

## **THE CORRELATION BETWEEN STUDENT'S SELF-ESTEEM AND STUDENT'S SPEAKING PERFORMANCE OF SECOND GRADE OF MA MAMBAUS SHOLIHIN SUCI-MANYAR-GRESIK**

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### ***Abstract***

*This study discusses the "Correlation between Student Self Esteem and Speaking Performance of Second Grade Students at MA Mambaus Sholihin Gresik". As for the purpose of this study is to determine whether there is a relationship between students who have high self-esteem with good students on their speaking performance in second grade students at MA Mambaus Sholihin Gresik. The subjects of this study were XI grade students of MA Mambaus Sholihin Gresik, where the number of students in grade XI MA Mambaus Sholihin Gresik was 204 students divided into 7 classes. Furthermore, sampling was carried out using purposive sampling technique, while the sample was class XI IPS 2 consisting of 33 students who were all female. The type of data used is quantitative data. The data were obtained from the speaking performance test and self-esteem questionnaire. This research was conducted by giving the speaking performance test and self-esteem questionnaire. After calculating the results of the students' speaking scores and self-esteem, the researcher found that the XI grade students of MA Mambaus Sholihin Gresik had high self-esteem as many as 4 students (4.12%) and moderate self-esteem as many as 18 students (18.55%) with an average value of 38.2 and a high level of speaking performance as many as 7 (7.21%) and a sufficient level of speaking performance as many as 16 (16.49%) with an average value of 64.7. Furthermore, the correlation coefficient (r<sub>xy</sub>): 0,662. Which is high level of correlation. Based on the data above, the researcher concludes that H<sub>1</sub> is accepted and H<sub>0</sub> is rejected, meaning that there is a high relationship between student self-esteem and speaking skills of grade XI students at MA Mambaus Sholihin Gresik.*

**Key Words:** *Correlation, Speaking Performance, Self-Esteem*

### **INTRODUCTION**

Speaking ability is an important aspect that must be mastered when learning a foreign language and success in learning a language is measured by the learner's

ability to speak the language learned. However, most people who learn languages aim to be able to speak communicatively. Speaking a second or foreign language has often been considered the most difficult of the four skills. Many definitions of the word "speak" have been proposed by language learning researchers. Speaking is the process of creating and sharing meaning using verbal and non-verbal symbols in a variety of contexts (Chaney: 1998). Furthermore, speaking implies an interactive process involving the generation, reception, and processing of information (Burns: 1997). However, people who are good at gathering information but not good at communicating it are incomplete. Therefore, it is important for the teacher to practice her performance in speaking her student.

Performance is the observable and concrete manifestation or realization of competence (Brown:1941). It is the actual doing of something: walking, singing, dancing, speaking, writing, listening, and reading. The samples of performance called "tests" and "examinations." Performance is actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events. Speaking skill is labeled oral production and is certainly one of the skills students need to learn in their language development (Yousouf Haidar: 2016). Speaking in oral presentations student performance is often used to assess students' speaking ability as it helps teachers determine the level of speaking ability of the students. Speaking performance in oral presentations also helps train students to formally convey their ideas (Hidayat Herawati: 2012). Speaking as performance tends to be in the form of monolog or dialog, often follows a recognizable format (e.g., telling story about experiences), and it is closer to written language than conversational language. It focused both on message and audience, and more predictable organization. Many teachers try to use a variety of activities to get their students practicing their speaking performance, including: group presentations, public speaking, peer talks, and debates.

Knowing the above facts about how the language is verbally used by certain people, it is true that it is not easy for EFL students to do well in English. Also, it is not easy for Indonesian students to learn English because it is a foreign language. It is

a big challenge for Indonesian students as it requires a lot of effort in daily communication due to its regular presence in real life (Fauzan: 2016). It is true that English is becoming one of the subjects from primary school to university in Indonesia, indicating that Indonesian students have been learning English for many years. Based on this phenomenon, it is very interesting to highlight why Indonesian students are still considered to have low English proficiency.

This is thought to be due to various factors. Important psychological factors such as motivation, self-esteem, and anxiety are aspects that can affect a student's speaking performance (Aouatef: 2015). Fear of making mistakes, lack of self-confidence and motivation, shyness, and anxiety, especially when students have to speak in front of the class (Juhana: 2012). For example, shy, insecure, and fearful of making mistakes. Another theory is important to emphasize that psychological or personality factors such as self-esteem, anxiety, and motivation are the most pressing aspects attributed to the success of a student's language learning, especially speaking performance (Brown: 1994).

Self-esteem is defined as a self-assessment that expresses a positive attitude and indicates to what extent a person believes that he or she is competent, important, successful, or worthwhile (Coopersmith: 1967). Many experts also emphasize that self-esteem plays an important role in second language acquisition. Self-esteem is one of the psychological factors that contribute significantly to a student's speaking performance. Since self-esteem becomes one of the influencing factors, we can conclude that students with high self-esteem are more likely to experience superior outcomes than those with low self-esteem (Daulay & Krashen: 1982). In another word, the self-esteem gets to be one of the huge challenges for understudies to bargain with their speaking performance (Mariam Jamila: 2014). It can be concluded that since self-esteem gets to be one of the persuasive variables, it can be said that the understudies with tall self-esteem will see superior accomplishments instead of those who do not.

## **RESEARCH METHODOLOGY**

### **A. Research Design**

In this research, researcher used quantitative as an approach and correlation as a research design to seek the relationship between student's self esteem and student's speaking performance. According to, correlation is used to determine the degree of relationship between two variables (Hatch & Lazaraton: 1991). Furthermore to collect the data researcher used measurement technique and practice. And the tools researcher used questionnaire and speaking performance test.

For applying the measurement technique, relying on Creswell (2014) the researcher asked the answer questions on a instrument. And then, the students complete questions on a survey on questionnaire asking about self esteem. On this research, this technique to measure student's self esteem the researcher used testing which the researcher asked the students to speak in front of their friends to telling story about their experiences.

### **B. Research participants**

The research conducted at the second year students of MA Mambaus Sholihin Gresik 2022/2023. Based on prevesious observation, there were 204 XI students of the second year students in MA Mambaus Sholihin 2022/2023 that devided into 7 classes. Furthermore, the researcher chooses XI IPS-2 as the sample of this research, which consists of 33 students with all females.

### **C. Data Collecting Technique**

The technique used by the researcher to collecting data is an oral test especially in telling story task whether theme is my experiences. This test is aim to know the student's performance in speaking. Student's score is determined from their speaking performance in terms of test: Grammar, Pronunciation, Vocabulary, and Fluency.

In collecting the data of students' self-esteem, the researcher used questionnaire. The items of questionnaire used are close ended questions with options in using a four-point Likert scale.

#### **D. Data Analysis Technique**

Data were analyzed using SPSS software version 20. Bivariate correlation coefficients (Pearson Product Moment) were run to investigate the correlation between students' self-esteem and students' speaking performance.

The interpretation of correlation findings was used in the table of correlation coefficients defined by Sugiono in Nurul Falah.

**Table 1. Correlation Coefficients by Sugiono in Nurul Falah (2022)**

<b>Correlation Coefficient</b>	<b>Interpretation</b>
0.00 – 0.199	No Correlation
0.20 – 0.399	Low Correlation
0.40 – 0.599	Medium Correlation
0.60 – 0.799	High Correlation
0.80 – 1.00	Perfect Correlation

## **RESEARCH FINDING AND DISCUSSION**

### **A. Findings**

Based on the previous explanation, this researcher conducted research with 33 participants from class XI IPS 2 MA Mamba'us Sholihin Gresik. The researcher used Rosenberg's self-esteem which has been adapted to the needs of the researcher to measure how much the student's self-esteem is related to speaking performance in telling her experiences to his friends in front of the class.

After calculating and analyzing students' self-esteem, the next step is to calculate the scores and analyze students' speaking scores. In the speaking test assessment, the researcher used Brown's speaking proficiency assessment categories.

By looking at students' abilities during the speaking test, the assessor can see the categories that have been described by Brown in each category with a scale of 1-5 but in this study the researcher only used four categories, namely the researcher did not include comprehension, so the score obtained by the respondent was 1 to 4. The better the ability possessed by the student, the greater the score obtained.

As for the grouping of the results of the researcher's self-esteem test scores using 3 predetermined intervals based on the operations of the highest and lowest scores of students which produce three levels. The 28 – 33 interval which is categorized as low students' self-esteem, the second interval is 34 – 41 which is categorized as enough students' self-esteem and the last interval is 42 - 47 which can be said to be high in speaking performance.

After calculating students' speaking scores, the next step is to classify students' speaking ability, researchers use intervals as a reference for assessing students' speaking ability. Speaking scores are categorized into several levels, which are divided into three classifications as below:

As for the grouping of the results of the researcher's speaking performance test scores using 3 predetermined intervals based on the operations of the highest and lowest scores of students which produce three levels. The first interval is 40 – 57 which is categorized as low in speaking performance, the next interval is 58-75 which is categorized as moderate or sufficient in speaking performance, and the last interval is 76-93 which can be said to be high in speaking performance.

The data above shows that students who have a high total value in protecting self-esteem statements say that these students have high self-esteem. And conversely, students who have low scores on self-esteem statements are said to have low self-esteem. And the data above also shows that respondents who get a high total score from the speaking performance test are in the good category, while the lowest total score from the test indicates the respondent's speaking ability is classified as poor.

As for the data above, students who get a total score of 31 on the test filling out the self-esteem questionnaire, it can be said that the students is in the low category, as

well as the respondent who gets a high total score of 47 in filling out statements from the self-esteem questionnaire, it can be said that the respondent is included in the category of high self-esteem.

Likewise with the results of the speaking performance test, students who have high self-esteem and get a high speaking score are 85 which indicate that the students has good speaking performance. And the lowest score on the speaking ability test is 45 which indicate that the students has low speaking performance. And for students who get a score of 60, the respondent is indicated to have sufficient speaking appearance.

In accordance with the data above, it can be seen that 4,12 % (4 students) got a total score between 28 – 33 which indicates low self-esteem, then 18,55 % (18 students) got a total score between 34 - 41. Which means the students has enough or moderate self-esteem, while 11,33 % (11 students) scored between 42 - 47 which means the students has high self-esteem.

From the data above, it is known that the percentage of students' scores on the speaking ability test was 33 students. As for 10 students (10.30%) students who did not perform well, 16 (16.49%) students who achieved moderately, and 7 (7.21%) students who achieved good speaking.

To calculate the correlation between students' self-esteem and speaking ability, the researcher used the Pearson Product Moment formula.

## **B. Discussion**

This study aims to provide concrete evidence regarding the relationship between students' self-esteem and students' speaking performance in class XI IPS 2 MA Mamba'us Sholihin Gresik in 2023. There are two instruments used in this study, the first instrument is a questionnaire used to measure the level of self-esteem of respondents. This questionnaire was adapted from Rosenberg's self-esteem which has been adjusted to the needs of the study. Respondents were asked to fill in the level of agreement of the 22 statements that had been provided. The second instrument used a speaking test with the topic "My Experience" where they told their experiences to

their friends in front of the class by paying attention to grammar, vocabulary, fluency, and pronunciation.

**Table 2. Correlation Test Results Between Variables**

Correlations			
		Selfesteem	Speaking
Selfesteem	Pearson Correlation	1	.662**
	Sig. (2-tailed)		.000
	N	33	33
Speaking	Pearson Correlation	.662**	1
	Sig. (2-tailed)	.000	
	N	33	33
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the results of the correlation hypothesis test between students' self-esteem and students' speaking performance using the SPSS 2.0 tool on the Pearson Product Moment formula, the results are as shown in the table above. In the table above it can be obtained that the significance value is .000 which means  $< 0.05$  or 5%, so there is a correlation between the two variables. The calculated R value (Pearson Correlation) is 0.662 which means it is greater than the R table value of 0.344, ( $0.662 > 0.344$ ), so it can be concluded that there is a correlation between the two variables.

Based on the Classification of Correlation Coefficient table, the calculated R value ( $0.779 > 0.662 > 0.60$ ) is entered at the interval 0.60 – 0.779, then it is obtained that there is a high correlation between the two variables. It can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. So, there is a correlation between students' speaking performance and their self-esteem.



## CONCLUSION

This study was conducted to test whether there is a significant relationship between students' self-esteem and students' speaking performance in class XI MA Mamba'us Sholihin Gresik or not by using class IX IPS 2 as the sample of this study.

Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concludes that there is a significant relationship between students' self-esteem and students' speaking performance which is categorized into "High" with level (0.662). It can be stated that student self-esteem has a positive contribution to students' speaking ability. It was revealed that 43,8% of students' speaking performance was influenced by their self-esteem, while 56,2% of their speaking performance was influenced by other factors.

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