THE CORRELATION BETWEEN SELF-ESTEEM TO THE STUDENTS’ SPEAKING ACHIEVEMENT

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Abstract

This thesis was carried out to find out correlation between self-esteem to the students’ speaking achievement. The population of this research was the second class of SMP Muhammadiyah 1 Medan academic years 2009/2010 and was taken 6 classes VIII A consisted of 36 students, VIII B considered of 37 students, VIII C consisted of 38 students, VII T1 consisted of 31 students, VIII T2 consisted of 30 students, VIII U consisted of 34 students so, the total population of this research was 206 students and for the sample this thesis 20% students randomly was taken 40 students. The instrument of the research used was set of test that given to the students, the questionnaire to contain their self-esteem condition using Rosenberg’s self-esteem scale and speaking test. The method of this research is Descriptive Quantitative Method and library research the technique of analyzing data was scoring their answer and then calculate the score. In analyzing the data (X) was taken from students score in students self-esteem by answering questioner test that consisted 10 item tests. And the data (Y) was taken from their achievement in speaking by answering the speaking test. The finding shows that (1) students’ self-esteem and (2) students speaking achievement, have positive and significant correlation with contribution of correlation determination is 8.41%. and the data were analyzed by applying Person Product Moment formula. The critical value of \( r_{xy} \) was 0.29 with the subject \( N = 40 \) was higher at the level signification of 0.05 was 0.256 and also at the level significance of 0.01 was 0.207; it means that there was a correlation between self-esteem to the students’ achievement. So, hypothesis Ha was accepted because there was a correlation between self-esteem to the students’ speaking achievement.

Keywords: Self-Esteem, Students’ Speaking achievement

INTRODUCTION

The Background of the Study

Language holds an important role in every human’s life by using language human being can communicate. Communication is the way of human being to express his thought, feeling, and idea by using language.

Indonesian government by its Department in National Education Department has found English as a compulsory major in every education level. There are four skills that should be mastered by the students by learning English, they are listening, speaking, reading, and writing.
Speaking is one of the productive skill beside writing that needs more and more practice, many students want to have a fluent speaking in English but they do not know the way to reach that, and even they are afraid of making mistakes in learning English.

Based on researcher observation SMP Muhammadiyah 1 at Jln. Demak no.3, kecamatan Sukarame Medan, students actually are able to speak English well, but they have no enough courage to show their qualities because they are afraid of making mistakes whether in vocabulary, grammar, and pronunciation.

In learning foreign language, affective consideration such as self-esteem can not be neglected. Devising theories of second language acquisition or teaching methodologies that were based only on cognitive consideration, will omit the most fundamental side of human behavior. Ernest Hilgard; well known for his study of human learning and cognition, once noted that “purely cognitive theories will be rejected unless a role is assigned to affectivity” (1963: 267). In recent thinking (Arnold 1999), there is no doubt at all about the importance of examining personality factors in building a theory of second language acquisition.

Adelaide Heyde (1979; 230) studied the effect of self-esteem on performance of oral production task by American College students learning French as foreign language. She found that self-esteem correlated positively with performance on the oral production measures. This finding suggest learning that teachers really can have a positive and influential effect on both the linguistic performance and the emotional well-being of the students.

Watkins, Biggs, and Regmi (1991; 112); Brodkey and Shore (1976; 213), and Gardner and Lambert (1972) all included measures of self-esteem in their studies of success in language learning. The results revealed that self-esteem appears to be an important variable in second language acquisition.

Macintyre, et al (1998; 276) saw the significanced of self-confidence in their model of “willingness to communicate” in a foreign language. Noting that a high willingness to communicate, Macintyre et al. proposed a number of cognitive and affective factors that underlie the latter: motivation, personality, intergroup climate, and self-confidence. Self-confidence factors assume important roles in determining one’s willingness to communicate.

Based on the explanation above, self-esteem as one of the affective factors in language acquisition contributes in developing students’ achievement especially in Speaking.

The problems of this research was formulated as:
1. The correlation between self-esteem the students’ achievement
2. The percentage of correlation between self-esteem the students’ achievement

Based on the scope above, the problem was formulated as follows:
1. Is there the correlation between self-esteem to the students’ speaking achievement?
2. How many percentage of correlation between self-esteem to the students’ speaking achievement?

Based on the problem above, the objective of the study were described as follow:
1. To find out the correlation between self-esteem to the students’ speaking achievement
2. To find out of percentage correlation between self-esteem to the students’ speaking achievement
REVIEW OF RELATED LITERATURE

Theoretical Framework

In doing a research, every term used must be explained to avoid misunderstanding for getting same scheme of the implementation between the researcher and the reader. The following terms will use in this study.

1. Self-Esteem

Probably the most important attitude a person develops is the attitude about self. This evolution of oneself is known as self-esteem (James, 1890).

In psychology, self-esteem reflects a person’s overall self-appraisal of their own worth. Self-esteem encompasses both beliefs (for example, “I am competent/incompetent”) and emotions (for example, triumph/despair, and pride/shame). Behavior may reflect self-esteem in (for example, assertiveness/timorousness, and confidence/caution).

Self-esteem can apply specifically to a particular dimension (for example: “I believe I am a good writer, and feel proud of that in particular”) on have global extent (for example: “I believe I am good person, and feel proud of myself in general”) Abraham Maslow, one of the best-known humanist psychologists of the 20th century, defined self-esteem as a vital of safety and affective links, and ahead of self-realization. From his point of view, the search for self-esteem is a driving force generating motivation. According to Maslow, once the “lower” physiological and social needs are met, people need to experience achievements to foment their self-esteem, taking them closer to a feeling of existential plenitude.

Other authors have regarded self-esteem differently:
1. A positive or negative attitude towards a particular object: oneself (Rosenberg, 1979; 315)
2. Self-esteem is at the center of a loop: it depends on what each individual does with their life based on, and as a consequence, of their private appraisal of what life is. The real moral task is to become everything one can possibly be with what one is (Aranguren, 1994; 256)
3. It is the conviction of how worthy a person is of his or her own love and, as are of result, of others’ love, independently of what one is, has or appears to be. It is the capacity with which the person is endowed to feel intrinsic self-worth, independently of their personal characteristics, circumstances and achievements that, in part, also define and identify the individual (Polaino-Lorente, 2003)
4. Violent criminals often describe themselves as superior to others as special, elite persons who deserve preferential treatment. Many murders and assaults are committed in response to blows to self-esteem such as insults and humiliation (Rajbir Singh, 2007)

a. Aspects of Self-Esteem

For Branden (1996;185), self-esteem counts in two, interrelated aspects: it links the feeling of personal efficacy to a sense of personal merit. It is integrated sum of self-confidence and self-reflect.
b. The important of Self-Esteem

Gilliland (1994; 26) devotes a whole a chapter to self-esteem in excellent book *Teaching the Native American* and concludes, “Self-esteem is the most important factor in achievement.

Self-esteem should be a result of positive things one has done with his life, such as learning in school or helping others, rather than a birthright. Students can feel good about themselves based on the result of their effort and hard work they exert in and out of school.

People with appropriate self-esteem experience themselves better; they are and feel alive; they are proud of it and are more willing to go beyond themselves and care of others. They establish certain bonds easily, they don’t feel alone, and they have that *joie de vivre* which is so important to manage their lives with ease and are relaxed towards their own destiny, towards their own happiness interpersonal.

c. Characteristics of Schools That Nurture Self-Esteem

School environments can be organized to enhance to enhance the self-esteem of all students. By creating a warm and caring atmosphere, adhering to democratic producers, nurturing human dignity, and promoting cultural diversity, and accepted (L. Simon Dolan, 2007). There appear to be five essential qualities which characterize.

**Equity:** A school-wide belief system is in place that acknowledges that all students can learn and all are offered high quality educational opportunities.

**Community:** students, school personnel, parents, and community members share a common purpose to make school positive, relevant, and meaningful.

**Participation:** students are actively involved in school governance, curriculum planning, and evaluation.

**Collaborative grouping:** students are grouped heterogeneously and are taught to value interdependence and culture diversity.

**Active learning processes:** hands-on, problem-centered or project-based curriculums emphasize the personal and social relevance of what is being learned.

2. Speaking Achievement

“Speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples. Its meaning lies in the structure and meaning of all language, whether this is written or spoken. But speaking nevertheless differs from written language in a number of respects” (Halliday, 1985; Biber, 1988).

RESEARCH METHOD

Population refers to the large group or whole group. Tuchman (1978: 227) said that population is the group about which the researcher is interested in gaining information and drawing a conclusion. The population of this research will choose the SMP Muhammadiyah 1 Jl.Demak no, 3 Kecamatan Sukarame. During the academic year 2009 /2010. There are 6 (six) classes which consist of 206 students the number of each class are VIII A will be 36, VIII B will be 37, and VIII C will be 38, VIII T will be 31,
VIII T2 will be 30, VIII U will be 34. The researcher will take the sample for 15% students randomly. In which the sample will be taken based on the student’s attendant list.

According to Richard (1985: 249) says “sample is any group of individuals which is selected to represent a population”. This case is suggested by Arikunto (2002: 112) suggest that 10-15% and 20-25% or more as sample when the population is more than 100 is enough. In this research, the researcher limited the number of students only about 20% from each class as the sample and it was taken randomly.

This research was based on correlation research, (Gay: 1990: 430) “Correlation research is a research study that involves collecting data in order to determine whether and to what degree a relationship exist between two or more qualifiable variable”. Correlation research is to investigate to extent to which variations in one factor correspond with variations in one or more other factors based on correlation coefficients. So, this research investigated how the self-esteem effected to the students achievement in speaking.

**DATA AND DATA ANALYSIS**

1. The correlation between self-esteem to the students’ speaking achievement

Based on the data, gained the highest and lowest score of self-esteem was 26 and 16, and the highest and the lowest score of speaking test was 88 and 16.

Data analysis was used to find out the correlation of self-esteem to the students’ speaking achievement. The coefficient was gained by using Pearson Product Moment Formula as the following:

\[
 r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}} \\
= \frac{40(59.283) - (835 - (2.830))}{\sqrt{(40(17.683) - (835)^2)(40)(202.230) - (2.830)^2}} \\
= \frac{2.371.440 - 2.363.050}{\sqrt{(707.320 - 697.225)^2}(40)(202.302) - (2.830)^2}} \\
= \frac{8.390}{\sqrt{(10.095)(83.180)}} \\
= \frac{48.180}{\sqrt{6.391.883.920}} \\
= \frac{8.390}{28.977.61} \\
= 0.29
\]

The interpretation of the value or level correlation according to Taiwo (200: 139) showed follows:
Based on the calculation, the coefficient correlation between self-esteem to the students’ achievement was 0.29. The $r_{xy}$ was higher than $r_{table}$ 0.207 and 0.264 at the level significance of 0.01 and 0.05. It means that there was a correlation between the two variables and the correlation was categorized low.

2. The percentage of the correlation between self-esteem to the students’ speaking achievement

To calculate the correlation of variable X to variable Y the coefficient of determination was counted:

$$ R = (r_{xy})^2 $$

$$ R = (0.29)^2 $$

$$ R = 0.0841 $$

The percentage of the correlation of self-esteem to the students’ speaking achievement was $0.0841 = 8.41\%$.

The calculation showed that:

$$ \Sigma X = 2830 \Sigma X^2 = 202302 \Sigma Y = 2834 \Sigma Y^2 = 202710 \Sigma XY = 201710 $$

$$ r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}} $$

$$ r_{xy} = \frac{40(201.710) - (2.830)(2.384)}{\sqrt{40(202.320) - (2.830)^2} \sqrt{40(202.710) - (2.384)^2}} $$

$$ r_{xy} = \frac{8.068.400 - 8.020.220}{\sqrt{8.092.080 - 8.008.900} \sqrt{8.108.400 - 8.031.556}} $$

$$ r_{xy} = \frac{48.180}{\sqrt{83.180}(76.844)} $$

$$ r_{xy} = \frac{48.180}{\sqrt{6391.883.920}} $$

$$ r_{xy} = \frac{69.324}{79.949.26} $$

$$ r_{xy} = 0.86 $$

According to Arilunto’s correlation formula is applied (1993: 230) recommended that value of validity is as fallow:

| 0.81 – 100 | Complete correlation | the test is complete to validity |
| 0.61 – 0.80 | High correlation | the test is high to validity |
| 0.41 – 0.60 | Fair correlation | the test is fair to validity |

Rahmawati
0.21 – 0.40  Low correlation  the test is low validity
0.00 – 0.20  Had no correlation  the test is invalidity

Based on the standard validity above, then the result of validity of the test is 0.86, it means that the test is “complete to validity”.

Harris (1977: 14) says that “reliability is the ability of the test scores”. A test cannot measure anything well unless it measures consistently. To have confidence in measuring instrument, we would need to be assured by using the following computation:

0.81 – 100  The reliability standard is very good
0.61 – 0.80  The reliability standard is good
0.41 – 0.60  The reliability standard is far
0.21 – 0.40  The reliability standard is low
0.00 - 0.20  The reliability standard is empty

Based on the value of standard reliability above, the result of the test is 0.92. It means that the test is “very good”.

\[
r_{xy} = \frac{2r_{xy}}{2 + r_{xy}}
\]

\[
r_{xy} = \frac{2.086}{1 + 0.86} = 1.72
\]

\[
r_{xy} = \frac{1.72}{1.86} = 0.92
\]

After analyzing all the data, the researcher found that from this research there was correlation between self-esteem to the students’ speaking achievement. Therefore, the correlation self-esteem to the students’ speaking achievement 8.41%.

**CONCLUSION**

Having calculated the data, it was found that there was correlation between self-esteem to the students’ speaking achievement \( r_{xy} = 0.29 \). The \( r_{xy} \) was higher that \( r_{table} 0.264 \) and 0.027, at the level significance of 0.05 and 0.05 and 0.01 and self-esteem gave contribution 8.41% to the students’ speaking achievement.especially in speaking class to enhance their speaking class to enhance their speaking achievement. The teacher learn another psychological/affective factor to support students’ achievement in learning English successfully. So, there is a balance between cognitive factor and psychological/affective factor in teaching students’.
REFERENCES


