THE CORRELATION BETWEEN SELF-ESTEEM AND SPEAKING SKILL OF THE SEVENTH-GRADE IN JUNIOR HIGH SCHOOL

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ABSTRACT

Speaking is a complex aspect of communication, requiring practice and exposure. Self-esteem, representing individuals' beliefs in their worth and abilities, influences how students perform in speaking tasks. The primary goal of this study was to find the correlation between self-esteem and speaking skill. The subject in this study was the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. The sample consisted of 50 students from the seventh-grade. The researchers used two tests to collect data: descriptive monologue test, and questionnaire. The data were analyzed using pearson product moment correlation assissted with SPSS 25.0 version. It was found out that there was a significant correlation between self-esteem and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. This study provides empirical evidences of the correlation between self-esteem and students' speaking skill in secondary level.
Keywords: correlation, self-esteem, speaking skill

INTRODUCTION

Mastering speaking is crucial for students during their school years. It enables them to effectively communicate, share ideas, and express opinions, which are integral parts of the teaching and learning process (Sasabone et al., 2021). Speaking is not only a means of communication but also an interactive process that contributes to the development of meaning through information production (Joni, 2019). Within the spectrum of English language skills - listening, speaking, reading, and writing - speaking holds particular significance. It is the cornerstone of daily communication, allowing individuals to articulate ideas and viewpoints (Joni, 2014). Despite its importance, speaking is often perceived as the most challenging skill to cultivate in the classroom (Joni, 2020).

Additionally, according to Turk (2003), speaking serves as a direct conduit for transferring thoughts from one individual to another. It is a skill through which students can opt to pose questions or offer explanations to their peers (Joni, 2016). Furthermore, as noted by Harmer (2007), students frequently exhibit reluctance to speak, often due to shyness or a lack of confidence in expressing themselves publicly. Consequently, assessing their speaking proficiency becomes challenging. This difficulty in evaluation hampers students' ability to fully grasp English, particularly in speaking,

presenting a significant challenge for teachers (Joni, Nitiasih & Artini, 2017).

Furthermore, Anugrah (2021) highlights that the success of students' speaking skills is influenced by two broad aspects: linguistic and non-linguistic. Linguistic factors encompass fluency, comprehension, and grammar proficiency. On the other hand, non-linguistic factors pertain to personality dimensions, including self-esteem, extroversion, motivation, and self-confidence. These non-linguistic factors delve into psychological aspects or internal factors affecting language learning. According to Rahmaniah and Asbah (2019), various internal factors such as reticence, reluctance to memorize vocabulary, lack of confidence, and fear of making mistakes significantly impact students' speaking abilities. These internal factors are closely intertwined with affective factors, which encompass emotions, motivation, attitude, anxiety, empathy, and self-esteem, all of which play crucial roles in English language acquisition.

Therefore, self-esteem represents a critical psychological factor that reflects individuals' beliefs in their worth, competence, and capabilities. According to Branden (1992:6), self-esteem encompasses a sense of inherent human dignity, empowering individuals with a strong sense of self-worth. Similarly, Coopersmith (1967) defines self-esteem as comprising both positive and negative attitudes towards oneself. Research by Wang et al. (2021) suggests that students with low self-esteem often experience self-rejection, dissatisfaction, and self-deprecation. This indicates that changes in self-esteem can manifest in either positive or negative directions, highlighting the importance of managing these changes to prevent inadequate levels of self-esteem, particularly when students are engaging in speaking activities in the classroom. Furthermore, Nurdini (2019) emphasizes the significant relationship between self-esteem and language acquisition, specifically regarding English speaking skills. Low self-esteem can hinder individuals' ability to adapt to communication environments, impacting their language learning journey. Therefore, fostering positive self-esteem is crucial for students' success, not only in language acquisition but also in their future endeavors.

In this study, the researchers held research on The Correlation between Self-Esteem and Speaking skill of the seventh-grade students of SMPN 4 Denpasar in academic year 2023/2024. The phenomena that happened in this school was self-esteem that arose among students,

especially when students speak English. Students tend to feel more confident and able to deal with social situations, when they speak English. The research was interested in finding out the significant correlation between self-esteem and speaking skill of the seventh-grade students of SMPN 4 Denpasar in academic year 2023/2024.

RESEARCH METHODS

Correlation research produced indexes called the correlation coefficient that show both the direction of the strength of relationships among variables. The researchers concerned about two variables; they were students' self Esteem as an independent variable (X) and speaking skill as a dependent one (Y). Furthermore, the researchers decided to conduct the research toward the seventh-grade students of SMPN 4 Denpasar in academic year 2023/2024. There were nine classes of the seventh-grade students of SMPN 4 Denpasar. Each class has 40 students. The whole of the seventh-grade students in SMPN 4 Denpasar consisted 360 students. The researcher chooses the samples by selecting a few students from the entire population of the seventh-grade students. Hence, the researchers decided to use 50 students as samples who were chosen by using simple random sampling method with

lottery system. In this present study, the researcher used questionnaires to measure the self-esteem of the students and descriptive monologue test used to assess the students speaking skill. The questionnaire consisted of 30 items. The questionnaire was made based on the self-esteem aspects of Coopersmith (1967). Meanwhile, the descriptive monologue test used to assess the students speaking skill. the students were instructed to deliver their monologue speaking based on one of the pictures of the famous person. The researchers used a scoring rubric which is adapted from Brown (2004) consist of three categories which are fluency, comprehension, and grammar.

In analyzing the data, the researchers used some analysis using Pre-requisite Analysis and Hypothesis testing by using the SPSS 25 version for Windows. In the first step, the pre-requisite analysis consists of normality and homogeneity tests. Besides, the hypothesis testing consisted of Pearson Product Moment and T-Test.

FINDINGS AND DISCUSSION

The data were collected by administering the research instruments which were a questionnaire about self-esteem and speaking monologue test. Based on the test and questionnaire given to the

students, the total score of the seventh-grade of SMPN 4 Denpasar is 4265 for the questionnaire's self-esteem and 3327 for the speaking test. After that, the researcher analyzed the data using SPSS 25 which consists of: Normality test, Homogeneity test, Pearson Product Moment, and T-testing.

Normality testing was done by IBM SPSS Statistic 25 using One-sample Kolmogorov-Smirnov Test. It was found that the data on self-esteem and speaking skill was distributed normally. It can be shown from the value (Sig.) is greater than 0.05. Based on the SPSS table 4.2 above, it was known that the significance value (Sig.) was 0.130, which was greater than 0.05. It could be concluded that the data variables were normally distributed.

Homogeneity Testing was used to know whether the data obtained from the sample was homogenous or not. Based on the statistical computation assisted by IBM SPSS Statistic 25.0. It was found that the value of (Sig.) is 0.089. According to Gray and Kinner (2012:188), when the result of homogeneity is more significant than 0.05, it means that the variances can be assumed to be homogenous, which means that in this study the data obtained from the sample was homogenous.

After checking the normality and homogeneity of the data, the analysis was continued to use pearson product moment correlation and t-test using SPSS version 2. The result of SPSS was described as follows:

Table 01. Pearson Product Moment Correlation Result

		Self-esteem	Speaking skill
Self-esteem	Pearson Correlation	1	.483
	Sig. (2-tailed)		.000
	N	50	50
Speaking skill	Pearson Correlation	.483	1
	Sig. (2-tailed)	.000	
	N	50	50

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

Based on the table above, the value of the Pearson correlation was 0.483, this result can be said as a positive correlation between self-esteem and speaking skill. H$_a$

was accepted when the value of correlation is bigger than r table ($r_{counted} > r_{table}$). The number of samples is 50 so the r table was 0.279. The r value was found 0.483 and the r table was found 0.279. it means H_a was accepted because $0.483 > 0.279$. It can be concluded, that the correlation belongs to moderate (Sugiyono, 2016:231). From the data above, the value of t-test was accepted because the sig. of the t-test was 0.000 <0.05. The result of hypotheses is alternative hypotheses (Ha) is accepted and the null hypotheses (Ho) is rejected.

The result of this study showed that Ha was accepted. It means that there is a significant correlation between students' self-esteem and speaking skill. This research was supported by Anugrah (2021) and Redhayanti (2020) who also found that Ha was accepted. In their research, it is found that students who have high self-esteem will have good speaking in English. The result of data analysis confirmed that self-esteem had positive impact to the students' speaking skill. It can be clearly seen from their score in self-esteem questionnaire and speaking test. It can be stated that the higher the student's self-esteem, the higher their score in speaking. If the students had low self-esteem, it may be impact or influence their speaking acquisition. In other words, the student can be failed in their test when they had low self-esteem. However, the higher the student's self-esteem, their score in speaking could be higher.

Based on statistical computation by using statistical computation using SPSS 25 to know whether the data involved in this research is normal distribution that can be seen from the result of normality with Sig. $0.130 > 0.05$, the data used in this research were normally distributed. Moreover, to find out the homogeneity of the data, the researcher was using SPSS 25. The result of Sig. is $0.89 > 0.05$, it can be concluded that the data in this study is homogenous. Furthermore, to know the data from two variables there are no significant different, paired sample T-test was used with the result value Sig. is 0.000. It means that the t-test is significant accepted because $0.000 < 0.05$ (Pallant, 2007:239). Therefore, means Ha is accepted. Then, to find out the correlation between students' self-esteem and speaking skill, SPSS 25 was used and the result of Pearson-product moment was 0.483. It indicates a moderate correlation between two variables (students' self-esteem and speaking skill). Moreover, there was a positive correlation between self-esteem and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024.

CONCLUSION

The present study entitled "The Correlation between Self-esteem and Speaking Skill of Seventh-grade Students of SMPN 4 Denpasar in the Academic Year 2023/2024" was mainly intended to figure out the significant correlation self-esteem and speaking skill. The required data were gathered through administering the questionnaire and descriptive monologue speaking test as the research instrument to 50 samples, the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024 which were determined by using the random sampling method with a lottery system. The data was analysed by using Pearson Product Moment in IBM Statistical Package for Social Science (SPSS) 25. The researcher got a result was 0.483 which means that the correlation of both variables are considered as moderate correlation. Moreover, the hypothesis in the present study was accepted because the result of the test was $0.000 < 0.05$.

Based on the findings, it can be concluded that was a significant correlation between self-esteem and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. Furthermore, the speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024 were affected by self-esteem. It is seen from the data that were taken by administering the research instruments. The students with lower self-esteem got lower scores than the students who experienced high self-esteem. Moreover, the implementation of an ex-post facto research design could be affected by extraneous research variables which might affect the validity and reliability of the findings; thus, the researcher should be careful to generalize the research findings.

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