

STUDENTS' SELF-ESTEEM, MOTIVATION, AND THEIR SPEAKING SKILL ACHIVEMENT: A CORRELATIONAL STUDY

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Abstract

The purpose of the study is to find out whether the students' self-esteem, students' motivation correlate with their English speaking skill achievement in English Language teaching. For this study the researcher took a speaking class at second semester students of English Teaching Department in IAIN Madura of 2018/2019 as participants. The research instrument of this research, the researcher provided two kinds of instruments. They are questionnaires and documentation, with the sample which consists of 30 students. This research used the quantitative approach with a research design called correlation design. The finding of this research showed the result of significance value for students' self-esteem, students' motivation, and speaking skill achievement is 0.000. It means that the significance value < 0.05 , so H_a is accepted. While based on the table interpretation, the coefficient correlation value is 0.865. It is between 0.800 – 1.000 in the interpretation correlation table. This value shows there is a strong correlation between students' self-esteem, students' motivation and their speaking skill achievement.

Keywords: *Correlation, self-esteem, motivation, speaking skill.*

INTRODUCTION

In the learning process of English as foreign language, student's psychology play a substantial role. English speaking is a language skill is extremely influenced by human psychology Haidra (2016). One of the important factors which influence students learning achievement is self-esteem, and it is in accordance with what was stated by Marham (2015) Communication skills are very much related to one's sense of self-esteem. Self-esteem is a term in psychology to return a person's overall evaluation or judgment of their own worth. Self-esteem involves belief (for instance, "I am proficient", I am valuable"). Rosenberg (1965) expresses self-esteem by way of an evaluation carried out by someone both in a positive and negative way towards a particular object, namely him/herself. According to Branden (2007) self-esteem is trust

or belief in self, that individuals have ability to think and face life's challenges, as well as the belief in the right to achieve success, happiness and obtain needs or desires. According to Branden, a person's behavior affects and influenced by the level of self-esteem he has.

Other factors that affect student in learning English is motivation. Motivation seem like having an essential part in increasing student's aptitude. Motivation states as a driving force that impulses somebody to carry out something. Motivation is well-defined as pupil's orientation or as the objective to learn a goal language (Gardner, 1999). Therefore, the researcher in this case feels necessary to conduct a research about self-esteem and motivation to measure whether they jointly have significant correlation toward students' speaking skill achievement. There are also some research that investigate the correlation of motivation to any English skill, one of them is Khudur (2017) research that investigate the correlation of between learner motivation and vocabulary size in English as foreign language (EFL) classroom at Duhok University, Turkey.

Based on the contrast outcome of the research upstairs, the researcher thinks that it need to conduct another research in another place. Because researcher thinks that there will be different result when the research conduct in deferent place, level and also different culture.

METHOD

This research is using the quantitative approach with a research design called correlation design. Correlating students' self-esteem, motivation toward English speaking skill achievement simultaneously. The research instrument of this research, the researcher provides two kinds of questionnaire and documentation, with the sample which consists of 30 students. The given questionnaires are used to obtain students' self-esteem and students' motivation.

The first questionnaires for students' Self-esteem is adopted from The Rosenberg Self-Esteem Scale (RSES) by Rosenberg. It consists of 10 items, measuring overall self-worth including positive and negative. The scale is assumed to be uni-dimensional. All articles are responded using a 4-point likers scale setup ranging from strongly agree to strongly disagree. Then the second questionnaire is used to acquire students' motivation adapted from Attitude/Motivation Test Battery (AMTB) by Gardner et.al. Documentation used to gain the data of the learners' speaking scores that have gotten from the English speaking class lecture of IAIN Madura. In measuring the correlation, the researcher applied of Pearson Product Moment. The researcher didn't

compute it manually, but used SPSS version 17.0 program in order to make easy and accurate.

RESULT

The result of the statistical computation for the correlation among students' self-esteem, students' motivation and students' speaking skill achievement simultaneously is presented below.

Table 4.2 descriptive statistic of significant and F value (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	765.763	2	382.881	40.053	.000 ^a
Residual	258.104	27	9.559		
Total	1023.867	29			

a. Predictors: (Constant), Motivation, Self-esteem

b. Dependent Variable: Speaking skill achievement

Based on the result of the analysis using SPSS version 17.0 above. It is known that the significance value is $0.000 < 0.05$ and F value is $40.053 > F$ table 3.34. This result indicated there was positive correlation between three variable simultaneously.

Table 4.3 Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.865 ^a	.748	.729	3.09183

a. Predictors: (Constant), Motivation, Self-esteem

The table above showed the correspondence coefficient value is 0.865. From the R value (0.865) the researcher could use it to know the strength of correlation between three variables that means the strength in low, enough or strong correlation. While R square value is 0.748, which is used as reference to find out what percentage of the influence of two variables (X_1 and X_2) to variable Y simultaneously.

DISCUSSION

As the researcher explained, student who has good self-esteem is usually confident. This makes his/her encourage him/herself to try, make mistakes and learn from those mistake. In other words, good self-esteem the student has able to evaluate himself well and encourage him/herself to always try. While if the student had high motivation it may be impact or influence in English acquisition or another skills. It is in accordance with some theories and previous study that had been explained by researcher before. Some theory stated that motivation able to make someone reach great achievement if it is attach to him/her. Because they have power and energy to act in achieving their goal.

If we back to the theories and compare to the result that said there is correlation among learners' self-esteem, students' motivation, and their speaking skill achievement in English learning and it was in line with the theory. By the result of hypothesis testing, it means where high and so high in the other, or low in one so low in other. In term of this research, we can pull the conclusion that if students have high level of motivation, they will also get good achievement in their speaking and when students have low motivation they will get low test score.

The result was same with the theories above and researcher assumption. However the correlation showed the result three variables, as the researcher opinion, ought to there was substantial correlation among students' self-esteem, students' motivation and their speaking skill attainment in English learning process.

CONCLUSION

Based on the explanation of the data which defined in the earlier chapter, it can be decided that there is substantial correlation among students' self-esteem, motivation and their speaking skill achievement simultaneously. After investigating both variables by multiple correlation Pearson Product Moment formula, it is discovered the result of calculating correlation among students' self-esteem, students' motivation and their speaking ability achievement was $r = 0.865$. It shows the strength of correlation in this research is in the strong level.

It is well-thought-out that there is strong correlation among variable X_1 , X_2 and Y . it means that students who have high motivation and self-esteem, they will acquire good speaking achievement than the lower student.

Furthermore, by checking the data by using SPSS version 17.0 calculation the researcher get $N.Sig = 0.000$, and F value 40.053, where number of significance $N.Sig < 0.05$ and F value 40.053 $> F$ table 3.34. Because $N.Sig < 0.05$, and F value 40.053 $> F$

table 3.34 so it indicate H_a accepted and H_0 refused which declare there is significant correlation among learners' self-esteem, motivation and their speaking skill achievement is received.

In illation, there is significant correlation among students' self-esteem, students' motivation and their speaking skill achievement at second semester students of English Teaching Department in IAIN Madura.

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