The Correlation Between Students' Self-Esteem and Their Speaking Skill

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Abstrak

Jenis penelitian ini adalah penelitian korelasi. peneliti ingin menemukan hubungan antara penghargaan diri siswa dengan keterampilan berbicara mereka kelas XI SMA Excellent Nurul Ikhlas.Penelitian ini dilakukan karena penghargaan diri siswa merupakan suatu faktor yang signifikan yang mendukung keterampilan berbicara siswa. Siswa yang kurang percaya diri, maka mereka akan cenderung untuk menghindari kesempatan untuk berbicara. Populasi dari penelitian ini adalah seluruh siswa kelas XI SMA Excellent Nurul Ikhlas tahun ajaran 2020/2021 yang mana terdiri dari 4 kelas. Penelitian ini menggunakan teknik total sampel. Instrumen dari penelitian ini adalah sebuah kuesioner untuk mengukur penghargaan diri siswa dan tes berbicara (menceritakan sebuah cerita tentang singa yang lapar dan rusa yang bodoh) untuk mengukur keterampilan berbicara siswa. Peneliti menemukan bahwa koefisien hubungan antara penghargaan diri siswa dengan keterampilan berbicara mereka adalah 0,257.Jadi, terdapat hubungan positif antara penghargaan diri siswa dengan keterampilan berbicara mereka kelas XI SMA Excellent Nurul Ikhlas.

Kata Kunci: *Hubungan, Keterampilan Berbicara, Penghargaan Diri.*

Abstract

The design of this research was correlational research. The researcher wanted to find out the correlation between students' self-esteem and their speaking skill at the eleventh grade of SMA Excellent Nurul Ikhlas.This research is conducted because self-esteem is a significant factor in supporting students' speaking skill. The students who have lack self-esteem, so they tend to avoid opportunity in speaking. The population of this research was all of the eleventh grade students of SMA Excellent Nurul Ikhlas in the academic years of 2020/2021 which consists of 4 classes. This research uses a total sampling technique. The instrument of this research was a questionnaire for measuring students' self-esteem and a speaking test (retelling a story of the hungry lion and the foolish stag) for measuring students' speaking skills. The researcher found that the coefficient of correlation between students' self-esteem and their speaking skill at the eleventh grade of SMA Excellent Nurul Ikhlas was 0,257. Thus, there is a positive correlation between students' self-esteem and their speaking skill at the eleventh grade of SMA Excellent Nurul Ikhlas.

Keywords: *Correlation, Self-Esteem, Speaking Skills.*

INTRODUCTION

In a foreign language, there are four skills in learning English. These skills are often categorized as receptive and productive skills. Receptive skill consists with listening and reading. Productive skill is consists with speaking and writing.

speaking as an interaction, as social, and speaking depends on activity or situation. Bailey, Kathleen M (2020) Speaking is the oral application of what people have learned. It means that speaking is the application of what people have learned in English language learning and the aim to be able to use it in life. In addition, Irawati (2014) defines speaking is a activity that procedus speech in the form of words and sentences orally to able to communicate with other people. It means that, speaking is a process of conveying information, messages and ideas to other people orally. Meanwhile, Bahadorfar and Omidvar (2015:9) say that speaking skill can be said to be good speaking skills when listeners can understand the words spoken by the speaker. It means that, people is said to be successful in speaking skills when the words they say can be accepted and understand by the listener. Additionally, Tahir (2015:174) says that somebody is seen as successful when learning a foreign language as seen from their ability to speak.

Based on the researcher's preliminary research by conducting observation at the eleventh grade of SMA Excellent Nurul Ikhlas on March 32021 there same problems related with student's self-esteem and speaking, which was obtained in the class activity, interviewed with teacher and students. In the learning of English, there were many ways of teacher to improve the students' speaking skill. The researcher saw the teacher in the class. The teacher gave a short movie to the students and after the watched the movie the students asked to retell the story again. In the day of presentation or retell the movie some of the students were panic, hesitant, some silent, some ask other friends, and help each other. Besides, researcher also found students follow the learning with focus, helped each other with friends, and answer questions using English and Indonesian vocabulary. From this situations it seen that students have something wrong with self-esteem.

In the other side, the researcher also interviewed the English teacher. Based on that interview, the teacher said that there were some students gave good response and students' response in learning process affected by the students' educational background. Otherwise, the teacher mentioned that there were some problems in speaking class; the students tend to be silent afraid to speak, shy, lack of vocabulary, wrong pronunciation, and fluency. In addition, the researcher also interviewed some students. Some students said that they had some problems in speaking, such as; lack vocabulary, afraid and shy to speak. Another problem of students is pronunciation, which affects the fluency of speaking students. Then, they were more confident to speak if they wrote what they want to say. The students also felt lazy to practice English mainly in speaking. They were try to speak English when they were learning English speaking. There were some students felt confident to speak English even though they have deficiency in speaking.

Agnieszka Habrat (2018) state that, Self-esteem belong the one of the factors that influence of students speaking skill. Students will low self-esteem will be less willing to communicate because they feel anxious about their negative evaluation. It means that when speaking, students can be assessed by other people such as classmates, interlocutors, and also listeners. Because assessment of other people will have an impact on the lack of desire to communicate from students. Gustaman (2015) state that, self-esteem is related to feelings and is one

of the factors that influences success in speaking English. It means that, self-esteem is a view of yourself and can improve your ability to speak English. Furthermore, Rosyida (2015) self-esteem is a people worthiness value expressed in his attitude. It means that, self-esteem is assessment of people worthiness towards himself which can be seen in his attitude. Hasogi et al. (2012) self-esteem is an assessment of oneself and is an important feeling for people in adapting to society in living their lives. Moreover, Rowson (2005) self-esteem is the picture that people have about themselves and also a value that has been set to themselves. This value can influence what people hear about themselves. It means that self-esteem is the picture of people, where it can be affected from the opinions of others. And finally the formation of value that people put on themselves. Ghaisani (2016) self-esteem is an assessment that people make to find out the extent of their abilities. It means that, self-esteem is an evaluation that people carry out for themselves in order to know what extent people believe abilities. Additionally, Ariyanti (2016) people with self-esteem are able to apeak fluently because they don't make mistakes the last thing they think about. It means that, making a mistake is the last thing on people mind. Therefore people can speak fluently.

There are seven elements self-esteem; Self-knowledge. That is about the understanding of who I am and where my placement in social to the around, and understanding my differences and similarities with others. Next, self-acceptance. It means that, know the limits of what you can and can't do, accepting that mistakes are something reasonable, knowing that the knowledge and skill I have are the best, receive about my physical body. In addition, self-expression it is about understanding how we communicate with each other with words, facial expressions, body postures, intuition, clothes used and others, learn to read signals outside the city to understand others to be in tune, and develop creativity in self-expression. Furthermore, Plummer (2001) says that, self-confidence it means that knowing I deserve to be myself, knowing the right opinions, thoughts, and actions have value and confidence in ability to solve a problem. Last, self-awareness related to develop the ability to focus instead of being influence by negative thought about the past or future.

METHOD

This research is a correlational design. Lodico (2010) state that, Correlation research involves measuring of relationship between two variables or more. In correlation research often assess many different variables. The researcher uses correlational research in this research because the researcher wants to find out the correlation between students' self-esteem and speaking skill. The researcher used quantitative research to measure it because the researcher wants to know the degree of relationship between two variables. To collect the data, the researcher used a questionnaire and retelling story. Furthermore, to analyze the data, the researcher used two variables for finding the correlation between students' self-esteem and speaking skill. The population of this research was all of the Eleventh grade of SMA Excellent Nurul Ikhlas in the 2020/2021 academic year, which consists of three classes.

RESULTS AND DISCUSSION

In result and discussion, the researcher shows about the correlation finding and the interpretation of the data that are collected through students' self-esteem and speaking skill.

The Description of the Data

Table 1. Data Distribution Statistics

		SELF ESTEEM	SPEAKING SKILL
N	Valid	57	57
	Missing	0	0
Mean		20.80	74.30
Median		21.28	73.00
Mode		21	72
Std. Deviation		5.023	7.435
Minimum		11	62
Maximum		45	92
Sum		1186	4235

a. The Description Data of Students' Self-esteem

In collecting the data for variable X, the researcher used the questionnaire. The questionnaire used a Likert Scale model which is strongly disagree, disagree, neither agree and strongly agree. In this research, the researchergavescore 0 forthose who choose strongly disagree. If the students choose to disagree, the researcher gave score 1.While score 2 for those who choose agree, and score 3ifstudents choose to strongly agree. The theoretical data can be showed that mean; 20,80, median; 21,28, mode; 21, standard deviation; 50,23, minimum score; 11, maximum score; 45, and sum; 1186.

b. The Description Data of Students' Speaking Skill

In collecting the data for variable Y, the researcher used the speaking test; retelling a story about the hungry lion and the foolish stag. Otherwise, scored interview was used as the scoring of speaking tests. The scoring of the speaking test included components: pronunciation, grammar, vocabulary, fluency, and comprehension. The theoretical data showed that mean; 74,30, median; 73,00,mode; 72, standard deviation; 74,35, minimum score; 62, maximum score; 92, and sum; 4235.

c. The Analysis of the Data

The researcher was used statistical calculation to analyze the data which have been gotten. The researcher used the formula by using the Pearson Product Moment Correlation to find out the correlation.

Table 2. Correlations

		SELF ESTEEM	SPEAKING SKILL
SELF ESTEEM	Pearson Correlation	1	.257
	Sig. (2-tailed)		.054
	N	57	57
SPEAKING SKILL	Pearson Correlation	.257	1
	Sig. (2-tailed)	.054	
	N	57	57

The table above showed the correlation coefficient r=0,257. It means that there was a positive relationship between self-esteem and speaking skills. Based on the interpretation of the Pearson Product Moment Correlation Coefficient between 0,20-0,40. Thus, there was a low correlation between two variables.

Table 3. Magnitude of Correlation

Coefficient	Magnitude of Correlation
0,80- 1,00	Very High
0,60- 0,80	High
0,40- 0,60	Sufficient
0,20- 0,40	Low
0- 0,20	Very Low

It can be concluded that the correlation coefficient shows that the correlation between self-esteem and speaking skill was 0,257. Based on the interpretation table above, 0,257 "has a low" correlation because it was between 0,20-0,40. Thus, the magnitude of the correlation between self-esteem and speaking skill was low.

Testing hypothesis

There were two hypotheses; Ha: there is a correlation between students' self-esteem and their speaking skill. The second hypothesis is Ho: there is no correlation between students' self-esteem and speaking skills. To consult with the r-table, the researcher has to determine the degrees of freedom (df) and the significant alpha value (ρ).The degrees of freedom in this research is N-2 = 57-2 = 55. Then, the researcher uses a significant alpha value (ρ) = 0, 05. To determine whether the researcher will accept or reject the hypothesis, the researcher uses the formulation below:

If r_{xy}>r_{tab}, so Ha is accepted and Ho is rejected

If r_{xy}<r_{tab}, so Ha is rejected and Ho is accepted

The researcher consults to r-table with significant alpha value (ρ) = 0, 05 and df= 55. Based on the r-table, it is obtained 0,2609,and the researcher has r_{xy} = 0,257. It means that r_{xy} score is smaller rather than r-table score.

If r_{xy}<r_{tab}, so Ha is rejected and Ho is accepted

0,257<0,2609, so Ha is rejected and Ho is accepted

Shortly, Ho is accepted and Ha which states that there is a significant correlation between students' self-esteem and speaking skill is rejected.

CONCLUSION

The result of the research show that student's self-esteem and their speaking skill have a correlation. The Ha or alternative hypothesis of this research is rejected. The result is obtained after the researcher consulted r_{xy} score to r-table. r_{xy}score that has been gotten by the researcher is0,257whereas r-table score on alpha 0,05 is 0,2609. It means that r_{xy} score is smaller than r-table score. The results of this research have a positive direction between students'self-esteemand their speaking skill. It can be proven by the result which has been gotten by the researcher as much +0,257. It shows that between students'self-

esteemand their speaking skill is in a positive line direction. In short, if the students have high self-esteem, they have high skill in speaking. On the other hand, if the students have low self-esteem, they have low skill in speaking. The magnitude of the correlation between students'self-esteemand their speaking skill is low. It can be proven by the coefficient of correlation is on category0,20-0,40. It means that there is a low correlation between students'self-esteem and their speaking skill at the eleventh grade of SMA Excellent Nurul Ikhlas.

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