

THE CORRELATION BETWEEN STUDENTS' SELF ESTEEM AND STUDENTS' SPEAKING ACHIEVEMENT AT UNIVERSITY OF ISLAM MALANG

Abstract

The aim of this research to find and describe the correlation between students' self-esteem and their speaking achievement at University of Islam Malang. The method used was quantitative method with the correlational study as the research design of study. The population of this study was two semester students who enrolled in English Department of Faculty of Teacher Training and Education at University of Islam Malang, and 51 students were chosen using simple-random sampling technique. The researcher used questionnaire to obtain the students' self-esteem and the researcher got the mid-term score of students' speaking achievement from the lecturer. Then, the researcher calculated the students' mid-term scores and the result of questionnaire using Pearson Product Moment Correlation to analyze the data. The result of correlation showed that r -observed of students' self-esteem and speaking achievement was .183 with P value at .199. It can be inferred that P value was more than 0.05 or $0.199 > 0.05$. The result indicated that the students' self-esteem had no correlation with their speaking achievement. Also, it was found that self-esteem did not give impact for speaking ability and speaking achievement. So, it can be suggested that the students should focus on the speaking aspects not psychological aspect like self-esteem. Having been known the findings, the research highly suggested to English teachers and further researchers. First it is highly suggested to the English teachers to focus on the speaking technique than psychological aspect of the students. Furthermore, this study can give more understanding that psychological aspect is not really important in the way of learning speaking. Second, this study is also addressed to further researchers. The researcher recommends furthering research about some psychological aspects in the way of learning English skill other than speaking.

Key words: Students' self-esteem, speaking achievement, correlation

Introduction

Speaking is one of significant lessons to be mastered by university students especially English student because to get their bachelor of degree they must explain their thesis orally and clearly. Halima (2016) said a competitive skill based on the use and contact of learners in the foreign language Ananda (2017) further clarified that talking as an integrated process of creating context involving knowledge generation, obtaining and processing is a key to communication. Hornby (1995) also claimed that using words in an ordinary voice was speaking; uttering words; understanding and being able to use a language; expressing oneself in words; making a speech. In summary, the ability to speak is the skill in actual communication to gain linguistic awareness. Based on the understanding, it can be concluded that the verbal use of language to communicate

with others is speaking. In fact, students barely speak in the classroom because they have so much knowledge of speech and other aspects of communication for instance awareness in making errors fluency, pronunciation, or grammar. Furthermore, Hosni (2016) said there are many factors that make it difficult for EFL learners to speak English. Most of these concerns include the learners themselves, the methods of instruction, the curriculum, and the environment.

In sum up, the study's focus was the positive learning of awareness-speaking achievement, self-esteem. Hisken (2017) described self-esteem as complex feelings which guides behaviour, influences attitudes, as well as motivational aspect. On the other hand, Soureshjani (2017) claimed that self-esteem is central of the identity and perception of someone and that the elevation of self-esteem will positively or negatively effect on ways behaviour. Gustaman (2015) also explained that self-esteem the trigger factor on achievement of the students in speaking, and it deals with how students feel capable of doing well on something. It is in line with Brown (1994) who described self-esteem as the variable of personality which contribute to the achievement of speaking because the achievement of the students will be reached if they have confidence in themselves in learning language.

The other factor that self-esteem affects speaking skills was clarified by Satriani (2016) that self-esteem influences three elements, i.e. evaluative cognitive and affective elements. High self-esteem person usually senses sufficient confident to deal with risks and capable of error if it happens so that from the beginning, students have set their high visions (Mruk,2006). On the other hand, low self-esteem students can influence their ability to speak because they don't have the courage to speak in front of the classroom. Self-esteem can be said to contribute greatly to the ability of speaking students. It is in line with interview result of Ananda (2017) that the 2017 SMAN 2 Banteng students did not have sufficient confidence to speak because of their grammar awareness. These were also less pronounced because there was some differentiation of English forms between spoken and written language. In contrast, some of the students felt enjoyed learning English, particularly when learning to speak because they could communicate their thought and opinions and inquire if lacking of the lesson comprehension, so if the teacher and other students understood what they explained, the students didn't worry about pronunciation and grammar.

Therefore, on the basis of the above explanation of self-esteem, the researcher wants to study the relationship between students' self-esteem and students' speaking achievement at the University of Islam Malang.

REVIEW OF RELATED LITERATURE

In this study, the researcher gave a closer understanding of speaking from some experts and other article journals. Hornby (1995) explained that speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.

To speak is ordinary voice usage, to express words, to know the language and to be able to use it. Whereas skill is to do the ability well. Hence, we can infer that the skill to speak is to use ordinary voice in form of words or a language in which this ability is to express someone.

To get closer understanding of self-esteem, the researcher provides more explanation by some experts. Passer and Smith (2007) made it clear that self-esteem, how positive or negative we feel about ourselves, is a very important aspect of personal well-being, happiness, and improvement. Nurpahmi (2008) then described it as a fairly stable self-esteem that could be reduced or increased positive and negative as individuals in their daily lives experience and perceive success and failure. On the other hand, Huitt (2004) separated the two concepts 'self-concept' and 'self-esteem' by stating that 'self-concept' is the intellectual dimension of self, while 'self-esteem' is the emotional aspect of self, which relates to one's self-worth feelings. It's not always self-confidence that we believe it's. Gustaman (2015) explained that self-esteem the trigger factor on achievement of the students in speaking, and it deals with how students feel capable of doing well on something. Tracy (2016) mentioned how much self-esteem a person like themselves, how much they like themselves, and how much they enjoy themselves when interacting with others. Also, Dedmond (2009) claimed self-esteem as feelings complication of someone which guide behavior, influences attitudes, and drives motivation. According to the above understanding, self-esteem is the compilation of human feeling to affect self-motivation.

To encourage a willingness of motivation, self-esteem takes important position. Ananda (2017) made it clear that someone with sufficient self-esteem usually feeling better, alive, proud, and more likely to go further than themselves and respectful. We build these connections quickly, we don't feel alone, and they have the joy of living that is so essential to cope their lives easily and smile at their own destiny, their own personal happiness. In this case, self-esteem has big consideration on achievement of speaking because Pathan, Aldersi, and Alsout (2014) considered speaking to be very important and essential because it supports learners to create effective contact to language in which it is frequently considered as main objective of EFL learning. Speaking is an ability of the students to communicate their concepts, thoughts and feelings, assessed by a speaking test. On the other hand, according to Schutz (2014), in the learning of second language, some variables, including motivation, self-confidence and anxiety, affect learners. He believed that learners will be better for second language learning success with high self-esteem, self-confidence, motivation, and low anxiety level. Moreover, speaking skills needs two compulsory factors which are linguistic and non-linguistic aspects, the first aspect the main prerequisite that EFL learners that ensure that the learner speaks well. This requires grammar, vocabulary, structure, fluidity, and understanding. Meanwhile, the non-linguistic component is assisting aspect for learners in the development of speech skills to achieve success. This factor includes aspects of personality such as self-esteem, Septiana, Yufriзал, & Simbolon (2013) self-concept and extroversion. We found that self-esteem had an impact on their ability to speak. Because they lacked confidence, having low self-esteem. They felt they didn't have to be very proud of themselves. Kalanzadeh (2013), also found it highly significant that self-esteem of

the students affects the success of spoken language. Additionally, he argued that self-esteem in general could have an impact on students' performance and in particular students' spoken performance, as well as the other factors, involving attitudes towards language, motivation, the context. Regarding to description above, it can be concluded that self-esteem is the great consideration for achieving better speech performance.

The previous studies

Some experts about self-esteem and speaking achievement conducted several studies. Moreover, the researcher made a correlation between both variables. To provide the context and encouragement for this study, the research findings of them can be elaborated briefly.

Ananda (2017) is the first to arrive. This work is on "The relationship between students' self-esteem and speaking skills at second-year students SMA Negeri 2 Bantaeng." This research proposed questions as is there any significant correlation between student self-esteem and speaking capacity on the second-year students. The purpose of this study is to know whether there is any connection between self-esteem and ability to speak or not. Through supplying the talk test and the questionnaire of self-esteem, this work was carried out systematically. Upon measuring the student score in speech and self-esteem, it is found that students had high self-esteem (74%) with a mean score of 67.11, but very low speaking ability (80%) with a mean score of 50.88.

In addition, the correlation coefficient was (r_{xy}): 0.146.146.146. It means that the correlation was very low. Based on the results above, it can be inferred that the H1 is rejected and H0 is accepted, suggesting that there is no connection between the speaking ability and the students' self-esteem at SMA Negeri 2 Bantaeng and the second-year students.

The second study is from Gustaman (2015). This research was intended to investigate the relationship between the self-esteem of students and their English-speaking skills. There were sixty-two students in the 11th grade. The students were given the questionnaire of self-esteem and the test of speaking to assess students' self-esteem and speaking skills. Then, obtained scores computed by using SPSS to discover the relationship of the variables in the study. The results exposed significant relationship at the moderate level between the self-esteem of students and their speaking skills. This study concluded that self-esteem is perceived when speaking English to the achievement of students.

The difference of both previous studies and this research was in the subject of the study. The subject in the previous study focused on the senior high school students, while this study focused on the university student. Based on the previous study, the researcher of this study considers that self-esteem had a much impact to the speaking progress. Therefore, the researcher focused on the university students as the research sample.

Research Method

The researcher used the quantitative method in conducting this research. It means that the researcher collected and analysed the data statistically from the questionnaire of students'

self-esteem on the speaking achievement in order to find out the correlation between students' self-esteem and students' speaking skill at University of Islam Malang. This research is categorized into correlation research. Correlational research concerns the establishment of relationships between two or more variables in the same population or between the same variables in two populations (Leedy & Ormrod, 2005). So that, the researcher correlated two variables of this research, they are self-esteem on the speaking ability as the X variable and speaking achievement as the Y variable of English Department students at University of Islam Malang.

Population and Sample

Determining population and sample in the research is a necessary step, because population and sample will influence the result of the research. Accordingly, the researcher had to select the population and sample that were appropriate with the purpose of the research. The population of this research is all classes in second semester of English Department in University of Islam Malang. Total of the second semester students of English Department is 108 students. The sample of this research was taken through simple random sampling. The researcher related two classes (51 students) from six speaking classes second semester students English Department. Those classes were chosen because their quantity was fulfilled for doing this study.

Result

It is prominent to mention again in this chapter about the aim of the research which to find out the correlation between students' self-esteem and students' speaking achievement at University of Islam Malang. The researcher used IBM Statistical Package for Social Science (SPSS) Version 20 software for analyzing the data. In accomplishing, the researcher used Pearson Product Moment Correlation.

The data of the research were obtained from questionnaire that was given and middle test score in speaking subject during the second semester. The population of all classes was 108 students then the researcher decided 51 students as the sample. The sampling technique was simple-random sampling. The researcher got the data of students' middle test score in Speaking II from the lecturer who taught two classes of second semester who became the sample in this research. middle test score in speaking II from class A and F average value was 70.35.

Another data was obtained from questionnaire of self-esteem on speaking achievement (*See appendix 4*). The questionnaire was adopted from Ananda's previous study (2017) entitled "The Correlation between Self-Esteem Students and Second-Year Student Speaking Skills at Sma Negeri 2 Bantaeng 2017." Then, using the Pearson Product Moment Correlation, the score is evaluated. The two tailed was used based on the hypothesis from this research, "There was no connection between the self-esteem of students at the University of Islam Malang and the speaking ability of students. Here is the result of the data analysis by using IBM SPSS 20:

Table 4.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking_scores	51	40.00	95.00	70.3529	9.30123
Questionnaire_self-esteem_scores	51	28.00	54.00	39.5294	6.09049
Valid N (listwise)	51				

Table 4.2 Correlations between self-esteem and speaking skill on students at University of Islam Malang

		Speaking_scores	Questionnaire_scores
Speaking_scores	Pearson Correlation	1	.183
	Sig. (2-tailed)		.199
	N	51	51
Questionnaire_scores	Pearson Correlation	.183	1
	Sig. (2-tailed)	.199	
	N	51	51

The result of IBM SPSS showed that the mean of speaking score was 70.35 with standard deviation 9.301. The mean score of students' self-esteems was 39.52 with standard deviation 6.090. Then symbol r or Pearson Correlation represented the correlation between self-esteem and speaking achievement of students at University of Islam Malang. Level of significance was represented by symbol P or Sig. (2-tailed) and the number of subjects was represented by N , $N=51$, it means that the number of subjects in this study was 51 students. Besides that, the r observed of students' perception and speaking ability was at .183 with P value was at .199. The level of significance therefore suggested that the P value was greater than 0.05 or $0.199 > 0.05$, so it could be assumed that there is no significant correlation between student self-esteem and student speech achievement at Islam Malang University.

Hypothesis Testing

The conclusion of this research was that at the University of Islam Malang "There is no connection between students' self-esteem and students' self-esteem" speaking ability of the English Department. Based on the data analysis, the P values of students' self-esteem on speaking achievement were > 0.05 because the r observed of students' self-esteem and speaking ability was at .183 with P value was at .199.

The researcher also tested the result by using the theory of Mistar (2013) in interpreting the correlation. In terms of significance, the r -observed was 0.183. According to the result above about the correlation table of SPSS, the correlation was not significant because P value was more than 0.05 or $.199 > 0.05$.

Then, it was found that r -critical at 0.05 was 0.304 and at 0.01 was 0.393 when calculated that $df = N - 2 = 51 - 2 = 49$. It could be claimed that there was no correlation between the self-esteem of students and the speech achievement of students, since the researcher obtained the result that r -observed = 0.183 < r -critical = 0.393. Therefore, based on calculation, there is no connection between self-esteem and English-speaking achievement.

On the other discussion, the result of this study was not in line with the result of the previous study by Gustaman (2015). The result of his study showed that there was a positive significant correlation between students' self – esteem and their English-speaking competencies at the moderate level. This study concluded that self-esteem is taken into consideration in speaking English by students. Based on the questionnaire, the outcome of the research presented that students had high self-esteem, but mostly the result of the speaking score was not illegible. Other factors why self-esteem did not give big contribution to the students' speaking skill were the students were still focused on the structure of speaking like how to pronounce clearly also the grammatical and content of speaking. Literally, these students were still called new comers, which is why self-esteem did not give big contribution to the students' speaking skill.

To sum up, here are some related findings that examined the correlation between self-esteem and language abilities, and it was found that there is no significant correlation between self-esteem and language abilities. The correlation between situational self-esteem and writing skills was found at high level, while the correlation between global self-esteem and writing skills was found at low level (Agata, 2013). Moreover, the next result from Nik Yaacob and Mahadi (2015), showed no significant correlation between self-esteem and language accomplishment after calculated by using Pearson's correlation and t -test. This study used the scale of self-esteem to gather the self-esteem data. Morris Rosenberg developed a self-esteem scale consisting of 10 items and was translated into the version of the Malay language. Information on the achievement of students in English is collected from the Ministry of Education, Malaysia's Lower Secondary Examination (PMR). Using SPSS version 18, the information is analyzed.

The third is from Vielle et al (2017), Research showed that there were no differences between gifted and non-gifted students in the measurement of self-esteem. More controversially, for the gifted group, the research found that there was no correlation between self-esteem and academic achievement. The next previous study from Dev and Qiqieh (2006) investigated about the correlation between language proficiency and self-esteem. The data was collected from Abu Dhabi University's 200 male and female students. $R = -0.14$ $p = 0.012$, which at 0.05 is statistically significant, was analyzed. There was no positive relationship between the variables

found by the analysis. It also revealed that language fluency (IELTS) does not directly affect the scores of self-esteem and academic achievement (GPA) of the Abu Dhabi University's graduates.

By looking at some of the above related results, the researcher concluded that English-speaking students with low academic achievement were affected not only by the psychological environment, but also by the problems of English, especially in speaking. In conclusion, the speaking ability could be influenced by certain features of speaking, for example: limited vocabulary or lack of topic knowledge when they speak in the classroom, being aware of speaking because they lacked sufficient knowledge of how to correctly pronounce words in English, and the last thing is that students are afraid to make grammatical error. Therefore, the conclusion is that the students should focus on speaking aspects not psychological aspect like self-esteem.

Conclusions

Based on the result, the researcher's data found the English Department students ' in University of Islam Malang had high speaking achievement with the mean score 70.35 and low self-esteem with the mean score 39.52. Furthermore, the level of significance indicated that the P value was more than 0.05 or $0.199 > 0.05$, so it could be concluded that there was no significant correlation between self-esteem and speaking achievement of English Department students at University of Islam Malang.

Suggestions

In this section, researcher will give some suggestions to the teacher that it will be good if teachers encourage students in aspects of speaking. In addition, it is also hoped that teachers will be creative more, especially when teaching about speaking. For students, the researcher suggests that students should do more practice in speaking to improve speaking ability, and the researcher also suggests that they should just say what they want to say when they are asked to speak by their teacher. For future researchers, it is suggested that they be more attentive when analyzing and evaluating the instrument, furthermore, it is hoped that the outcome of this study can be a reference to further investigate a few factors influencing the speech achievement of students that have not yet been investigated in this study.

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