

THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM AND THEIR SPEAKING SKILL PERFORMANCE AT SMP NEGERI 5 TANJUNG MORAWA

¹Elisabet Ziliwu, ²Puji Hariati, ³Nurhalimah

¹Pendidikan Bahasa Inggris, Universitas Pembinaan Masyarakat Indonesia.
¹elisabetziliwu@gmail.com

²Pendidikan Bahasa Inggris, Universitas Pembinaan Masyarakat Indonesia.
zeenasution@gmail.com

³Pendidikan Bahasa Inggris, Universitas Pembinaan Masyarakat Indonesia.
halimahsiregar990@gmail.com

Abstrak

Tujuan penelitian ini dilakukan untuk melihat kemampuan siswa berbicara dalam hubungan tingkat kepercayaan diri seseorang. Penelitian ini menggunakan jenis penelitian kuantitatif dengan analisis korelasi. Populasi dalam penelitian ini sebanyak 192 siswa dengan sampel sebanyak 30 siswa sehingga metode pengambilan sampel yang digunakan adalah simple random sampling. Analisis data yang digunakan dalam penelitian ini menggunakan uji instrumen (validitas dan reliabilitas). Berdasarkan hasil penelitian dapat disimpulkan bahwa terdapat hubungan yang signifikan antara harga diri dengan kemampuan siswa. Dengan nilai korelasi $r = 0,459$ dengan signifikansi $0,000 < 0,01$. Data tersebut termasuk ke dalam harga diri sedang. Ini membuktikan penelitian ini membantu dalam kinerja keterampilan berbicara mereka. Ha diterima H_0 ditolak yang berarti terdapat hubungan antara harga diri dengan berbicara siswa. Semakin tinggi harga diri maka semakin rendah kecemasan berbicara siswa dan sebaliknya.

keywords : berbicara;harga diri;belajar

Abstract

The purpose of this study was to see students' speaking ability in relation to a person's level of self-confidence. This study uses a quantitative research type with correlation analysis. The population in this study was 192 students with a sample of 30 students so that the sampling method used was simple random sampling. Data analysis used in this study used instrument testing (validity and reliability). Based on the results of the study, it can be concluded that there is a significant relationship between self-esteem and students' abilities. With a correlation value of $r = 0.549$ with a significance of $0.000 < 0.01$. This data is included in moderate self-esteem. This proves this research helps in the performance of their speaking skills. Ha is accepted H_0 is rejected which means there is a relationship between self-esteem and students' speaking. The higher the self-esteem, the lower the students' speaking anxiety and vice versa.

keywords : speaking;self esteem;speaking;study

INTRODUCTION

Speaking is part of communication, besides listening and writing. Speaking skills are the key to success in a career or job and social interactions. Speaking skills will make it easier to convey messages orally or verbally. Speaking is the ability to listen to language sounds to express or convey thoughts, ideas or feelings verbally. Brown and Yule (2007), [1].



Speaking is a form of verbal communication in which a person conveys a message, information, or idea through spoken words. This process involves the production of sounds, the use of language, and intonation to convey meaning to the listener. Speaking can occur in various contexts, such as everyday conversation, speeches, discussions, or presentations. The main purpose of speaking is to interact with others, share information, express feelings or thoughts, and influence or convince the listener. Speaking is the process of changing thoughts or feelings into speech in the form of meaningful language sounds, according to Suhendar (1992). [2]. Therefore speaking is very important for someone. In order to achieve a goal, someone needs a good and polite attitude in speaking. With the ability to speak, students are able to convey ideas, concepts, and knowledge to other friends. However, the reality is different, many students are still afraid to speak.

Nathaniel Branden (1969): Branden, a psychotherapist and author, stated that self-esteem is a person's belief about himself as a competent and worthy individual. He emphasized that self-esteem includes two main components: feelings of personal competence (self-ability) and feelings of worth (self-respect). Self-esteem is a person's ability to master a situation and the belief to achieve good results. Self-confidence here plays a very important role in reducing the anxiety that arises when speaking, both privately and in front of a crowd. [3]. Someone who has low self-esteem tends to feel more anxious when speaking because they feel ignored and worthless in a conversation with others. Self-esteem is a factor that plays a very important role in a conversation. Abraham Maslow (1943): In Maslow's hierarchy of needs theory, self-esteem is one of the important psychological needs. Maslow stated that self-esteem involves the need to be respected by oneself and by others. Fulfilling this need will help a person feel confident, strong, capable, and useful. [4]. If someone feels less confident, he will have difficulty talking to others and avoid speaking in public, for fear that others will blame him. Anxiety in social interactions is more often caused by negative thoughts in the individual.

The relationship between self-esteem and anxiety lies in the type of low self-esteem that causes anxiety, allowing someone to take actions that can harm other people. Anxiety is an unpleasant feeling of worry, uneasiness, or fear that usually occurs in response to a situation that is perceived as threatening or challenging. Anxiety can be normal and adaptive when it serves as a mechanism to anticipate and prepare for danger or stress. However, when anxiety is excessive or inappropriate to the situation, it can become a psychological problem that interferes with daily life. David H. Barlow (1988): Barlow, in his book "Anxiety and Its Disorders," defines anxiety as an emotional state characterized by feelings of tension, worry, and apprehension, accompanied by physiological changes such as increased heart rate and muscle tension. This anxiety is often associated with anticipation of an unclear or uncertain danger. [5]. Anxiety arises for various reasons experienced when presenting in front of the class including restlessness, feeling embarrassed by friends in class, fear of making mistakes in delivering the material and feeling that they are not being listened to. With these reasons, students are less active in learning so they prefer to be quiet and listen. [6]. The cause of public speaking anxiety is negative thoughts that he is incapable, will not succeed and will be judged negatively by others. Someone who has low self-esteem will have difficulty expressing his opinion, the fear of public speaking is actually due to the fear of being blamed by others. The more a person thinks positively, the lower the anxiety of public speaking, conversely the more a person thinks negatively, the higher the anxiety of speaking. [7]. Individuals who feel uncomfortable in communicating will withdraw from socializing, they will only speak when they are pressed. When they want to communicate, their conversations are often irrelevant, because relevant conversations will invite reactions from others who will



demand them to speak again. [8]. Self-esteem is related to anxiety in speaking, thus affecting the desire to speak in individuals. Someone who has low self-esteem tends to have low self-confidence, then withdraws from interaction with their environment. Interaction between humans is closely related to speaking activities. So someone who has low self-esteem tends to experience speech disorders in themselves

Hans Selye (1956): Selye, in his book "The Stress of Life," associated anxiety with the body's physiological response to stress. According to Selye, anxiety is the body's adaptive reaction to situations perceived as threatening, and part of the general stress response that includes physical and psychological changes. [9]. Carl Rogers (1959): Rogers, a humanistic psychologist, in his works on psychotherapy and self-concept, considered self-esteem as part of a person's self-concept.

According to him, self-esteem is the extent to which a person accepts and values himself. Anxiety can arise when there is a discrepancy between the ideal self-concept and the real self-concept. Anxiety arises due to various factors that can be internal (within a person) or external (surrounding environment). The main causes of anxiety: 1. Stress or Environmental Pressure Challenging life situations: Events such as job loss, financial problems, work pressure, or major life changes such as marriage or moving house can trigger anxiety. Social Demands: High or unrealistic expectations from society, family, or oneself can cause anxiety, especially if a person feels unable to meet these demands. 2. Genetic Factors Family History: Anxiety can be inherited in families. If a parent or other family member has an anxiety disorder, the chances of someone experiencing it are higher. 3. Traumatic Experiences or Frightening Events Childhood Trauma: Stressful childhood experiences, such as physical or emotional abuse, can increase the risk of anxiety in adulthood. Traumatic Events: Experiencing or witnessing a traumatic event, such as an accident, natural disaster, or assault, can trigger acute or chronic anxiety. 4. Psychological Factors Mismatch Between Self-Concept and Reality: As Carl Rogers explained, when there is a mismatch between a person's self-concept and their natural reality, anxiety can arise. Perfectionism: A person with high perfectionist tendencies may feel anxious because of fear of failure or not being able to meet very high standards. 5. Change or Uncertainty Changes in Life: Uncertainty or unwanted changes, such as a change in job or relationship, can cause anxiety because of the threat of the future. Helplessness: Feelings of having no control over life situations or important decisions can also trigger anxiety. 6. Medical or Biological Conditions Brain Chemistry: Anxiety can be linked to the function of neurotransmitters in the brain, such as serotonin or norepinephrine. Physical Illnesses: Certain health conditions, such as hyperthyroidism or heart disease, can cause physical symptoms that are similar to anxiety and are debilitating. 7. Lifestyle and Habits Lack of Sleep: Poor sleep quality can increase the risk of anxiety because the body and brain do not get enough time to rest and recover.[10].

These two concepts—self-esteem and anxiety—play a significant role in a person's psychological well-being. A person with low self-esteem may be more prone to anxiety, as they may feel less competent or worthless, which can lead to feelings of fear or worry in the face of life's challenges.

METHOD

Research design is a plan on how to think or design a strategy to find something. This research is a quantitative descriptive research. Notoatmodjo (2012) explains that quantitative descriptive research is research that aims to provide an objective picture or description of a situation. This research only describes existing phenomena without looking for relationships between variables. Requires statistics as a tool in analyzing data. Sudjana (2005) statistics is



the science that studies how to plan, collect, analyze, interpret, and present data used in decision making.

The relationship between variables is causal where the research data is in the form of numbers and its analysis uses statistics. The method in this research is a questionnaire. Sugiyono (2013) defines a questionnaire as a data collection technique that is carried out by providing a series of written questions or statements to respondents to be answered. Questionnaires can be used to measure certain variables and allow data collection from many respondents efficiently.

This study uses a psychological scale in the form of a Likert scale. The Likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. DeVellis (2003) explains that the Likert scale is a measurement scale designed to measure attitudes or opinions by providing several ordered response options, ranging from strongly agree to strongly disagree, thus allowing a more detailed assessment of the respondent's attitude. Furthermore, in this study two different scales will be distributed, namely the communication anxiety scale and the self-esteem scale. The research scale distributed contains two statements, namely favorable statements and unfavorable statements. Favorable statements are statements that support the attributes to be measured while unfavorable statements are statements that do not support the attributes to be measured by the researcher. Each scale has four alternative answers, namely Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS) can be seen in the table below:

Tabel 1. Self-esteem and speaking anxiety scale scores

Answer	Favourable	unfavorable
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

This research was conducted at SMPN5 Tg. Morawa, the researcher was interested in knowing the level of speaking comprehension and understanding with students' self-esteem.

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then conclusions are drawn. Sugiyono (2013) explains that population is the entire object of research that has certain characteristics and becomes the object of research. Population is a collection of all individuals or units that are the focus of the research. Based on this definition, the population used in this study were 207 students of SMPN 5 Tg.Morawa class 8. The sample is part of the research population. Kerlinger (1986) a sample is part of the population selected to represent the entire group in the study. The sample is selected based on a certain method to ensure that the data obtained can be used to make generalizations about the population. In this sampling, the researcher took a sample using a simple random sampling technique, namely each subject has the same opportunity to be used as a research sample. To determine the number of large samples, researchers have guidelines in the opinion of Suahsimi Arikunto (2019) who explains that if the subjects are less than 100, it is better to take all of them so that the research is a population study. However, if the number of subjects is large (more than 100 people), between 10-15% or 20-25% or more can be taken.

Arikunto (2010) defines data analysis as a systematic process carried out to organize, process, and analyze data that has been collected in order to provide useful and relevant information to answer research problems. Data analysis is the process of arranging data sequences into categories and basic descriptive units. This study uses data analysis derived



from the collection of data that has been collected. In this study, four data analysis techniques or instrument tests were carried out (validity test and reliability test), statistical tests (assumption test and descriptive statistics) and hypothesis tests (product moment correlation) to answer problem formulations number 1 and 2, and hypothesis tests to answer problem formulation number 3. Data analysis techniques are as follows:

1. Instrument Test

a. Validity Test

Validity is the extent to which a psychological measuring instrument is able to measure the variables that the researcher wants to measure. The results of the study are said to be valid if there is a similarity between the data collected and the data that occurs in the object being studied. The validity test was applied to 30 respondents. After conducting the instrument trial, the data was then processed to calculate the score results for each item and determine whether it is valid or not.

In this study, researchers need an application to help the process of calculating the results, for that the researcher uses the PASW Statistics application 18. It is concluded that if $r_{count} > r_{table}$ means the instrument is valid. If $r_{count} < r_{table}$ means the instrument is invalid. In this data processing process, the data results from the google form that have been obtained are then converted into excel then entered into the PASW Statistics 18 application and will be calculated automatically by the application.

1) Self-Esteem

Scale The self-esteem scale that was compiled consisted of 32 items using previous research statement items conducted by Ihmatul Hidayat in his thesis. The results of the validity test can be seen in the following table:

Table 2. Self Esteem Scale Validity Test Results

Variabel Self Esteem	No. Item	Nilai hitung "r"	Nilai tabel "r" 0,361	Ket
	1	0,342	"r" 0,361	TIDAK VALID
	2	0,693	0,361	VALID
	3	0,568	0,361	VALID
	4	0,805	0,361	VALID
	5	0,391	0,361	VALID
	6	0,719	0,361	VALID
	7	0,605	0,361	VALID
	8	0,678	0,361	VALID
	9	0,403	0,361	VALID
	10	0,633	0,361	VALID
	11	0,077	0,361	TIDAK
	12	0,672	0,361	VALID VALID
	13	0,457	0,361	VALID
	14	0,823	0,361	VALID
	15	0,145	0,361	TIDAK
	16	0,810	0,361	VALID VALID
	17	0,365	0,361	VALID
	18	0,446	0,361	VALID
	19	0,659	0,361	VALID
	20	0,754	0,361	VALID
	21	0,152	0,361	TIDAK
	22	0,737	0,361	VALID VALID



	23	0,456	0,361	VALID
	24	0,786	0,361	VALID
	25	0,207	0,361	TIDAK VALID
	26	0,602	0,361	VALID
	27	0,239	0,361	TIDAK
	28	0,724	0,361	VALID
	29	0,393	0,361	VALID
	30	0,630	0,361	VALID
	31	0,678	0,361	VALID
	32	0,678	0,361	VALID

The self-esteem blueprint that will be used can be seen in the table below: After the data of the students were collected, the researcher will classify the score of the students. To classify the students' score, there were five classifications as follows:

Table 3. Blue Print Skala Self Esteem

No	Aspect	Item		Amount
		favorable	Unfavorable	
1.	Power	7, 3, 9, 5	6, 4, 8, 28, 10	9
2.	Significance	19, 31, 13	26, 18, 2, 20, 16	8
3.	Virtue	23, 17	12, 32, 30	5
4.	Competence	29	24, 22, 14	4
Total		10	16	26

2) Speaking Anxiety Scale

The speaking anxiety scale was composed of 30 items using previous research statement items conducted by Ihmatul Hidayat in his thesis. The results of the validity test can be seen in the following table:

Table 4. Results of the Validity Test of the Speaking Anxiety Scale

Variabel Anxiety Scale	No. Item	Nilai hitung	Nilai tabel	Ket
	1	“r” 0,652	“r” 0,361	TIDAK VALID
	2	0,668	0,361	VALID
	3	0,716	0,361	VALID
	4	0,501	0,361	VALID
	5	0,765	0,361	VALID
	6	0,696	0,361	VALID
	7	0,388	0,361	VALID
	8	0,624	0,361	VALID
	9	0,672	0,361	VALID
	10	0,464	0,361	VALID
	11	0,842	0,361	TIDAK VALID
	12	0,466	0,361	VALID
	13	0,742	0,361	VALID
	14	0,129	0,361	VALID
	15	0,744	0,361	TIDAK VALID



	16	0,653	0,361	VALID
	17	0,645	0,361	VALID
	18	0,393	0,361	VALID
	19	0,653	0,361	VALID
	20	0,176	0,361	VALID
	21	0,623	0,361	TIDAK VALID
	22	0,578	0,361	VALID
	23	0,612	0,361	VALID
	24	0,503	0,361	VALID
	25	0,687	0,361	TIDAK VALID
	26	0,166	0,361	VALID
	27	0,771	0,361	TIDAK VALID
	28	0,499	0,361	VALID
	29	0,707	0,361	VALID
	30	0,685	0,361	VALID

The blueprint for the speaking anxiety scale that will be used can be seen in the table below.

Table 5. Blueprint of the Speaking Anxiety Scale

No	Aspect	Sub-Aspect	Item		Amount
			Favorable	unfavorable	
1	Internal	Internal Discomfort	1, 9, 3, 5, 7	8, 22, 12	8
2	Eksternal	Avodance of Communication	11, 13, 21	6, 4, 16	6
		Communication disruption	15, 19, 17, 23	24, 18, 30	7
Total			16	11	27

It can be said whether an instrument is valid or not by comparing the Pearson product moment correlation index with a significant value of 5%.

- If $r_{count} > r_{table}$, then the conclusion is that the questionnaire is valid.
- If $r_{count} < r_{table}$, then the conclusion is that the questionnaire is not valid.

The question numbers that are declared valid are then used for data collection in this study. The number of valid conclusion items is 54 items, divided into self-esteem items and speaking anxiety items.

B. Reliability

Test After carrying out the validity test process and item discrimination test, the next stage is to conduct a reliability test. Reliability as the level of trust or consistency of the results research. The reliability of the questionnaire in this study was calculated using the Cronbach Alpha technique through SPSS.

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum ab^2}{a^2 t} \right)$$

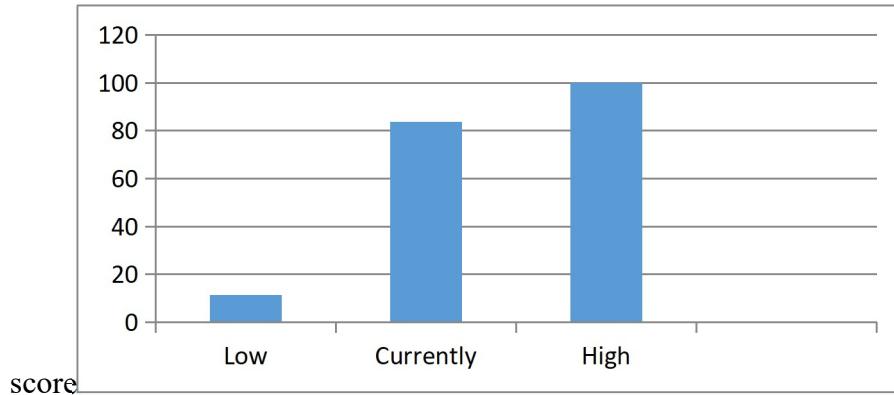
Description: $\square 1$: Instrument reliability \square : Number of statement items $\sum \square$ 2 : Number of item variants \square 2 : Total variance



RESULT

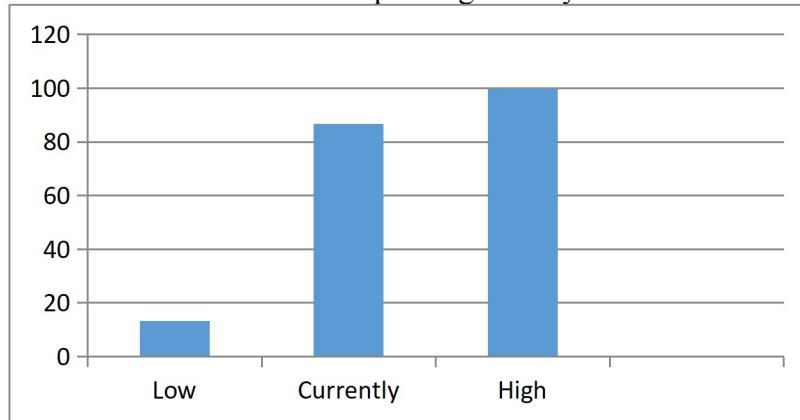
In this study, researchers found a high increase in students' self-esteem.

Table 6. self-esteem



To determine the self-esteem score of SMPN5 Tg. Morawa students, it will be divided into three parts, namely high, medium and low. The classification made using statistical data follows the standard deviation norm as stated in table 6 above. The calculation is as follows; High $X > (M + 1.SD)$ Medium $(M - 1.SD) < X < (M + 1.SD)$ Low $X < (M - 1.SD)$ High = $X > (65.13 + 1.5.775) = 70.90$ Medium = $(65.13-1.5.775) < X < (65.13 + 1.5.775) = 59.35 < X < 70.90$ Low = $X < (65.13-1.5.775) = 59.35$ It can be seen that for a score of more than 70.90 at a high level, a score of 59.35 – 70.90 given a medium level and for scores less than 59.35 it is categorized as low level.

Table 7. speaking anxiety



To determine the speaking anxiety score of SMPN5 Tg. Morawa students, it will be divided into three parts, namely high, medium and low. The classification made using statistical data follows the standard deviation norm as stated in table 7 above. The calculation is as follows; High $X > (M + 1.SD)$ Medium $(M - 1.SD) < X < (M + 1.SD)$ Low $X < (M - 1.SD)$ High = $X > (76.26+1.7.162) = 83.42$ Medium = $(76.26-1.7.162) < X < (76.26+1.7.162) = (69.09) < X < (83.42)$ Low = $X < (76.26 - 1.7.162) = 69.09$ It can be seen that for a score of more than 83.42 the ranking is high, a score of 69.09 – 83.42 the ranking is medium and for a score of less than 69.09 the ranking is low.

CONCLUSION

Based on the results of the research and discussion above, the researcher concluded things related to the formulation of the problem, namely: The level of self-esteem, speaking



anxiety experienced by students of SMPN5 Tg. Morawa with a total of 207 students who have moderate self-esteem. There is a positive relationship between self-esteem and speaking anxiety in students of SMPN 5 Tg. Morawa. This is in accordance with the results of the calculation of the 5% hypothesis r count = 0.549. The higher the self-esteem, the lower the anxiety of speaking in public and vice versa, the lower the self-esteem, the higher the anxiety of speaking in public.

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