

THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM AND SPEAKING ACHIEVEMENT OF UNDERGRADUATE EFL STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF ISLAMIC STATE UNIVERSITY OF RADEN FATAH PALEMBANG

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The main purpose of the present study was to empirically investigate the possible correlation and the influence between students' self-esteem and speaking achievement. Students in the fifth semester were selected from among undergraduate EFL students of English Education study program at UIN Raden Fatah Palembang as the sample. Speaking test was done to measure students' speaking achievement. By using oral Proficiency categories from Brown (2004) students' speaking achievement was scored the five subskills of vocabulary, structure, pronunciation, fluency and comprehensibility. An adult version of Coopersmith self-esteem inventory (CSEI) which modified by Ryden (1978) for measuring self-esteem containing 58 items were also administered to the participants. *Pearson product moment* and *regression analysis* were used to find out the correlation and the influence between variables. The result showed that there was a significant correlation between students' self-esteem and speaking achievement with $r = .635$. Besides, there was also a significant influence of self-esteem on speaking achievement with 40,4%. This study could have implications for English language teachers, course designers, learners, and text book writers.

Index Terms - self-esteem, speaking achievement, testing speaking, UIN learners of English

Keywords: Self-Esteem, Speaking Achievement

Introduction

English has been become lingua franca for communicating in business, education, government and opportunity general. It is supported by Hammond (2012) that English is a language which has the most users in the world after Mandarin language. There are 101 countries and 10 organizations that use English as their formal language such as : UK, USA, South Africa, Singapore, and Switzerland etc. for organizations such as : COE, NATO, and NAFTA etc. The total of users are about 1000 million people. Indonesian's English proficiency stayed in low position in the 34th from 44 non-speaking English countries (English First [EF], 2011).

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue (Boonkit, 2010, p. 1305). Furthermore, Lightbown and Spada (2006, p. 12) explain that speaking in the target language is requiring more than one mental task at one time like choosing words, pronouncing them, and stringing them together with the appropriate grammatical. By speaking, people can convey information, ideas, and maintain social relationship in communicating with others (Kalanzedda, Mahnegar, Hassannejad, & Bakhtiarvand, 2013, p. 2). Richard (2008, p. 19) indicated that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Furthermore, if students have good mastery in speaking, it will make them easier to get job in the future. It is supported by Dino (2013) that English skill especially oral skill is a primary thing for

those who want to work in multinational company, not only that local company has placed oral skill in English to be one of criteria in looking for employees. (Harvard Business Review [HBR], 2012) reported that the fastest-spreading language in human history, English is spoken at a useful level by some 1.75 billion people worldwide.

On the contrary, for most people, speaking is the most difficult part when they learn a foreign language. Oral skills have hardly been neglected in EFL/ESL courses witness the huge number of conversation and other speaking course books in the market (Richard, 2008, p. 19). Susilawati (2007, p. 8) states that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, are the potential problems that can hinder the students to speak. As Juhana (2012, p. 101), there are some psychological factor that hinder students from practicing their speaking in English class.

Psychological factor is a factor which comes from the inner of individual. One of psychological factors is self-esteem. The word 'esteem' comes from a Latin word which means to estimate. So, self-esteem is how someone estimate her/his self (Sarasota, 2011, p. 7). The theory of self-esteem is in accordance with Plummer (2007, p. 18) that self-esteem is a primary factor in the building and maintenance of social, emotional and mental well-being and that it also plays a major part in academic achievements and physical health. Juyandegan (2016, p. 305) stated self-esteem affected many aspect of people's life especially in general, academic, family, and social relationship. Wherefore, Dedmond (2011, p. 3) also defines self-esteem as the complication of feelings that guide behavior, influences attitudes, and drives motivation.

Self-esteem as the most important factor of human affective domain has been found to play an extremely important role in second language acquisition (SLA). As Brown (2000, p. 217) indicated that non-linguistic factor is an aspect to support students in achieving speaking skill. This factors involve personality area such as self-esteem, self-concept, and extroversion personality. He proposed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence and self-efficacy to successfully perform that activity (2007, p. 154). Furthermore, Juyandegan (2016, p. 305) states that self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem.

When students have a low self-esteem, they can suffer from a range of psychological difficulties such as loneliness, academic failure, criticism, rejection and depression. Low self-esteem can negatively affect language learning, and they especially appear in oral communication (Juyandegan, 2016, p. 206). Struggling with self esteem builds adverse effects on all areas of a student's life from social to academic (Sinha & Imam, 2016, p. 384). In line with Hour and Hassanzadeh (2015, p. 443) described that When a person has low self-esteem, it brings lack of self-confidence, concern, social distance and other negative circumstances.

The rationales of conducting this research are first, today's life has demanded people to be able to speak in English (Widiati & Cahyono, 2006, p. 1). Second, problem often occurs in the process of fostering speaking skill, especially in the aspect of behavior (Sad, 2008, p. 34). Last, students' speaking skill in Asia Continent remains limited in speaking. In the term of self-esteem, a study found that low self-esteem prospectively predicts antisocial behavior, eating disturbances, depression, and suicidal ideation (Donnellan, Trzesniewski, Robins, Moffitt, & Caspi, 2005; McGee & Williams, 2000; Orth, Robins, & Roberts, 2008). Self-esteem has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem (Baumeister, 2003, p. 1).

Based on the informal interview with some students of English Education Study Program of Islamic State University of Raden Fatah Palembang, the researcher found some problems. First, they did not join English course, avoid arrogance. Another problem is that they were afraid that they would be laughed by other students if they make a mistake. Wherefore, they have capability to speak with good vocabulary, grammar and pronunciation, they are still unconfident, nervous, and afraid making mistakes. Related to the term or self esteem, the researcher found that teachers ignore students' self-esteem and students are not really aware with their self-esteem performance.

Some researchers have previously explored those related variables : self- esteem and speaking achievement. but it is still inconsistent found upon the results. Kalenzeda, et al. (2013) found that there was a statistically significant correlation between the students' self-esteem and their verbal performance. On the contrary, Pornsri (1993) found no relationship between self-esteem and oral communicative ability. Other ways, James C. McCroskey & John A. Daly (2003) found that the results clearly confirmed that communication apprehension and self-esteem were negatively related.

Based on the explanation above that psychological factor that consist of self esteem is serious problem for students to be successful in speaking, therefore, it is important to focus on this issue.

the research problems in this study are: (1) is there any correlation between students' self-esteem and their speaking achievement of undergraduate EFL students of English Education Study Program of UIN Raden Fatah Palembang ? (2) Does students' self-esteem influence their speaking achievement of undergraduate EFL students of English Education Study Program of UIN Raden Fatah Palembang?

Literature Review

Self-esteem

Tracy (2016) defines self-esteem how much an individual like his/her self, how much an individual respect his/her self, and how much an individual value his/her self in his/her interaction with other people. Also, Dedmond (2011, p. 6) claims self-esteem is the complication of feelings about ourselves that guides our behavior, influences our attitudes, and drives our motivation. Furthermore Juyandegan (2016, p. 305) states that self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem.

Juyandegan (2016, p. 305) stated self esteem affected many aspect of people's life especially in general, academic, family, and social relationship. Murk (2012, p. 18) argued self-esteem has two interrelated pillars, those are self-efficacy and self-respect. Besides, Plummer (2006, p. 17) described there are seven elements of self-esteem, those are : self-knowledge, self and others, self-acceptance, self-reliance, self-expression, self-confidence, and self-awareness. Wherefore, Sherman (2015, p. 1) indicates there are high (positive) and low (negative) of self-esteem.

Speaking Achievement

Pathan, Aldersi, and Alsout, (2014, p. 96) argue speaking is regarded as the most crucial and central one as it enables the learners to establish successful communication in that language, which is often the main aim of learning any foreign language. Speaking achievement is the students' ability in expressing their ideas, thoughts, and feelings in speaking that is measured by a speaking test. The result of the test is assigned in the form of grades. In this study, students' speaking achievement is the result of speaking achievement test of undergraduate EFL students of English Department UIN Raden Fatah Palembang in the academic year 2016-2017 given in the form of an oral speech speaking achievement test. It was conducted to those who have finished with all the speaking

courses (Speaking I, Speaking II, Speaking III and Speaking IV). Brown (2004, p. 172) explains that in assessing students' speaking achievement, there are some aspects should be measured, those are fluency, pronunciation, grammar, vocabulary, and comprehension.

The Importance of Self- Esteem in English Speaking Achievement

The main goal in learning English is to speak fluently. According to Schutz (2007), in acquiring second language, learner is affected by some factors including motivation, self confidence, and anxiety. He claimed that with high motivation, self confidence, good self-esteem, and low level of anxiety, learner will be better for success in second language acquisition. Furthermore, Speaking skill required two factors, those are namely linguistic and non-linguistic aspect; first, linguistic aspect is the primary requirement that the English learner should possess to make learners speak well. It contains of pronunciation, vocabulary, fluency, structure and comprehension. Second, non-linguistic aspect is an aspect to support learners to achieve a success in acquiring speaking skill. This aspect involves personality dimensions, such as self-esteem, self concept and extroversion (Brown 2000, p. 217).

Research Methodology

In this research, correlational research with the explanatory design was used to find out the correlation between variables and explain and interpret the appeared results. The fifth semester students were selected as samples in this study. The procedures were that, first; the student's self-esteem was identified by using an adult version of coopersmith self-esteem inventory from ryden (1978) with dictamous scale as the scoring system and students' self-esteem were categorized. Second; by using speaking test, In the form of speech based on given topic, the students' speaking achievement obtained and scored by three raters based on oral proficiency category from Brown (2004, p. 172-173) to find and to categorize the average score. Then the correlation was administered by having person product moment analysis. Since there was a significant correlation, the influence and percentage between variables were analyzed by having regression analysis through Statistical Package for Social and Science (SPSS) 16.00 based on the results of the questionnaires and speaking test. Last, explanation and interpretation of the results were discussed.

Finding and Discussion

Results of Students' Self-Esteem

The total active students in the fifth semester of English Education Study Program were 103 students. 89 students participated in this study, and the others did not attend when conducting this study.

The descriptive statistical analysis of CSEI for the participants is shown in Table 9. The maximum score is 48, and the lowest score is 16. The mean of the self-esteems' scores for the participants is 32.87 and the standard deviation is 8.42. The range of the CSEI is 32. This mean score indicates that the level of self esteem of participants is significantly below average. It was revealed that from the questionnaire, the five levels of self-esteem were all perceived by the students with different numbers; "somewhat above average" as the least perceived level and "significant below average as the most perceived one.

Result of Students' Speaking Achievement

The descriptive statistical analysis of speaking for the participants is shown in Table 11. The maximum score is 23, and the lowest score is 11. The mean of the speaking

scores for the participants is 16.24, converse to 4, the mean score is 64.87, and the standard deviation is 2.88. The range of the speaking is 12. This mean score indicates that the level of speaking achievement of participants is Average. For each category, 2 students had very good speaking achievement. 17 students had good speaking achievement. 42 students had average speaking achievement. 18 students had poor and 10 students had very poor speaking achievement.

The Result of Normality Test

The data are interpreted normal if $p > 0,05$. If $p < 0,05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table 11 indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .187 for self-esteem and .412 for speaking achievement.

The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity between self-esteem and speaking achievement was .228.

Correlation between Students' Self-Esteem and Speaking Achievement

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between self-esteem and speaking achievement was positive. The correlation coefficient or the r -obtained (.635) was higher than r -table (.206). then the level of probability (p) significance (sig.2-tailed) was .000. It means that p (.000) was lower than .05. Thus, there was a significant correlation between the students' self-esteem and their speaking achievement. The details are following:

Table 1
Correlation between Students' Self-Esteem and Their Speaking Achievement

		SELF-ESTEEM	SPEAKING
SELF-ESTEEM	Pearson Correlation	1	.635**
	Sig. (2-tailed)		.000
	N	89	89
SPEAKING	Pearson Correlation	.635**	1
	Sig. (2-tailed)	.000	
	N	89	89

** . Correlation is significant at the 0.01 level (2-tailed).

Influence of Students Self-Esteem on Speaking Achievement

The results indicated that the students' self-esteem influenced speaking achievement significantly with t_{value} (7.676) was higher than t_{table} (1.987) with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence between students' self-esteem toward speaking achievement. The details are following:

Table 2
The Regression Analysis of Students' Self-Esteem and Speaking Achievement
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.086	.963		9.438	.000
SELF-ESTEEM	.218	.028	.635	7.676	.000

a. Dependent Variable: SPEAKING

Percentage

In addition, to know the percentage of self-esteem influence on speaking achievement, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .404. It means that students' self esteem gave significant effect in the level of 40.4 % toward speaking achievement, and 59.6% was unexplained factors value. The details are following:

Table 3
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 ^a	.404	.397	2.24365

a. Predictors: (Constant), SELF-ESTEEM

First, based on the result of pearson product moment correlations, it was found that there was a positive and a significant correlation between self-esteem and speaking achievement of undergraduate EFL students of English Education study program at UIN Raden Fatah Palembang (r - .635). The explanation to support this finding is that from the beginning of the first semester the participants had been involved in English speaking practices and assignments or explores to English speaking materials and interactions from printed textbooks, online media, English speaking environment, and social networks. Brown (2004, p. 142) stated that speaking consists of micro skills and macro skills. He explained that micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal unit. Other ways, Macro skill involve larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, strategic option, situations and goals. Also, Richard (2008, p. 20) indicated in designing speaking activities or instructional materials recognize very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills. Furthermore, it might be because EFL students of English Education Study Program of UIN are aware of their self-esteem performance. They tried to push themselves to be social person, good motivation, believe on their capability brave in taking risk, positive attitude, fell confidence and respect about one's and others' feeling.

The result of this present study is in agreement with the studies of Koosha, Katabi, & Kassaian (2011). They indicated that a significant relationship between self-

esteem and speaking skill with fluency exerting the most influence. Ahour (2015) Also indicated that based on the results of *Eta* test, there was a significant positive association between level of self-esteem and oral language test scores ($Eta = .873$). The causes were learners who had higher levels of self-esteem had also better presentation in the speaking test. Besides, Satriani (2014) showed that there was a strong positive correlation between students' self esteem and their English language proficiency including speaking ability. Wherefore, students who have high score in TOEFL, showed that they have good self esteem in handling English proficiency test. In part with this present study that non linguistic factor such as self-esteem affects students' speaking conversation, presentation and interaction. This study showed that most of high self-esteem level achieve very good speaking achievement. Also, In agreement with this present study that students implicate the process of leaning speaking is not short. Students have experienced since the first until the fifth semester. They faced a lot of obstacles but they did not hopeless and blame themselves. It was as a result of good self-esteem.

On the contrary, Dev and Qiqieh (2015) this study could not find out any positive relationship among the variables. It indicated that language proficiency (IELTS) has no direct impact on the ADU students' self-esteem scores and academic achievement (GPA). It was caused as place of birth and the student's mother tongue were closely associated with language proficiency. Furthermore, Pornsri (1993) found no relationship between students' self-esteem and communicative ability. It was cause Ucheoma (2011, p. 3) explained that Some factors affect the learning and proficiency of a second language are the nature and structure of the first language, culture environment, age, method of acquisition and the amount of efforts invested. He claims that the degree of differences and similarity between the mother-tongue and the target language are important factors in the learning of a second language.

Second, students' self-esteem influenced their speaking achievement. who enjoy higher levels of self-esteem are more sociable, more risk taking and more prepared to share their opinions with others regardless of whether, lexically or grammatically, students high self-esteem produce what can be regarded as accurate or standard or even correct English (Koosha, Katabi, & Kassaian, 2011, p. 1335). Students who are highly self-esteem in learning English especially in speaking usually have higher speaking achievement compare to those who are low or negative self-esteem. Another reason, why students' self-esteem influenced their speaking achievement because in the term of self esteem that consists some aspects such as motivation, self-confidence, shyness, self-evaluation, and socialable gave strong pushing to achieve their speaking successfully. It cased who have positive or high self-esteem. Other ways, who have low self-esteem usually can not success in academic especially in English communicative ability.

The result of this present study was in part with Septiana, Yufrizal, & Simbolon (2012). They found self-esteem has effect on their speaking ability. Since, having low self-esteem, they were lack confidence. They felt that they did not have much to be proud of themselves. Kalanzadeh, et, al (2013), also concluded that it is highly that the students' self-esteem influences their oral performance in the form of spoken English. He argued that not only their self-esteem may influence their performance in general and their spoken performance in particular but also many other factors including their motivation, attitudes towards the language they are going to learn, the context in which they are going to master the new language are extremely influential in this regard. Besides, Aregu (2013) states that speaking self-esteem was found to be the best predictor of speaking performance. Because it was found to account for 40% of the variances in students' speaking performances. It was cause as students maintained that self-esteem determines to a great extent, performances in a given specific task. Interplay with this present study

that each level of self-esteem implicates different functions, Also, In agreement with this present study that self-esteem is crucial factor which influence speaking with 40,4%. Due to the fact, self-esteem maintained and manage problem in aspect of psychology in speaking performance.

Conclusion

From the findings and interpretations in the previous chapter, some conclusions could be presented. First, all in all students' self-esteem gave significant correlation to their speaking achievement with $r = .635$. It showed in the level of average correlation. It could be proved that different level of self-esteem gave significant effect to the students' speaking achievement. Second, it can be concluded that students' self-esteem gave significant influence on students performance in speaking. it was shown that student's self-esteem gave 40,4% contribution to their speaking performance. It indicated that one of non-linguistic factor had essential contribution in succeeding students' speaking achievement. This study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

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