THE EFFECT OF STUDENTS' SELF-ESTEEM ON THEIR ENGLISH SPEAKING ABILITY

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Abstrak

Tujuan penelitian ini untuk menyelidiki efek harga diri siswa terhadap kemampuan berbicara pada siswa dan mencari tingkat harga diri yang lebih berpengaruh terhadap kemampuan bicara siswa. Tiga puluh siswa terpilih sebagai sampel. Data diperoleh dengan menyebarkan kuisioner mengenai harga diri siswa dan tes berbicara. Data dianalisa menggunakan one-way Anova.

Hasil analisa menunjukkan nilai-f lebih besar daripada table-f (81.75 >33.50) dengan p<0.001. H_0 ditolak dan H_1 diterima. Harga diri siswa mempunyai efek terhadap kemampuan berbicara mereka.

Hasil tes juga menunjukkan siswa dengan harga diri tinggi meraih skor tertinggi dalam kemampuan berbicara dengan nilai rata-rata 87.40, harga diri normal meraih nilai rata-rata 77.80, harga diri rendah meraih nilai rata-rata 66.80. Harga diri tinggi mempunyai efek lebih baik terhadap kemampuan berbicara siswa.

The research objectives are to investigate the effect of students' self-esteem on their speaking ability and to find out which is better among low, normal and high self-esteem on their speaking ability. Thirty students were selected as samples. The data were gained by administering questionnaire about the students' self-esteem, and speaking test. The data was analyzed by using one-way Anova.

The result of the analysis shows f-value is higher than f-table (81.75 >33.50) with p<0.001. H_0 is rejected and H_1 is accepted. It means that students' self-esteem has effect on their speaking ability.

The result also shows that students with high self-esteem reaches the highest score in speaking ability with mean of 87.40, normal self-esteem reaches mean of 77.80, and low self-esteem reaches mean of 66.80. High self-esteem has better effect on students' speaking ability.

Key words: *attitude, inhibition, risk-taking, self-esteem.*

INTRODUCTION

Speaking is an important skill in learning a language through which we can convey information, ideas, and maintain social relationship by communicating with others. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently.

Many language learners regard speaking skill as the measure of their language mastery. Therefore, the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and asses their progress in terms of their accomplishments in spoken communication. On the contrary, for most people, speaking is the most difficult part when they learn a foreign language.

Speaking a second or foreign language involves taking the risk of being wrong with all its consequences. Based on the writer's observation at SMPN 14 Bandar Lampung and the experience when she practiced teacher training program (PPL) at SMPN 1 Lambu Kibang, it can be reported that students with average speaking score of 66.80, were particularly reluctant to speak in the classroom. They felt nervous when they were asked to speak English in front of the class. Sometimes they also avoided this chance by giving many excuses, like saying 'I am shy' or 'I cannot do that'. They often shy to say anything or they just listened silently when the teacher asked them. Or even they did what the teacher instructed, sometimes their voice was slower and softer than what they usually did. Consequently, the teacher could not hear the voice clearly. They were afraid if they made mistakes, they would get negative respond from their friends. For examples other students would laugh at him/her, or the teacher would blame at him/her. They were unable to express themselves confidently, they were not sure with their ability in speaking English and they inclined to feel that they would fail.

The situations above indicate that the students have low self-esteem. Rosenberg and Owen (2001) state that description about low self-esteem people in based on empirical research. People with low self-esteem are more troubled by failure and they tend to exaggerate events as being negative. For example, they often interpret non critical comments as critical. They are more likely to experience social anxiety and low levels of interpersonal confidence. This makes social interaction with others difficult as they feel awkward, shy, suspicious, and unable to adequately express themselves when interacting with others.

Study conducted by Carter & Nunan (2001) suggest that learning, cannot be achieved without careful consideration to psychological factors. In all school environments, students get different grades. Some believe that they get either higher or lower grades than expected to. Most of these problems are closely related to psychological factors out of which self-esteem that have determining effects on language learning. The point is that the importance of self-esteem as a crucial factor affecting language learning should not be underestimated. It could be claimed that no activity will be carried out successfully without self-esteem (Huitt, 2004; see also Brown).

Based on the description above, the writer is interested in investigating the effect of students' self-esteem on their English speaking ability at the second year of Junior The school was chosen as the subject of this research because, as far as the researcher concerned, there is no research dealing with the effect of self-esteem on students' speaking ability carried out in this school yet.

METHOD

This is a quantitative research, the writer uses a quantitative method because it is very useful for providing factors connected with second language development. The research design is ex post facto design, in which the writer gave no treatment but the researcher collected the data and saw

correlation between two variables. Hatch and Farhady in Setiyadi (2006) states that ex post facto design is often used when the researcher does not have control over the selection and manipulation of the independent variable.

Ex post facto design as follow   :

X $\longrightarrow$ Y

(Hatch and Farhady, 1982:27)

X   : Students' self-esteem

Y   : English speaking ability

The data of this research are students' self -esteem and English speaking ability. Self-esteem is psychological factor symbolized as 'X' variable that scored by using Rosenberg Self- Esteem scale. English speaking ability is one of the language skills that tested by responsive speaking test and the result is students' English speaking ability scores symbolized as 'Y'. In order to collect the data, the writer only uses tests for those two variables. They are speaking ability test and self-esteem test. After collecting the data of self-esteem, the writer correlated it with the data of students' speaking ability in order to investigate the effect of students' self-esteem on their speaking ability by using *One-Way Anova*.

After finding the effect between students' self-esteem and their English speaking ability and the coefficient influences value of students' self-esteem and their speaking ability, the writer finds out the criterion of the hypothesis acceptance. To determine whether the first hypothesis is accepted or rejected, the following criterion acceptance is used   :

H_0. There is no effect of students' self-esteem on their speaking ability. We could accept this hypothesis if f value is lower than f table. ($H_0 = f_{value} < f_{table}$)

H_1. There is effect of students' self-esteem on their speaking ability. We could accept this hypothesis if f value is higher than f table. ($H_1 = f_{value} > f_{table}$)

RESULT AND DISCUSSION

The writer conducted the research at the second year of Junior High School. There were 6 classes with the total 180 students. The sample of the research was chosen by probability sampling used lottery. The writer took 5 students from each class, so the total numbers of the sample were 30 students.

The writer gave the questionnaire try out to 30 students at the second year students of Junior High School before using the questionnaire in the real test. As it was mentioned before, the questionnaire is used to determine students' frequency of listening to English songs and before it is used in the real test, the writer had to find out the reliability of coefficient by using *Cronbach's Alpha* (Setiyadi, 2006). From the calculation of reliability analysis, alpha is 0.820. It indicates that the questionnaire used in this research is reliable and applicable instrument to measure self-esteem level of the students.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
0.820	10

It means that the questionnaire has high reliability with the alpha 0.820. Moreover, from the validity analysis, most items of questionnaire have good validity and representative to measure self-esteem level of the students. Based on the analysis of reliability and validity of questionnaire, the writer states that the questionnaire have good validity and reliable to be administered. From the result of self-esteem test, it is obtained that the highest score is 38, and the lowest score is 18. The result of self-esteem test can be described from the following table of descriptive statistics below :

Table 2. Descriptive Statistics of Self-Esteem Score

	N	Minimum	Maximum	Mean	Std. Deviation
self_esteem Valid N (listwise)	30	18	38	26.40	5.917

According to Rosenberg, the writer has categorized the score 31-40 into high self-esteem, 21-30 into normal self-esteem and under 20 into low self-esteem.

The following table shows the score of self-esteem test   :

Table 3. Scores of Self-Esteem.

Interval Score	Category	Number of Student	Percentage
31-40	High	4	13 %
21-30	Normal	16	54 %
0-20	Low	10	33 %
TOTAL		**30**	**100 %**

From the result of self-esteem test, it was found that there are 4 students (13%) who have high self-esteem, 16 students (54%) normal self-esteem and 10 students (33 %) low self-esteem. From the table, it can be seen that almost all students have normal self-esteem.

For the speaking test, the writer took the topic that had been discussed by the students to measures their English speaking ability. Speaking test was adapted from students' hand book based on the appropriate curriculum, it means that the validity of the speaking test in this research was valid because the speaking test that used in this research was based on the curriculum of the second year students of junior high school.

The speaking test consists of a session of interviewing a famous person. The students played a role with his partner, as a journalist and a famous person. They chose one of the famous person

and pretended to be that famous people. The test covered asking and giving personal information, for example name, date of birth, hobbies, etc.

For speaking test, to ensure the reliability of scores and to avoid the subjectivity of the research, the writer used inter-rater reliability. The writer used inter-rater to score the students ability in speaking English. The inter-rater was one of the English teacher, initialed AH, who has been teach for 5 years. It means there was another rater who scored the students' ability in speaking English besides the writer herself. The total score of English speaking test was the accumulation score from two raters, the writer and the teacher. From the calculation, it has been found that the result of reliability of the speaking test was 0.994, it clearly seen that the speaking test was suitable to be used because the reliability was very high.

Based on Heaton's scale (1991), the researcher classified the scoring standard for the students' speaking ability. There were pronunciation, fluency and comprehensibility with the interval 90-100, 80-89, and 70-79.

From the result of speaking test, it is obtained that the highest score was 90, and the lowest score is 64. The result of speaking test can be described from the following table of descriptive statistics below:

Table 4. Descriptive Statistics of Speaking Score

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
speaking_ability	30	64	90	77.33	9.060
Valid N (listwise)	30				

The following table shows frequency of the result from students' English speaking ability :

Table 5. Result of Students' English Speaking Ability

No	Score Interval	Frequency	Percentage	Category
1	90-100	4	13 %	Excellent
2	80-89	10	33 %	Very Good
3	70-79	6	20 %	Satisfactory
4	60-69	10	33 %	Weak
	TOTAL	**30**	**100 %**	

From the table above, there are 4 students (13%) who reaches 90-100 (excellent) score in the speaking test. The students get the score since they are able to practice giving their personal information (self-introduction) in the form of dialogue very well in pronunciation, fluency and comprehensibility. Meanwhile there are 10 students (33%) who gets 80-89 (very good) score. These students are able to practice giving their personal information in the spoken form. Even though their ability are not very well but their ability are good enough. And then there are 6 students (20%) who get 70-79 (satisfactory) score. When they speak, there are still several weaknesses in their pronunciation, fluency and comprehensibility. However, their weaknesses are not causes a communication break down when they practiced giving personal information about famous people. The last, there are 10 students (33%) who gets 60-69 (weak) score. The students gets the score because they still making some mistakes in pronunciation, fluency and comprehensibility which causes the breaking down in communication.

In order to know the effect of self-esteem on students' speaking ability, the writer analyzes the data by using One-Way Anova to measure the significance. The following table shows the computation of one-way anova analysis of the two variables   :

Table 6. One-Way Anova Analysis

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.067	2	14.533	81.750	.000
Within Groups	4.800	27	.178		
Total	33.867	29			

The table shows that *f*-value was 81.75 while the *f*-table is 33.50 with p=.000 (p< 0.001), it means that *f*-value is higher than *f*-table that means self-esteem has effect on students' speaking ability. After finding the effect of self-esteem on students' speaking ability, the writer also tried to find out which was better among high, normal, and low self-esteem on students' speaking ability by comparing the means score of students' speaking ability. The following table shows the computation of students' mean score compare :

Table 7. Speaking Score Means Compare

Speaking Ability

Scheffe[a]

Self-esteem	N	Subset for alpha = .05		
		1	2	3
low	10	66,80		
normal	16		77,80	
high	4			87,40
Sig.		1,000	1,000	1,000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 10,000.

Table 8. Descriptive Statistics of Speaking Score Means Compare

Descriptives

Speaking Ability

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
low	10	66.80	1.317	.416	65.86	67.74	64	68
normal	16	77.80	4.442	1.405	74.62	80.98	72	84
high	4	87.40	2.633	.833	85.52	89.28	83	90
Total	30	77.33	9.060	1.654	73.95	80.72	64	90

Table 9. Self-Esteem & Speaking Ability Crosstabulation

Count

		Speaking Ability				Total
		weak	satisfactory	very good	excellent	
Self-esteem	low	10	0	0	0	10
	normal	0	6	4	0	16
	high	0	0	6	4	4
Total		10	6	10	4	30

Table 8 shows that students with high self-esteem reach 90 score with mean 87.40, meanwhile the students with normal self-esteem reach 84 score with mean 77.80, and the students with low self-esteem reach 68 score with mean 66.80. From the data gained, it can be concluded that students with high self-esteem reach the highest score in speaking ability. In other words, high self-esteem has better effect on students' speaking ability. Furthermore, the cross tabulation table also shows the difference of students' score of high, normal and low self-esteem. Students with high self-esteem reach better score than those with normal self-esteem, and students with normal self-esteem reach better score than those with low self-esteem. Based on the cross tabulation table, there are ten students with low self-esteem reaching 60-69 score that are categorized into weak score. Six students with normal self-esteem reaching 70-79 score that are categorized into satisfactory score and ten students reaching 80-89 score that are categorized into very good

score. And for other four students with high self-esteem reaching 90-100 score that are categorized into excellent score.

The hypothesis testing is the last step in this research to prove whether the hypothesis was accepted or not. The result of calculation for the hypothesis shows that the *f*-value is 81.75 higher than the *f*-table 33.50 with p=.000 (p< 0.001), which means that self-esteem has effect on students' speaking ability. Therefore, the null hypothesis is rejected and the research hypothesis is accepted. It means that self-esteem has effect on students' English speaking ability at the second year students.

From the result of students' self-esteem test, it was obtained that 10 students (33%) were considered having low self-esteem, 16 students (54%) were normal self-esteem, and 4 students (13%) were having high self-esteem. The average self-esteem score was 26.40, the highest score of self-esteem level was 38, and the lowest score was 18.Ten students (33%) were considered having low self-esteem because based on the result of questionnaire, they lack confidence. They feels that they did not have much to be proud of. They also certainly felt useless at times. After all, they considered that they were not good at all. Others 16 students (54%) were considered having normal self-esteem because they were still easy to distract by feeling of themselves. Sometimes they feel they were confident by taking positive attitude toward themselves, but at times they wish they could respect for themselves. And 4 other students (13%) were considered having high self-esteem because they were confident and able to do things as well as most other people. They almost did not have negative response to herself and felt that they have number of qualities. When they have a good respect to themselves like this, their motivation and confidence will increased. Strong motivation and confidence make them easy and brave to learn something that can develop their competencies.

The second year students of Junior High School considered having high self-esteem reached better score than those with normal and low self-esteem. High self-esteem helps them succeed in learning language. Lim and Saulsman (2005) states high self-esteem is about thinking about selves and worth in balanced way. It is appropriate that sometimes people recognize their weaknesses. What they need to do is accepting that they all have weaknesses, and making decision about whether or not they want to improve themselves. They also need to recognize, acknowledge, and celebrate their strengths and successes.

CONCLUSIONS AND SUGGESTIONS

Based on the previous chapter, the writer comes to the following conclusions   :

1. Self-esteem has effect on students' English speaking ability at the second year students of SMPN 14 Bandar Lampung. It can be seen from the result of hypothesis testing which shows f-value is higher than f-table (81.75 >33.50) with p< 0.001. The null hypothesis is rejected and the research hypothesis is accepted, which shows that self-esteem has effect on students' English speaking ability.

2. By comparing the mean scores of students' speaking ability, it was found that students with higher self-esteem reaches highest score in speaking ability with mean score of 87.40 while students with normal self-esteem reaches mean score of 77.80 and students with low self-esteem reaches mean score of 66.80. It means that high self-esteem has better effect on students' speaking ability than normal and low self-esteem.

Based on the result of the study, the writer proposes some suggestions concerning the research findings as follows   :

1. The teachers should be aware of the psychological factors like self-esteem. Because this factors has played a role in their ability. The teachers should give optimal attention to students' speaking ability and to the students' personality.

2. The teachers should be able to use every single chance for speaking practice in the class, so that learners have a chance to improve their weaknesses such as pronunciation and comprehensibility and to practice their English speaking skill.

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