THE RELATIONSHIP BETWEEN STUDENT'S SELF-ESTEEM AND STUDENT'S SPEAKING ABILITY OF THE TENTH GRADE AT SMK MUHAMMADIYAH 3 GEMOLONG

Sulistiawati [1]
Dr. Sri Handayani, S.Pd.,M.Hum. [2]

English Language Education
Teacher Training and Education Faculty, Slamet Riyadi
University Surakarta Email : sulistyowati344@gmail.com

Abstract

The present study entitled the relationship between student's self-esteem and student's speaking ability of the tenth grade at SMK Muhammadiyah 3 Gemolong. The aim of the study was to investigate whether there is significant relationship between student's self-esteem and and student's speaking ability of the tenth grade students at SMK Muhammadiyah 3 Gemolong. The data were obtained by the quantitative method in correlational design.

The study was conducted at SMK Muhamadiyah 3 Gemolong. The population were 147 students of the tenth grade at SMK Muhammadiyah 3 Gemolong in 2019/2020 academic year. The tenth grade consisted of 6 classes. The study applied random sampling technique. The sample were 22 students. The instrument to collect the data of two variables were self-esteem questionnaire and oral test of speaking ability. The questionnaire used Coopersmith's self-esteem scale that contained of 37 valid questions and the rubric of oral test to measure speaking ability based Penny Ur. The analyzing of data used SPSS 22.

The findings of study were the tenth grade students of SMK Muh 3 Gemolong had 50% in high self − esteem with the mean score 65.86 and their speaking ability were in adequate level 36% with the mean score 68.63. The coefficient relationship (r_{xy}) 0.943. Based on the result of the study, it could be concluded that the self-esteem had high positive relationship with the speaking ability of the tenth grade students at SMK Muhammadiyah 3 Gemolong.

Keywords: self-esteem, speaking ability, correlation study

INTRODUCTION

Language is important for communicating with other people. Language is needed to ex press our feeling and communicate with other. Every body can not express their feeling well without a language. Wardhaugh in Ramelan (1984:46) said that a language is a system of arbitrary sound or sequence of speech sound used in particular.

English as the international language is very important to be learnt. There are four skills in learning English. They are speaking, listening, reading and writing. Every skill needs to be learnt so that we can communicate using English well.

Speaking is one of important skills. By speaking well the people are going to be easier in receiving information. Richard (2008:19) indicated that the mastery of speaking skill in English is a priority for many second language or foreign language learners.

Learners consequently check their success in language learning as well as the effectiveness of their English course on the basis of how well they feel have improved in their spoken language.

Speaking is important skill to deliver our idea, we can exprees our mind or opinion easily. According to Quianthy (1990:7) stated speaking as the process of transmitting ideas and information orally in variety situation.

Furthermore, to be success in English Learning. Krashen's (1981:31) stated to acquaire foreign or second language, learner is affected by some variables including motivation, self-confidence, and anxiety. Krashen claimed that with high motivation, self-confidence, good self-esteem, and low level of anxiety, learner can be better for success in second language acquisition.

In general the successful have relationship with high self-esteem. Brown (2001:43) "no

succesful cognitive or affective activity can carried out without some degree of self-esteem". Because of self- esteem has important role in speaking, the students are not able to produce language without self-esteem. When students are not able to produce language , they were not enthusias to speak in the class.

The student's anxiety because of their low self-esteem. Brown (2001:43) stated self-esteem is one of the personality variable contribute to.the oral production achievement because the student will achieve their success in learning a foreign language if they fell confident and believe in themselves. Coopersmith (1967:5) said that self-esteem is a personal judgement of worthiness that is expressed in the attitudes the individual holds toward himself.

In speaking there are some problems. According to Penny Ur (1996:121) there are some speaking problems that teacher face in getting students to speak in the classoom. Those were; inhibation

lack of topical knowledge, low or uneven participation, have no confident with their competence in English and mother tongue used that influenced the student's speaking.

In this study the problem of the students were not active to speak English in the class. They did not have motivation, courage, self confidence and self esteem to speak English, eventhough every word that the students had prepared to practice Englih was dissapear when the teacher asked them to practice speaking. The students were not brave, they were scare if they would make some errors in grammar, pronounciation, vocabulary and etcetera.

As the effect, student's are not success in speaking not only influenced by the lack of linguistic rules but also psychological factors such as self-esteem which related in speaking which should be taken by teaching as the important thing in teaching English.

Based on the phenomenon in the preliminary research, the

study entitled the relationship between student's self-esteem and student's speaking ability of the tenth grade student's of SMK Muhammadiyah 3 Gemolong.

METHOD

The study used quantitative method in correlational design. The study had two variables, there were independent variable (self-esteem) and dependent variable (speaking ability). The data collection obtained by questionnaire and oral test. The score of the questionnaire and the score of oral test analized used SPSS 22 to investigate the coefficient relationship of student's self -esteem and student's speaking ability.

RESULT

Student's self-esteem measured by 37 valid questions. The result of self-esteem score as follow:

Table 1

Self- Esteem Score

Score	Level	Freq	Percentage
76-100	Very high	7	32%
51-75	High	11	50%
26-50	Low	4	18%
1-25	Very Low	0	0%
Total		22	100%

The table 1 shows that there were 7 students (32%) got very high score in self-esteem, 11 students (50%) got high score and 4 students (18%) got low score in self esteem. The mean score of student's self-esteem was 65.86, it showed that the student's self-esteem of SMK Muhammadiyah 3 Gemolong was high.

Oral test used to get the score of speaking ability, by giving the instruction paper of speaking instrument to the students and checked the readability of speaking instrument then ordered the students to speak and recorded it in video. They did an oral test especially recount text, the next step of this test was the students ordered to speak by selecting the

topic about their past experiences. The score of speaking ability measured using video that be sent by the students and the score as follow:

Table 2

Speaking Ability Score

Score	Level	Freq	Percentage
85-100	Excellent	1	4%
75-84	Proficient	5	22%
65-74	Adequate	8	36%
≤55-64	Limited	8	36%
Total		22	100%

Table 2 shows that, the rate percentage of the students score in speaking from 22 students, there were 1 (4%) student obtained Excellent level, 5 (22%) students in proficient level, 8 (36%) students got in adequate level and 8 (36%) students in limited level.

The analysis of mean score of student's speaking ability 68.63, it showed that the student's speaking ability of the tenth grade at SMK Muhammadiyah 3 Gemolong was in adequate level. Base on the result of self-esteem score and speaking ability score

then the relationship analyzed using SPSS 22 and the result as follow:

Table 3

Coeficient relationship

From the table 3 can be seen that the coefficient relationship between student's self-esteem and student's speaking ability was 0.943. It meant that the relationship in high level. Base on the student's self-esteem score had student's speaking ability could be made in the scatter plot chart as follow:

Table 4
Correlation chart
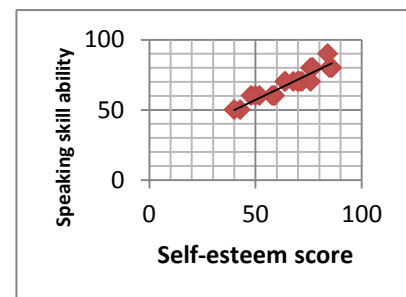
Base on the scatter plot chart we know that the line was positive linear relationship. The

increasing of self- esteem score(x) was followed by increasing of speaking score(y).

DISCUSSION

The result of this study showed that H_1 was accepted there was positive high significant relationship between self- esteem and speaking ability of the tenth grade students at SMK Muhammadiyah.

It had a different result with the previous related findings in Riska (2017), in her research on the correlation between student's self-esteem and student's speaking skill of the second year student at SMA Bantaeng As the result, she concluded that there was no correlation between student's self-esteem and student's speaking skill.

In hence, the student's speaking ability of the tenth grade students at SMK Muhammamadiyah 3 Gemolong had mean 68.63 and the mean of self-esteem score had mean 65.86. The increasing of self-esteem score was followed by increasing the speaking score.

Furthermore, the cause of their score in speaking had positive significant relationship with their self esteem because the students who had bad score related with their low self-esteem.

The low self-esteem could be detected when they filled the questionnaire in indicator of self-esteem, such as they were angry when they did some mistake in speaking English, they were not satisfied with their ability in English, they felt that they were not able to speak English, they were afraid and give up in facing some mistake in English, they did not participate in the English class well, they did not have good aspiration about English for their future.

Because of their low self-esteem they made mistake in pronunciation, awareness in making mistake in grammar and also awareness choose the wrong vocabulary because of their anxiety, because of their low self-esteem they got low score in speaking.

The student's who had high score in self- esteem they have high score in speaking also because they had good aspiration of English in their future, they never give up in facing mistake to increase their English, they had big believe that they were able, they were better than other so when they practiced they were able to practice well. It could be concluded that our believe in maintain our self-esteem it would be able to force us for trying and finally the reality we would be able to speak English.

To sum up, here some related findings who had investigated about the relationship between self-esteem and student's speaking skill. First, Wenni Wulandari Gustaman (2015) in her researh "The Correlation Between Student's Self-Esteem and Their English Speaking Competencies". In this research stated the result that there was a positive significant correlation between self-esteem and their speaking competencies at moderate level.

The second, Elvira Rosyida MR (2016) in her research " Students Self-Esteem in Speaking Ability". In this research there was a significant effect between student's self-esteem and their English speaking ability.

By seeing some of the related findings above, it could be concluded that the students in academic score in English influenced by psychological factor, it was the self-esteem. By high self-esteem the students trusted that they were able to do something such as first they were brave to speak in English although they made some mistakes and because of self-esteem they were not angry when did a mistake and they also did not give up to try in speaking.

For example the first they were brave to say and their vocabulary were not good and pronounce it bad, they did not give up to try how to choose the better vocabulary and pronounced it better, and by self-esteem they were not afraid for making a mistake in on grammar. Which all their fright

and the anxiety, the feeling of worry because of their low self-esteem.

By self-esteem the students felt tat they got support from their friend and their teacher. They also enjoy joined the English class. It made them want to try and try and the last be better. It proved by the students who have higher self-esteem score reflected that they had high aspiration, high value, high defence, high feeling to success and also high score in speaking. For example a student who got score 84 in self esteem she got score 90 in speaking. Vice versa the students who got score 40 score in self-esteem she got score lower score in speaking.

CONCLUSION

According to the result of the data , the tenth grade students of SMK Muhammadiyah 3 Gemolong had high self-esteem with the mean score 65.86 and in speaking ability mean score 68.63. The increasing of self-esteem score was followed by increasing the speaking score.

The coefficient relationship (rxy): 0.943, the relationship was high, it meant the h_1 is accepted and h_o is rejected on the other words there is positive significant relationship between student's self –esteem and student's speaking ability of the tenth grade students at SMK Muhammadiyah 3 Gemolong in 2019/2020 academic year.

It can be concluded that student's self-esteem and student's speaking ability have high significant relationship. Self-esteem have high role in speaking ability. Higher the self-esteem influenced higher also the speaking ability.

REFERENCES

Ananda, Riska. 2017. *The correlation between student's self-esteem and student's speaking skill of the second year students at* SMA N Bantaeng. Makasar.

Brown, D.H. 2001. *Principles of Language Learning and Teaching. San Fransisco State University*: Longman.

Coopersmith, S. 1967. *The antecedents of self-esteem. San Fransisco*, FL:

W.H.Freeman and Company.

Ella. 2019. *The correlation between self-esteem and student's speaking skill through the use of role play*. UIN Surabaya.

Elvira. 2016 . *students self-esteem in speaking ability*. SMART journal Volume 2 No 2, Agustus hlm 94-104.English Education Study Program, STKIP Muhammadiyah PringSewu.

Krashen, S. 1981. *Second Language Acquisition and second Language learning*. California: Pergamom Press Inc.

Peny Ur. 1996. *A course In Language*, United Kingdom: Cambrigde University Press.

Quianthy, R. L. 1990. *Communication is life: esential Collage Sophomore Speaking and Listening Competencies*. Annandale, VA: Communication Association.

Richard. J.C. 2008. *Teaching listening and speaking: From theory to Practic*e. NY: Cambridge Press University.

Wardhaugh, Ronald, 1986. *An Introduction to Sociolinguistics*. Oxford: Basil Blackwell Ltd.

Weni. 2015. *The Correlation Between Student's Self-Esteem and Their English Speaking Competencies.*Department of English Educatin: Indonesia University of Education.