Gresik where the students are afraid that they would be laughed by other students if they make a mistake when they are speaking in front of a class. Wherefore, they have capability to speak with good vocabulary, grammar and pronunciation, they are still unconfident, nervous, and afraid making mistakes. Related to the term or self-esteem, the researcher found that teachers ignore students' self-esteem and students are not really aware with their self-esteem performance. Supported by Mettasari (2013) students' feeling of stress, anxiety or nervousness impede their language learning and speaking abilities. It shows that the students' affective factors potentially influence their speaking ability. Based on the description above, the writer is interested to investigate the effect of students' self -esteem on speaking ability. If there is a correlation between students' self-esteem and speaking ability, therefore self-esteem must be improved to enhance speaking ability. Seeing this phenomena, the researcher interest to examine the correlation between students' self-esteem and speaking ability of 8th grade at SMP IT Al Ibrah Gresik. This research would implement the RSES (1965) blueprint that was developed by Monica (2011). Consequently, it is expected to provide information for teacher to decide the suitable learning strategy to increase student' speaking ability. Moreover, it is also expected to be useful information as a preview for the next writers in doing the same field of the research.

Self-esteem

Many experts define self-esteem as personal judgment about their worth and value. It is one of affective factors, which affecting students' achievement especially in academic performances. Self-esteem means how much we measure our-self or our-self believe about our ability to do something. Humanist Psychology Carl Roger believes that there were three different part of self-concept and one of them is self-esteem (Ahmad & Ismail, 2015).

Emler (2014) defined self-esteem as the extent to which a person believes himself to be capable, significant, successful and worthy. This point underlined in evaluation of self-esteem is a set of judgment about one-self against criteria of excellence. someone who has high level of self-esteem will increase their value of self-confidence which makes the owner think that they are good enough and qualified enough to do something. Rosenberg in Monica (2011), high self-esteem can be indicated from several characteristics such as; (1) Responsibility, (2) Goal commitment, (3) Genuineness, (4) Forgiving, (5) Internal value, and (6) Positivity. Meanwhile, low self-esteem characteristics are (1) Feeling of unhappiness, (2) Feeling

of anxiety, (3) Feeling of inferiority or superiority, (4) Impatience or irritation with self or others, (5) Externally oriented goals, and (6) Negativity.

Speaking Ability

Thornbury (2005) stated speaking is emphasize that speech production takes places in real time and is therefore essential linear. Speech is produces utterance by utterance, in response to the word by word and utterance by utterance productions of the person we are talking to (our interlocutors). In line with Brown (2004), speaking is productive skill that can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test-taker listening skill which necessary compromises the reliability and validity of productive skill. Bygate as cited in Burns (2017) added, he suggested that oral interaction can be characterized in terms of routine, which are conventional (and therefore predictable) ways of presenting information which can either focus on information and interactions.

2.Method

This research was correlation quantitative research design that involved 84 participants from 8th grade at SMP IT Al Ibrah Gresik 2020/2021 and chosen randomly by researcher. To collect the data, there were two instrument. First was speaking score to measure students' speaking ability. That was originally speaking score from Mid-term Achievement that collected by English teacher. Meanwhile, questionnaire for measure student's self-esteem adapted from Coopersmith scale by Ajizah (2013), Harmer (2003), and Rosenberg (RSES, 1965). The researcher rearranged the questionnaire based on self-esteem characteristic that developed by Monica (2011). This questionnaire contained 20 items covering level low self-esteem (11 items) and high self-esteem (9 items). Students were asked to rate each item with strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The interpretation of student's answer can be seen in the following table (Table 1):

Table 1. Linkert's Scale

Positive Statement	Categories	Negative Statement
4	SA	1
3	A	2
2	D	3
1	SD	4

(Basco & Han, 2016)

Table 2. Self-Esteem Classification

Classification	Mean
High Self-esteem	3.00 – 4.00
Moderate Self-esteem	2.00 – 2.99
Low Self-esteem	1.00 – 1.99

(Basco & Han, 2016)

In this study, the mean was used to determine the respondents' overall level of self-esteem (See Table 2) and Pearson's r was used to determine the correlation between self-esteem and speaking ability. Both of the data from calculation would deliver through descriptive and inferential analysis. The previous explanation of the instrument the researcher has explained if the questionnaire has modified it means the expert judgement is needed to make sure the instrument is valid. The expert judgement in this research was a lecture from English department who has expertized in research of language, literature, and education.

3. Findings and Discussion (Capitalized 1st letter, New Romans, Bold, 12pt)

a.   Self-esteem Statement

Table 3. High Self-esteem Statement Result

No	Statement	SD		D		A		SA		Mean
		f	%	f	%	f	%	f	%	
4	I able to take responsibility for myself in English class.	5	6	30	35.7	23	27.4	26	31	2.8
5	I feel that I have a number of good qualities in English.	27	32.1	27	32.1	28	33.3	2	2.4	2.9
6	At times, I think I am not afraid to know a new friend	4	4.8	19	22.6	55	65.5	6	7.1	2.8
7	I take a positive attitude toward myself in English.	2	2.4	30	35.7	20	23.8	32	38.1	3
9	I am easily forgiving someone for their mistake	3	3.6	26	31	19	22.6	32	42.9	3

13	I am ready to receive consequences of my fault without complain to myself	0	0	24	28.6	26	31	34	40	3.1
17	I believe in myself can be success with my English ability	0	0	25	29.8	22	26.2	37	44	3.1
19	I am easily forgiving someone for their mistake.	2	2.4	31	36.9	33	39.3	18	21.4	2.8
20	I am able to do things as well as most other people.	1	1.2	23	27.4	36	42.9	24	28.6	3

Table 4. Low Self-esteem Statement Result

No	Statement	SD		D		A		SA		Mean
		f	%	f	%	f	%	f	%	
1	At times I think I am typically unhappy people	4	4.8	43	51	26	31	11	13.1	2.4
2	At times I think I am not good in practicing English language.	24	28	36	42.9	21	25	3	3.6	3
3	I tend evaluate myself by comparing myself upon other people	8	9.5	43	51.2	25	29.8	8	9.5	2.6
8	I keep thinking that the other students are better in English than I am	27	32.1	31	36.9	25	28.9	1	1.2	3
10	I feel I do not have much to be proud of in English.	10	11.9	49	58.3	21	25	4	4.8	2.8
11	I cannot finish anything although I had hard effort.	22	26.2	31	36.9	23	27.4	8	9.5	2.8
12	I am easily angry to anyone who disturb me	20	23.8	34	40.5	30	35.7	0	0	2.9
14	I wish I could have more respect for myself in practicing of English language.	20	23.8	43	51.2	17	20.2	4	4.8	2.9
15	It is embarrassing me to be volunteer answering question in my English class.	11	13.1	43	51.2	30	35.7	0	0	2.8
16	I am to be impatient when I do mistake.	23	27.4	36	42.9	17	20.2	8	9.5	2.9
18	I often feel incompetence in English.	6	7.1	56	66.7	21	25	1	1.2	2.8

Based on the table 3 and 4 showed, the highest mean belong to item 13 and 17 which including in high self-esteem statement. Meanwhile, the lowest mean was 1 which in low self-esteem statement. The maximum mean should be 4, but the closely mean from highest mean was 3.1 (item 13 & 17) and the lowest mean was 2.4 from item 1. Basco and Han stated (2016) stated, standard minimum to rich high self-esteem is 3.00.

Item 13 got mean 3.1 The answer was chosen disagree 26 students, agree are 24 students, and totally agree are 34 students. This statement was included in characteristic of responsibility, it means majority of students able to take responsibility about their self and their fault (Monica, 2011). It shows if their self-esteem is high. Because one of characteristic which shows self-esteem is high with the responsibility. one of example from the responsibility is the students already take responsibility of their self.

Similar to item 13, Item 17 also got mean 3.1. Frequency of answer of this item was disagree with 25 students, agree are 22 students, and strongly agree are 37 students. Moreover, this statement was included in characteristic of positivity. That meant most of students can be honest with themselves and others both emotionally and intellectually (Monica, 2011). One of example from the positivity is the students believe with their self about their ability.

Regrade of lowest mean of statement was item 1 with mean 2.4. That was included in characteristic of feeling unhappiness. The answer is chosen strongly disagree 4 students, disagree 43 students, agree are 26 students, and strongly agree are 11 students. it means 47 from 84 students did not want labelling their-self as unhappy people. it can be concluded if majority of student has high self-esteem. Because one of characteristic which shows self-esteem is low with the feeling unhappiness and they do not have that feeling (Monica, 2011).

Table 5. Speaking Score Classification

Classification	f	%
High Self-esteem	41	48.9

Moderate Self-esteem	34	40.4
Low Self-esteem	9	10.7

Student who has high self-esteem level at 41 participants, moderate level at 34 participants. Meanwhile, low self-esteem level was only 9 participants. From that evidence the researcher concluded if the level of self-esteem was dominated by high level. High self-esteem provides confidence, energy, and optimism. Having good self-esteem or high level of self-esteem can help someone to have a good life (Roberts, 2002). In the other hand, having high level of self-esteem will bring good effect on life.

Table 6. Overall Result

	N	Minimum	Maximum	Sum	Mean
Mean	84	1.75	3.60	241.35	2.8732
Valid N	84				

Based on the table 6, minimum mean was 1.7 and maximum at 3.60. Meanwhile, because the overall mean at 2.87 the researcher concluded that students of 8th grade classified into moderate self-esteem with mean 2.9 (Basco & Han, 2016).

b. *Speaking Score*

Table 7. Midterm Achievement Score

	N	Minimum	Maximum	Mean
Speaking Score	84	60.00	95.00	80.3271
Valid N	84			

Table 8. Speaking Score Classification

Score	Classification	f	%
85 - 100	Excellent	40	47.6
75 - 84	Proficient	25	29.8
65 - 74	Adequate	1	1.2
< 55-64	Limited	18	21.4

It showed that most of students' speaking ability was classified into excellent level with 40 frequencies. Meanwhile, proficient with 25 frequencies, adequate with only 1 frequency, and the worst was limited with18 frequencies. Overall mean of speaking score was 80.327 with minimum score 60 and maximum 95. From the data above, the researcher concluded speaking ability of student 8th grade SMP IT Al Ibrah was classified into level of proficient (Harmer, 2003).

c. *Correlation Coefficient*

Table 9. Correlation Coefficient Test Result

Correlations		Speaking Ability	Self-esteem
Speaking Ability	Pearson Correlation	1	.738[**]
	Sig. (2-tailed)		.000
	N	84	84
Self-esteem	Pearson Correlation	.738[**]	1
	Sig. (2-tailed)	.000	
	N	84	84

There was relationship between students' self-esteem and student speaking ability of 8th grade at SMP IT Al Ibrah Gresik. That can be concluded from that evidence (Table 9) r_{count} was 0.738 (> r_{table} 3.14, n = 84) or has high correlate and significant (ρ = 0.00) as Sugiyono stated (2018). Meanwhile, the direction of that relationship was positive or if self-esteem increased will also speaking ability also increased.

The conclusion above in line with Basco and Han (2016) which found out a strong, positive correlation between self-esteem and English proficiency (r = .686, n =255, ρ =.00). On the other hand, there was a strong, negative correlation between self-esteem and anxiety (r = -.514, n = 255, ρ =.00). Furthermore, there was a moderate, negative correlation between motivation and anxiety (r = -.351, n = 255, ρ =.00). They stated, the higher the level of English proficiency of the students, the higher the level of their self-esteem, motivation, and the lower the anxiety.

Kalanzadeh (2014) stated, there was a statistically significant correlation between the students' self-esteem and their verbal performance in his finding of research. The data showed low self-esteem and oral proficient test low self-esteem A has sig. (2 tails) 0.417. Meanwhile, high self-esteem and Oral proficient test high self-esteem B has sig. (2 tails) 0.26. He stated high self-esteem students were found to be more inclined to involve themselves in the conversations and other spoken activities on the classroom including the oral production of stories in English.

Supported by Asakereh and Yousofi (2018) through investigation of the relationship between reflective thinking, general self-efficacy, self-esteem and academic achievement. The results revealed that there was a relationship between self-esteem and self-efficacy (0.572), self-esteem and academic achievement (0.364). Meanwhile, self-esteem and reflective thinking did not have correlation with 0.007. They added, self- esteem was an asset for students as it was the strongest predictor EFL students. To sum up all of previous studies and this research the researcher determined if the psychological term such as motivation, anxiety, self-efficacy and self-esteem especially, there is the part which is taking part in the influence of the output self-development whether dominant or not.

4. Conclusion

The self-esteem of the 8th grade at SMP IT Al Ibrah Gresik was categorized as "Moderate self-esteem" in English teaching and learning process with the mean score 2.738. It indicates that almost all of students has normal self-esteem. Then their speaking ability was classified in "Proficient" level with the mean score 80.327. The correlation between both of variables was high and positive where r $_{count}$ is 0.738. It indicates that the way students think about themselves gave a big influence on their speaking English ability. Moreover, if self-esteem increases the student speaking ability also increased. That can be proven from significant value at 0.00.

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