

The relationship between students' self-esteem and their speaking abilities for the eleventh-grade students of SMA Al-Mudatsiriyah Jakarta

Sean Narahara^{a,1,*}

^a University of Muhammadiyah Prof. Dr. Hamka, Jl. Tanah Merdeka No.20, RT.11/RW.2, Rambutan, Kec. Ciracas, Kota Jakarta Timur 13830, Indonesia,

¹ seannara02@gmail.com

* corresponding author

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ABSTRACT

The current study was established to observe the students' self-esteem and their speaking abilities relationship. Using random sampling, 40 eleventh students of SMA Al-Mudatsiriyah were chosen as samples of this study. The instruments for this study were the adapted CSEI questionnaire to gather the self-esteem data and test to gather the speaking abilities data. The data, that have been gathered, were analyzed and calculated by using the IBM SPSS 25 to discover the relationship between the two variables of self-esteem and speaking abilities of the students. The study findings presented the r_{observed} was greater than the r_{table} ($0.972 > 0.312$) at 0.05 significance level, which meant the acceptance of the alternative hypothesis, and the rejection of the null hypothesis was there. This designated that both variables are correlated. In addition, the correlation coefficient value of 0.972 could be interpreted as very strong. Therefore, it revealed that there was a positively strong relationship between students' self-esteem and their speaking abilities for the eleventh-grade students of SMA Al-Mudatsiriyah Jakarta.

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1. Introduction

English is a universal language being used amid regions. English is also worthwhile for each individual to master, which is a critical ability in some instances such as workplaces and schools. English ability is divided into four abilities which consist of listening, speaking, reading, and writing. As stated by Harmer (2001: 269), speaking ability is the capability to talk like a native speaker in terms of fluently not only at the linguistic aspects but also at the ability to comprehend the data and to carry on a conversation logically at the same time. Therefore, speaking ability is the reflection of success in English acquisition.

In Indonesia, speaking ability is being taught in the school or university as a compulsory subject, and learners are projected to employ and control the speaking ability correctly. However, according to Pollard cited in Azlina, Eliwanti, and Novitri, (2015: 2) state that one of the most intricate skills for pupils to acquire is speaking ability. Even though the teachers have used various methods to increase the students' speaking ability, in some cases, some of the students have a tendency to be inactive in the classroom, and their self-esteem is expected to be the main problem. Brown (2007:

154) states that a particular point of self-esteem, self-self-assurance, and also self-awareness is needed to acquire successful language learning. Therefore, self-esteem is necessary for the students to master the speaking ability, and it can be identified learners with great self-esteem have higher goals to achieve. Conversely, learners with lower self-esteem have lower goals to achieve.

Mentioned by Branden (1994: 27), self-esteem can be determined as a mindset of seeing a person's capability to deal with life's fundamental obstacles and to deserve happiness. Meanwhile, Rosenberg, Schooler, and Schoenbach (1995: 141) state that self-esteem is people's positive or negative mindset towards their values and capabilities as a person. Furthermore, Al-Hattab cited in Wulandari (2015: 122) strengthens that it is one aspect in the affective domain that can affect the pupils' actions in education because the positive mindset is essential in getting school accomplishment.

Related to the previous statements, self-esteem can be defined as an essential aspect that a person must have to judge their own value and capability, either positive or negative, in doing something particular. It can also be implemented in learning through students' mindsets that can affect their actions. If their mindset is positive, it will bring positive action; however, negative action will be developed if their mindset is negative. Therefore, self-esteem is an important factor in oneself that may control each activity one may do depending on the mindset in judging one's own value and capability. Furthermore, according to Brown (2007: 155), self-esteem in any individual is divided into 3 (three) different levels, which are global, situational, and task self-esteem.

1.1. Global self-esteem

At mature level, global self-esteem is relatively steady, and it is resilient to alter unless dynamic and lengthy treatment is used. It is one's overall or dominant opinion of one's own worth across and a variety of settings. In addition, it can be compared to a numerical average level of general self-estimation in different ways.

1.2. Situational self-esteem

Situational self-esteem indicates an individual's self-perceptions in specific situations, such as community environment, work, or education, discretely established characteristics, such as cleverness, ability in communicating, physical capability, or characteristics, such as sociability, sympathy, and versatility. Furthermore, these statements are also reinforced by Rosenberg, Schooler, and Schoenbach (1995: 146), who states school performance is strongly affected by this self-esteem.

1.3. Task self-esteem

This level of self-esteem is connected to a certain task's specific settings. In the educational area, it can also be applied to a certain topic area. In sport, task self-esteem can be used to evaluate talent, or even a specific aspect of a sport, such as pitching in baseball. Furthermore, a particular part of speaking, writing, or even a special type of task in a specific condition is included in task self-esteem.

In some previous studies, experts state that there are only 2 (two) types of self-esteem. However, based on Mruk (2013: 140), it is divided into 3 (three) kinds. They are low, high, and defensive self-esteem, which can be seen below:

1.4. Low self-esteem

This self-esteem is known through its relation to a shortage of genuine competence, and a shortage of genuine value, which results in the decreasing ability of one's self-esteem to protect from stress and to deal with any challenge. It is reasonable to state that low self-esteem is connected to unhappiness, despair, and even suicidal impulses. An individual with low self-esteem is more distraught from unpleasant experiences than an individual with solid self-esteem (Jordan, 2013: 704). Furthermore, this condition or state can simply lead to such things as a growing level of caution, negative thought, nervousness, reliance, anxiety, despair, and so on.

1.5. High self-esteem

This type characteristically tends to show a person's positive level of competence and value. People with a great sight of value generally experience a splendid feeling about themselves. In addition, they are also relatively safe, a have pretty rewarding world, come with a sense of being acknowledged relatively by others, and so on. Correspondingly, those with an excellent level of

competence are more likely to be open to new challenges, to take the risks for self-expansion, and to deal with difficulties in relationships rather than avoid them. These statements are reinforced by Brown (2010: 1401-1402), who states high-self-esteem aids people to prevent emotional suffering when they fail because they do not take failure as a serious personal matter. They do not think it stands on their overall worthiness as an individual. In addition, he also adds that failing without feeling down is more beneficial. It allows people to set more advanced objectives to try different things, and to do more at the things they try.

1.6. Defensive self-esteem

Defensive self-esteem emerges because of an unstable relationship involving a person's competence and value. If one feels worthy enough about oneself, his competence may be weak. Moreover, the outcome of the unstable condition is expected to be a certain level of weakness to the thing that constrains a person to face an individual flaw. Thus, the person is expected to engage in defensive actions which can be shown in the form of exaggerating the success he gets to feel more capable, or denying his lack of capability by accusing others for his failures.

In addition, self-esteem acts as an essential role in an individual. Based on Leary (1999: 35), self-esteem has a beneficial effect in changing society's insights on the level where they are worthy enough as an individual. Furthermore, self-esteem contains some components projected to improve the true or alleged social acceptance. For instance, certain programs contain some parts targeted at increasing socializing skills, problem-solving skills, and boosting physical appearance. Self-esteem is also essential for psychology because it is linked to a person's psychology, self-handicapping tactics, defensive distrust, impact of the environment, variety in education, learning plans, accomplishment in academics, and psychology where one gets more faith in himself. (Martín, Núñez, Navarro, & Grijalvo, 2007: 459). Therefore, anyone with sufficient self-esteem tends to feel better and more socially active than others, especially in English learning and education. These can indirectly prove that the better self-esteem someone has, the better his language ability, especially in speaking.

Other than the effect on psychology, self-esteem can also affect speaking. Firstly, speaking is a necessary skill for people to master. It has a definite function to help people utter their ideas, feelings, or information. Nevertheless, it has various definitions across regions, so some experts try to describe it. According to Nunan (1991: 39), speaking is the most necessary ability to acquire in a second or foreign language used to do a discussion in the target language. In line with the previous statement, McDonough (1993: 157) defines speaking as an ability to create utterances by interacting about something to a specific end. It also can be done by expressing ideas, opinions, problems, or anything an individual desires. Furthermore, speaking is an act or a productive skill of actively using language to deliver meaning and information so that others can understand (Cameron, 2001: 40). Therefore, it can be determined as a necessary conversation tool to express ideas, information, or meanings in a second or foreign language context. In addition, according to Brown (2004: 141-142), *imitative, intensive, responsive, interactive, and extensive* are included in 5 (five) types of speaking. These types of speaking can be seen below:

1.7. Imitative

Imitative is a type of speaking where an individual has the ability to basically replicate some words, some phrases, or possibly some sentences. This action is only addressed as a way to introduce the correct pronunciation of a word. An individual's ability to comprehend or express the word's meaning is not the priority of this action. In other words, it is a drill where the learner simply repeats the structure to acquire fluency.

1.8. Intensive

Intensive speaking entails a limited amount of language creation, by stretching the grammatical, phrasal, lexical, and phonological band in a tightly controlled environment. In addition, it can be done by reading a passage loudly or giving clear feedback to a simple question.

1.9. Responsive

Responsive is a process where two individuals do a form of interaction. However, the interaction is limited to a level where the conversation is relatively short by doing small talk, simple requests and comments, and greetings. Furthermore, a spoken prompt is used as a stimulant to preserve authenticity in this action.

1.10. Interactive

Similar to the responsive process, interactive is an action that requires multiple individuals to do an interaction. The discrepancy between interactive and other types is the level of difficulty the interactive process has. In the responsive process, those individuals will perform an advanced level, such as transactional language to exchange specific information and interpersonal language to speak casual conversation (slang, humor, and ellipsis).

1.11. Extensive (Monologue)

Extensive communication is usually a monologue. The individual is needed to do an extensive speaking production that contains speech, presentation, or story-telling. However, only a deliberative or formal speech is counted as an extensive task, and casual speech is not categorized as an extensive task.

Other than the kinds of speaking stated above, in realizing the essence of speaking ability, ESL/EFL teachers and learners have to understand that speaking is a complex subject. Certain conditions, called elements of speaking, are needed to fully acquire speaking ability. According to Harris (1969: 81), speaking is a complex ability that has a number of different elements, namely, *pronunciation, grammar, vocabulary, fluency, and comprehension*, which can be seen, below:

1.12. Pronunciation

Pronunciation is one of the speaking components that can help to create a form of communication normally (Newton & Nation, 2008: 75). It is the fashion for learners to perform a brighter communication once they talk. It elaborates with some phonological aspects which affect how a word sounds. There are phonemes and suprasegmental phonemes as the types of pronunciation. An individual that consistently fails to pronounce a word will struggle when communicating with another speaker.

1.13. Grammar

According to Harmer (2015: 22), grammar is defined as an understanding of words that can go anywhere to see what form these words should take. Furthermore, grammar also means understanding how different grammatical components can be connected together to make a series of words. Therefore, grammar is a subject matter where a combination of multiple words or phrases occurs to create a correct sentence.

1.14. Vocabulary

As a primary English-speaking component, vocabulary is essential. Vocabulary is all the words recognized by an individual or used in a specific book or course (Hornby, 1995: 1331). Hatch & Brown (1995: 1) also explain it as an order of words in a specific language that an individual speaker may use in a particular situation or condition. Therefore, it can be implied vocabulary is a set or an order of words that people probably use in communication.

1.15. Fluency

According to Watkins (2005: 83), fluency in English is not really determined by a complete mastery in speaking like native speakers, but what is needed is an ability to produce certain amounts of language logically or spot on. Furthermore, fluency is improved when an individual can produce the language effectively without any pause or hesitation.

1.16. Comprehension

Comprehension is the power of understanding or knowledge to improve or test an individual's ability in speaking or writing (Hornby, 1995: 235). Furthermore, it is defined as the ability to fully comprehend everything the speaker says or the themes covered during a discussion.

In accordance to the literature previously, this study attempts a correlation study to respond this research question: 1) *Is there any relationship between students' self-esteem and their speaking abilities?* This study results will aid the educator in determining the essentiality of self-esteem in learning. Furthermore, the teacher can create an optimal condition that helps increasing the students' self-esteem.

2. Method

The study's objective was to perceive whether there was a connection between students' self-esteem and their abilities to communicate or not. A correlational study and explanatory design are used in this study. As stated by Gay (2012: 204), a correlational study is a technique of collecting data to determine a relationship between multiple variables to a certain degree. Furthermore, both questionnaire and test are used along with the data analyzing method to examine the hypothesis and to answer the research question.

2.1. Participants

There were 140 eleventh-grade students at SMA Al-Mudatsiriyah assigned as the population; nevertheless, based on Lunsford (1995: 105), a tiny portion of the total population called sample can be picked and studied to represent the population. Therefore, this study just focused on a total of 40 students that were selected and participated as the sample. The mixture of the sample was determined by using simple random sampling, and then was tested using several instruments.

2.2. Data Collection and Analysis Units

In current study, the questionnaire was put in a Google form. As Mulyono, Zulaiha, and Ningsih cited in Narahara (2018: 814), Google form was known as simple yet complex in the phase of construction. It was also noticed as simple for the respondents to fill. The questionnaire employed was adapted from Coopersmith's Self-esteem Inventory (CSEI) specifically intended for the adult. Originally, according to Ryden (1978: 1189), this collecting system (CSEI) was written in English, consisted of 58 statements divided to two sections; used Guttman scale to measure each answer.

However, in this study, items of the questionnaire were reduced into 40 items questionnaire since an extensive questionnaire could possibly affect the amount of participation as well as excellence of the records negatively (Crawford, Couper, & Lamias, 2001). Furthermore, the Guttman scale was modified into a five-point Likert scale; and also changed into Bahasa Indonesia to gather the students' self-esteem data precisely. Moreover, the questionnaire contained of two categories of items which were affirmative and negative items. For example, in affirmative items, 'Strongly agree' was given a point of 5 instead of 1. However, 'Strongly agree' was scored as 1 point instead of 5 points in negative items. Furthermore, a form of transcription was adapted from Habibi, Nasrabadi, Hamedan, and Moqadam (2016: 2) to determine the level of the students' self-esteem, which was in the table below.

Table 1. Transcribed Self-Esteem Score

Score	Category
40-80	Significantly low
81-120	Somewhat low
121-160	Somewhat high
161-200	Significantly high

Assessing the speaking abilities of the students was the goal of this speaking test. The students did role-play in pairs in sync with the scheme. The scheme that was used was *asking about holiday*. Stanford's Foreign Language Oral Skill Evaluation Matrix (FLOSEM) was utilized in examining the speaking abilities as proposed by Padilla and Sung (1999: 21). This measurement tool assessed the students' pronunciation, grammar, vocabulary, fluency, and comprehension. In FLOSEM, level 1 was the lowest score, and level 6 was the highest score. Furthermore, the teacher was the only one able to measure the speaking abilities. In the meantime, the researcher spectated and analyzed the process of the data collection.

Then, the data were statistically analyzed. The analysis was established in 4 (four) phases. In analyzing the data that were gathered, a number of measurements were employed for each phase. These measurements consisted of normality distribution test, linearity test, coefficient correlation test, and hypothesis test.

3. Findings and Discussion

Before the data were tested using the normality test, they were analyzed by using the validity and reliability test. The self-esteem data that were collected were measured by using SPSS 25 to discover the data validity and reliability. Each item in the data was considered as valid if the $r_{observed}$ was higher than the r_{table} . In a correlational study, r_{table} was determined by the number of employed samples which means the r_{table} in the current study was 0.312 with the total samples of 40 students. Furthermore, there were 40 items that were tested, and the result of the validity test was all of the items were notified as valid. The outcome of the test for each item was listed in [Table 2](#) beneath.

Table 2. Validity Test Result of the Questionnaire

Item	$r_{observed}$	r_{table}	Result
1.	0.400	0.312	VALID
2.	0.641	0.312	VALID
3.	0.325	0.312	VALID
4.	0.657	0.312	VALID
5.	0.529	0.312	VALID
6.	0.614	0.312	VALID
7.	0.364	0.312	VALID
8.	0.373	0.312	VALID
9.	0.455	0.312	VALID
10.	0.407	0.312	VALID
11.	0.333	0.312	VALID
12.	0.632	0.312	VALID
13.	0.502	0.312	VALID
14.	0.539	0.312	VALID
15.	0.347	0.312	VALID
16.	0.367	0.312	VALID
17.	0.611	0.312	VALID
18.	0.348	0.312	VALID
19.	0.386	0.312	VALID
20.	0.538	0.312	VALID
21.	0.440	0.312	VALID
22.	0.469	0.312	VALID
23.	0.449	0.312	VALID
24.	0.727	0.312	VALID
25.	0.557	0.312	VALID
26.	0.582	0.312	VALID
27.	0.753	0.312	VALID
28.	0.728	0.312	VALID
29.	0.577	0.312	VALID
30.	0.483	0.312	VALID
31.	0.491	0.312	VALID
32.	0.596	0.312	VALID
33.	0.616	0.312	VALID
34.	0.687	0.312	VALID
35.	0.476	0.312	VALID
36.	0.678	0.312	VALID
37.	0.369	0.312	VALID
38.	0.740	0.312	VALID
39.	0.341	0.312	VALID
40.	0.382	0.312	VALID

As for the reliability test, Cronbach's Alpha was employed in measuring the questionnaire's reliability in the current study. Other than that, according to Sujarweni (2015: 192), if the Cronbach's Alpha score was higher than 0.06, the data were reliable. Furthermore, the reliability outcome was placed in [Table 3](#) below.

Table 3. Reliability Test Result

Cronbach's Alpha	N of Items
0.929	40

The outcome of the questionnaire's reliability test displayed that 0.929 was the reliability score with 40 as the N of the items. This meant it was higher than 0.06 ($0.929 > 0.06$). Therefore, the questionnaire was considered as reliable..

3.1. Normality Test

Proceeding to the next data analysis in Table 4, the normality test was conducted for both self-esteem and speaking abilities data. The current study utilized the Kolmogorov-Smirnov formula using SPSS 25, similar to the previous analysis. Furthermore, a study conducted by Ghasemi and Zahediasl (2012: 487) indicated that data with P lower than 0.05 ($P < 0.05$) were not distributed normally and vice versa ($P > 0.05$). It meant that there were 2 (two) possible data outcomes, which were 1) H_1 = they were normally distributed, or 2) H_0 = they were not normally distributed.

Table 4. Kolmogorov-Smirnov Normality Test Result

		Unstandardized Residual
N		40
Normal Parameters		0.0000000
		0.72030184
Most Extreme Differences	Absolute	0.136
	Positive	0.136
	Negative	-0.097
Test statistics		0.136
Asymp. Sig (2-tailed)		0.060

From the table above, the data received a result of 0.60 as the P which was higher than the significance value of 0.05 ($0.60 > 0.05$). As a result, it could be determined that the data of both variables were normal.

3.2. Linearity Test

It was employed to define the linearity of self-esteem and speaking abilities of the students. Similar to the previous test, SPSS 25 will be used to calculate the data. This study determined the linearity based on not only the significant value but also the F value. If the significance value from the calculation was more significant than 0.05, the relationship between both variables was linear; however, if it was less than 0.05, the relationship was not linear. Furthermore, if the F value was less than the F_{table} , it meant both variables were linear and vice versa. Table 5 below showed the ANOVA table that was implemented in the linearity test.

Table 5. ANOVA Table for the Linearity Test

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Speaking abilities*	Combined	357.725	28	12.776	33.067	0.000
	Linearity	341.740	1	341.740	884.505	0.000
	Deviation from linearity	15.985	27	0.592	1.532	0.232
Self-esteem	Within groups	4.250	11	0.386		
	Total	361.975	39			

In accordance with the simplified ANOVA table, it was presented that the linearity test's significant value was 0.232, which meant the linearity of the current study was higher than 0.05 ($0.232 > 0.05$). In addition, the linearity of both variables was also known through the deviation from linearity's F value which was 1.532, and it was compared to the F_{table} . The F_{table} was determined by converting the value of deviation from linearity's df and within groups' df , which were 27 and 11. Furthermore, the F_{table} of 2.57 was gained, meaning the F value of 1.532 was less than the F_{table} ($1.532 < 2.57$). Therefore, it can be concluded that both self-esteem and speaking abilities data were linear.

3.3. Correlational Test

After the tests of validity, reliability, normality, and linearity for both variables were completed, and the normal data were fulfilled, Pearson Correlational formula was utilized in scrutinizing the self-esteem and speaking abilities relationship. There were two possible outcomes of this technique

1) H_1 = there is a relationship, and 2) H_0 = there is no relationship. Furthermore, the correlational table was presented in Table 6 below:

Table 6. Correlation between Two Variables

		<i>Self-esteem</i>	<i>Speaking Abilities</i>
Self-esteem	Pearson correlation	1	.972**
	Sig. (2-tailed)		0.000
	N	40	40
Speaking abilities	Pearson correlation	.972**	1
	Sig. (2-tailed)	0.000	
	N	40	40

The result of the correlational test showed some data in Table 6 above. From the data, it can be discovered that the r_{observed} was 0.972; and the r_{table} was 0.312, which meant r_{observed} was more significant than the r_{table} ($0.972 > 0.312$) at the 0.05 significant level. H_0 was rejected, and H_1 was accepted, so a association between self-esteem and speaking abilities of the students existed. Furthermore, according to Schober and Schwarte (2018: 1765), the level of relationship can be interpreted by the table below.

Table 7. Correlation Coefficient Interpretation

Correlation Coefficient Value	Correlation Interpretation
0.00-0.10	Negligible
0.11-0.39	Weak
0.40-0.69	Moderate
0.70-0.89	Strong
0.90-1.00	Very strong

Additionally, not only the relationship between the two variables but also the level/degree of those variables could be determined by analyzing the coefficient correlation (r). In this case, 0.972 interpreted that the relationship of the two variables was very strong in the range of 0.90 to 1.00 from Table 7.

4. Conclusion

In this study, students' self-esteem and their speaking abilities were observed and analyzed for their possible relationship. The findings of this study discovered that the two variables were positively related to each other. It was shown when the result of Pearson's product moment formula was 0.972 at 0.05 significant level. This meant 0.972 was higher than 0.312, so the alternative hypothesis was accepted. This showed that the two variables were correlated. Moreover, the relationship between both variables was positive, meaning if the self-esteem was high, the speaking score also increased, and vice versa. Therefore, it revealed a positively strong relationship between the students' self-esteem and their speaking abilities.

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