

THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM AND THEIR ENGLISH SPEAKING PERFORMANCE AT SMA NEGERI 1 MORONGE

ANGELY CHRISTIA SUMENDAP, NIHTA V. F. LIANDO, YAPI WONGKAR

Universitas Negeri Manado

Correspondence author: Nihtaliando@unima.ac.id

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Abstract: The aim of this study is to investigate the potential relationship between students' speaking performance and their self-esteem. The study was carried out at SMA Negeri 1 Moronge. Students in grades 10, 11, and 12 comprised the research subjects, with seven students from each class, for a total of 21 students. Quantitative data are the kind that are used. A speaking exam and a self-esteem questionnaire with the Rosenberg Self-Esteem Scale were used to collect the data, which were then manually correlated using the Pearson Product-Moment method for analysis. The correlation coefficient, or r , between students' speaking learning achievement and their self-esteem is 0.745 according to the Pearson Product Moment Correlation Coefficient. The study's findings indicate that speaking skills at SMA Negeri 1 Moronge and students' self-esteem are highly correlated. It was shown that there was a strong correlation between students' speaking skills in English classes and their level of self-esteem.

Keywords: *Correlation, Self-esteem, Speaking Performance, Pearson Product Moment*

INTRODUCTION

Language is a communication system in which meaning is expressed through the use of symbols such as words and gestures. Language is a sophisticated and dynamic system that enables communication between people and between societies in terms of ideas, sentiments and information. Language is an essential component of human cognition and social interaction and is critical in communicating information, culture, and the common experiences and opinions of a person or group of people. Language can also be written, signaled, or spoken; there are many different

languages spoken around the world, each having different qualities and cultural backgrounds.

English is a language that needs to be mastered today because it is an international language. Starting with business, politics, and education, we turn to technology. English is spoken in much of the world today, so its significance must be considered. English can help us adapt to the environment and make it easier for us to work in the present and the future, apart from being a means of communication (Putra et al., 2020).

Speaking is one of the four basic language skills besides reading, writing, and listening. Speaking is conveying one's ideas, thoughts, and opinions to others through spoken language in a way that others can understand (Juwitawati & Pratiwi, 2018). Speaking can be very challenging because for English language learners they need fluency and accuracy in applying information when constructing cohesive sentences and utterances, it can make them may lack confidence in their abilities, which makes them nervous and then give physical reactions, resulting in ineffective communication or speech. (Djayanti & Rahmatika, 2015) The physical reactions experienced by individuals when they feel anxious, such as sweaty hands, palpitations, and trembling legs.

Self-esteem as a psychological component significantly affects language acquisition and performance. People often act beyond set requirements because of this feeling of pleasure. This can inhibit students from fully participating in class activities and honing their speaking skills; this lack of confidence can affect students' initiative in mastering their language. Fear of making errors is one of the things that might affect a student's confidence (Kansil et al., 2022). Student initiative is essential to encourage them to start doing things that can improve themselves and focus on their goals (Liando & Lumettu, 2017).

SMA Negeri 1 Moronge is a high school in Talaud, North Sulawesi, with a diverse student population. In schools, teaching and learning activities are the most important thing to continue to develop. Learning activity is an educational process that provide an opportunity for students to develop their potential abilities (Parante et al., 2022).

Students should be able to attain a degree of competency in English, particularly in speaking, by studying English as one of the topics at this institution.

Therefore, this study aims to explore the relationship between self-esteem and English language performance among students of SMA Negeri 1 Moronge. By investigating the influence of students' self-esteem and language performance, this study will provide insight into the challenges students face when learning English and offer suggestions for improving language education and enhancing students' well-being. The results of this study will benefit educators, researchers and policy makers in their efforts to improve language education and support student success.

RESEARCH METHOD

This research is a type of correlational research with a quantitative approach to determine the relationship between students' self-esteem as the independent variable and speaking skills as the dependent variable. Two variables were estimated numerically through correlational analysis, and their relationship was determined. In this study, there were two variables, namely, the independent variable (X) and the dependent variable (Y). Independent variable is self-esteem (X), the influence of the high and low self-esteem of a student when speaking English was reviewed. Dependent variable is speaking ability (Y), Students' speaking skill, especially fluency, and accuracy in speaking English, is the dependent variable in this study. The indicators of the two variables above are as follows: Reviewing the extent to which students with high and low self-esteem think about their English proficiency and Students' capacity to communicate using English fluently and accurately in classroom situations and even in everyday life.

Researchers used several chronological steps when analyzing data as follows: Scoring self-esteem questionnaire, researchers used Basco and Han's self-esteem measure in assessing the questionnaire to respond to 10 statements based on the Rosenberg Self-Esteem Scale. The questionnaire comprises five categories: strongly agree, agree, neutral, disagree, and strongly disagree. Researchers used analytical scores for fluency and accuracy in assessing speaking ability by asking students to "tell themselves" to assess their speaking ability (Harmer, 2001). Analyzing the

students' score, to find out the students' mean score, researchers calculated it using the following formula: $X = \Sigma/N$ (Sulastri, 2013). In analyzing the percentage, the researcher calculated the students' final score as follows: $P = F/(N) \times 100$ (Pertiwi, S., 2014). To analyze the data between students' self-esteem and their English speaking performance, the researcher used Pearson's product moments. The correlational technique tested the relationship between the two variables.

$$r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[(N\Sigma X^2 - (\Sigma X)^2) [N\Sigma Y^2 - (\Sigma Y)^2]}}$$

The results of the correlation coefficient were determined and interpreted by Pearson product moment (Sugiono, 2018).

FINDINGS AND DISCUSSION

Findings of Students Speaking Performance

Table 1: Students Speaking Performance Score

No.	Name	Score
1	GCA	70
2	ET	90
3	EAL	60
4	SAT	80
5	GB	40
6	RDT	40
7	GL	60
8	JLL	50
9	CAES	70
10	CS	70
11	ET	80
12	AD	70
13	AS	50
14	IT	40

15	CFB	40
16	SS	80
17	VGD	70
18	MT	50
19	FW	40
20	AL	50
21	FT	50
TOTAL		1.250

The researcher concludes that the lowest score in Speaking performance test is 40 and the highest score is 90.

Table 2: The distribution of the frequency and percentage of students' speaking performance

Test Score	Classification	Frequencies	Percentage
80-100	Excellent	4	20%
60-79	Good	7	34%
50-59	Average	5	23%
0-49	Poor	5	23%
Total		21	100%

Table 2 shows that, the rate percentage of the students score in speaking from 21 students, there were 4 (20%) students obtained excellent, 7 (34%) students obtained good, 5 (23%) students obtained average, and also 5 (23%) students obtained poor

Table 3: The mean score of students' performance

Mean score	59.52
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The average level of speaking performance was demonstrated by the examination of the speaking performance mean score of the students at SMA Negeri 1 Moronge.

Findings of Students' Self-esteem

Table 4: Students' self-esteem score

NO.	Name	Scale
1	GCA	2.77
2	ET	3.88
3	EAL	2.66
4	SAT	3.00
5	GB	1.40
6	RDT	1.40
7	GL	2.66
8	JLL	2.00
9	CAES	2.35
10	CS	3.66
11	ET	3.00
12	AD	2.40
13	AS	2.00
14	IT	2.66
15	CFB	1.77
16	SS	3.40
17	VGD	3.66
18	MT	1.66
19	FW	2.88
20	AL	2.20
21	FT	2.66
TOTAL		54.07

From table 4, the researcher concludes that the lowest scale in Self-esteem test by questionnaire is 1.40 and the highest scale is 3.88.

Table 5: The distribution of the frequency and percentage of students' self-esteem

Scale	Classification	Frequency	Percentage
3.00-4.00	High self-esteem	6	28 %
2.00-2.99	Moderate self-esteem	11	53 %
1.00-1.99	Low Self-esteem	4	19 %
Total		21	100 %

From table 5, it can be seen that 6 (28%) students have a high level of self-esteem, 11 (53%) students have a moderate self-esteem, and 4 (19%) students have a low self esteem.

Table 6: The mean score of students' self-esteem

Mean Score	2.57
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The students at SMA Negeri 1 Moronge had a modest level of self-esteem, according to the study of the mean score of students' self-esteem above.

The Correlation Between Self-esteem and Students' Speaking Performance

Table 10: The Correlation Between Self-esteem (X) and Students' Speaking Performance (Y)

NO.	Name	X	Y	X²	Y²	XY
1	GCA	2.77	70	7.67	4900	193.9
2	ET	3.88	90	15.05	8100	349.2
3	EAL	2.66	60	7.07	3600	159.6
4	SAT	3.00	80	9	6400	240
5	GB	1.40	40	1.96	1600	56
6	RDT	1.40	40	1.96	1600	56
7	GL	2.66	60	7.07	3600	159.6
8	JLL	2.00	50	4	2500	100
9	CAES	2.35	70	5.52	4900	164.5
10	CS	3.66	80	13.39	4900	256.2
11	ET	3.00	70	9	6400	240
12	AD	2.40	70	5.76	4900	168
13	AS	2.00	40	4	2500	100
14	IT	2.66	50	7.07	1600	106.4
15	CFB	1.77	40	3.13	1600	70.8
16	SS	3.40	70	11.56	6400	256.2
17	VGD	3.66	80	13.39	4900	272
18	MT	1.66	50	2.75	2500	83
19	FW	2.88	40	8.29	1600	115.2
20	AL	2.20	50	4.84	2500	110
21	FT	2.66	50	7.07	2500	133
Σ	21	54.07	1250	149.55	79500	3389.6

The researcher computed the following data using the Pearson Product Moment Correlation method in order to explain the research findings:

Based on the data above, researcher find:

N	: 21
$\sum x$: 54.07
$\sum y$: 1250
$\sum x^2$: 149.55
$\sum y^2$: 79500
$\sum xy$: 3389.6

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

$$r = \frac{21(3389.6) - (54.07)(1250)}{\sqrt{[21 \cdot 149.55 - (54.07)^2][21 \cdot 79500 - (1250)^2]}}$$

$$r = \frac{71181.6 - 67587.5}{\sqrt{[3140.55 - 2923.56][1669500 - 1562500]}}$$

$$r = \frac{3594.1}{\sqrt{[216.99][107.000]}}$$

$$r = \frac{3594.1}{\sqrt{23217930}}$$

$$r = \frac{3594.1}{4818.499}$$

$$r = \frac{3594.1}{4818.499}$$

$$r = 0.745$$

Based on the data analysis results, talks were held to emphasize the significance of this research. The findings indicated a strong correlation between self-esteem and speaking ability. First, the Pearson Product-Moment correlation ($r = 0.745$) indicates a link between the speaking skill and self-esteem of pupils at SMA Negeri 1 Moronge. This demonstrates the connection between pupils' self-esteem and their speaking abilities. This might occur because speaking performance is greatly influenced by self-esteem. Furthermore, the researcher's observations during the research revealed that students experienced certain difficulties when speaking English, such as introducing themselves and telling themselves as well as answering questions given by the

researcher. When researchers asked them about their fear of speaking English, they revealed that their fear stemmed from their fear of embarrassing themselves in front of their friends. This explanation demonstrates the connection between students self-esteem and speaking abilities. This is because if students feel anxious about speaking in class and are afraid of failing to meet the expectations around them, they will not participate as much and will not have the opportunity to receive feedback on how to improve their English speaking skills. This is evident from the data collected, which shows that students' speaking abilities are at an average level and their level of self-confidence is at a moderate level. Students with high self-esteem, with the highest self-esteem scale of 3.88, get a speaking score of 90 and positively assess themselves. Various factors influencing their high self-esteem, such as experiencing a lot of success and achieving goals, whether in academics, sports, hobbies, or personal endeavors, can increase self-esteem. Because achievements often strengthen a positive self-image. So they often feel challenged to get out of their comfort zone and continue to try to get improvements from more expert people because they realize that their self-development will not happen if they remain silent. Their motivation makes them look good at themselves and what will happen. This builds a sense of self-esteem that continues to increase, and their scores continue to increase. On the other hand, with the lowest scale of 1.40, low self-esteem gets a score of 40 for speaking. This is due to a negative assessment of oneself due to experiences. Experiencing repeated failures, setbacks, or criticism without adequate support or guidance can cause a reduced sense of self-esteem. Individuals who interpret failure as a personal deficiency may develop low self-esteem. Moreover, even though they have a pretty good self-esteem scale (2.88), some get a low score (40); these students need to develop their English language skills because they assume that English is not essential for learning in their environment. However, overall, the assessment shows a high correlation between the influence of high and low self-esteem and students' English speaking performance.

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