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THE INFLUENCE OF SELF-ESTEEM IN SPEAKING SKILL AT THE SECOND
GRADE STUDENTS OF MAN 2 MADIUN

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Abstract

Self-esteem has a key characteristics to start any action especially for speaking. From all of language skill, speaking is the notable one to make a communication run well. In this regard, the objective of this research is to describe the influence of self-esteem in speaking skill at the second grade students of MAN 2 Madiun. The sample of this research is PLCI class consisting of 30 students in the second grade of MAN 2 Madiun. The descriptive research approach is used in this study. This research was conducted by using interview and questionnaire. The collected quantitative data were analyzed by Statistical Package for the Social Sciences (SPSS) 16.0 program. The Pearson Product-moment correlation coefficient and dependent sample t-test were used to analyze the data. The results indicate that there is strong positive correlation between self-esteem and speaking skill of Senior High School students, where the correlation value is positive $r = .97$. The significant $p = .00 < .05$ which indicates that there is significant relationship between self-esteem and speaking skill. Beside that, there is also significant correlation at the level of .01 between them. In conclusion, this research shows that students self-esteem give significant influence in their speaking skill. If the level of self-esteem increases, the speaking grades of the students increase too. In line with the conclusion of this research, it is important to pay more attention to the students self-esteem in order to enhance their speaking skill.

Keywords: Self-esteem, Speaking Skill

INTRODUCTION

Speaking as one of the four major skill in English takes an essential role in the communication. Nunan (2003: 48) defines that speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. While, Brown (2004: 140) state that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromise the reliability and validity of an oral production test. Thus, speaking is an activity which involve oral skill to deliver information.

Senior High School students have learned English for many years, yet most of them still unable to speak English properly. This situation is affected by some factors. Mukminin et al. (2015) says that there are five major themes were related to students' English language speaking anxiety, including (1) low speaking skill due to lack of vocabulary and grammar, (2) fear of negative responses from others, (3) low self-esteem to speak in English, (4) fear of being evaluated by teachers, and (5) cultural influences to speak English due to more teacher-centred style. Listed items above may become students' anxiety in speaking English that make most of them hard to convey their feeling orally.

In order to establish a convenience in the speaking in front of others, a good self-esteem is needed. Self-esteem is probably the most influence aspect of human behavior. Brown (2000: 145) states that there is no successful cognitive or affective activity that can be reach without some self-esteem, self-confidence, knowledge of themselves, and belief in their own capabilities for the activity. In other words, lack of self-esteem can make the learners hard to achieve their goals including speaking in foreign language and even in their mother tongue.

Previous research is conducted by Halima (2015) shows that self-esteem, motivation and self-confidence are three factors that have indeed an influence on the speaking proficiency. In other words, learners have positive feelings towards themselves and their abilities will raise their self-esteem to a high level, which in turn will give them confidence to speak the English language successfully. Other study done by Naouel (2015), it clearly states that self-esteem has the most powerful influences on students' level in speaking English. The result is that high self-esteem takes a big contribution in the students' speaking achievement.

Based on the explanation above, the researcher is interested to investigate further about the influence of self-esteem in speaking skill of the Senior High School students. The researcher prefers Senior High School students because in the age of Senior High School, they are in the term of seeking for self-image where they have a unique psychological condition. There are some students who are active and confident with themselves. Besides, there are some students who remain silent or probably hard to convey their felling because they have low self-esteem.

Thus, the researcher would like to do a research to know the influence of the psychological condition in term of self-esteem in students' speaking skill of the second grade students of MAN 2 Madiun.

METHOD

In this research, the researcher uses descriptive research that is non-experimental research. The population of this research is the second grade of MAN 2 Madiun. There are eleven class of second grade at MAN 2 Madiun. The numbers of population are 390 students from 9 different classes, which consisted of 30 students of each class. The sample for this research was students from XI MIA MODEL class. Here the researcher uses random sampling where the researcher chooses one class randomly as a sample of the research.

In order to collecting the data, first, a questionnaire is distributed to the students in order to know level of the students self-esteem. The questionnaire had 48 items that must be

filled by the students. Then the questionnaire is collected for the purpose of analysis. It is used to group the participants into two group, including the students who has high degree of self-esteem and the students who indicate a low degree of self-esteem.

The next step is conduct a speaking test for the students. It aims to categorize the level of the students' speaking skill. The researchers used Describe and Draw technique to test the speaking skill of the students. The test requires the students to work in pairs where there is "Student A" who describes a picture and "Student B" who draws what has described by "Student A". The oral proficiency scoring categories by Brown (2004) is used to determine the level of the students' speaking skill. It is test the students' speaking skill in the aspect of grammar, vocabulary, comprehension, fluency and pronunciation with 1-5 point scale.

The researcher analyzed the data using SPSS 16.0. In order to see if there is a significant relationship between the speaking skill of the students and their self-esteem, the researcher run a t-test. The researcher calculated the product-moment correlation coefficient in order to determine if there is a significant correlation between the students obtained scores on the speaking test and the self-esteem level determined by the self-esteem questionnaire.

FINDINGS

In order to see if there is a significant relationship between the speaking skill of the students and their self – esteem, the researcher run a t – test. The following table provides the results obtained from the t – test.

Table 1. One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
self-esteem	30	31.3000	6.47089	1.18142
speaking	30	62.3667	13.33774	2.43513

Based on table 4.1 above, the mean and standard deviation of the scores obtained from self-esteem questionnaire is 31.30 and 6.47. The mean and standard deviation for the speaking test is 62.36 and 13.33.

Table 2. Dependent Sample T-test

Dependent Sample T-test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	30 t	df	Sig. (2-tailed)	16 Mean Difference	Lower	Upper
self-esteem	26.494	29	.000	31.30000	28.8837	33.7163
speaking	25.611	29	.000	62.36667	57.3863	67.3471

Based on the result in the table 4.2 above, the significant $p = .00 < .05$. The data indicates that there is significant relationship between self-esteem and speaking skill. It can be said that students' self-esteem influences their speaking skill.

Table 3. Correlation Between The Students' Self-esteem and Their Speaking Skill

Correlations			
		self-esteem	speaking
self-esteem	1		
	Pearson Correlation	1	.971**
	Sig. (2-tailed)		.000
	N	30	30
speaking	Pearson Correlation	.971**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Table 3 indicates that there is a positive statistically significant correlation in the level of .01 between self-esteem and speaking skill. The Pearson correlation between self-esteem level and speaking skill is determined $r = .97$. This case can be interpreted that if the level of self-esteem increases, the speaking abilities are expected to be increase too.

DISCUSSION

This study is designed to find out the relation between self-esteem and speaking achievements, and to determine if there is any influence in self-esteem levels and speaking achievements of the participants. In this discussion section, the researcher discusses the results of the study about The Influence of Self-Esteem in Speaking Skill at the Second Grade Students of Man 2 Madiun. The researcher analyzes the data by using SPSS 16.

The descriptive statistic shows that mean of the speaking test is 62.36 and the standart deviation is 13.33. While, the mean of the self-esteem questionnaire is 31.30 and the standart deviation is 6.47. The result of the t-test shows that the significant p is $.00 < .05$. The data indicates that there is significant relationship between self-esteem and speaking skill. It can be said that students' self-esteem influences their speaking skill.

Based on statistical analysis, the correlation is significant at the level of .01 between self-esteem and speaking skill. This case can be interpreted that if the level of self-confidence increases, speaking grades of the students are expected to increase too.

In other hand, the result of computation the pearson product moment correlation shows that the $r = .97$. It indicates that there is a strong positive correlation between students' self esteem and their speaking skill. Thus, the higher number of total students' self esteem, the higher speaking score obtained by the students. Moreover, the lower number of total students' self esteem scores, the lower speaking score gained by the students.

Based on the result of this study, there is a positive correlation between self-esteem and speaking skill at the second grade students of MAN 2 Madiun. Students who have high level of self-esteem got higher score from their speaking test than the students who have low of self-esteem.

This result is in line with the finding of Kalanzadeh, Mahnegar, Hassannejad and Bakhtiarvand (2013). They state that there is positive correlation between students' self-esteem and their speaking skill. This research also support the previous research of Gurler (2015). He states that participants who are aware of their own abilities, love themselves or aware of their own emotions have higher marks from their speaking courses than those who are unwilling to communicate and lack enough self-confidence.

The collected data that is presented in this finding shows that it is highly possible that students' self-esteem influences their oral communication in the form of speaking English. Students who are confident with themself when they perform in front of others will more successful in their speaking. In contrast, students who are shy and lack of self-esteem will less successful in their speaking. It is supported by Hisken (2011) that students or individuals with high self esteem are able to successfully complete given tasks in academic whereas others with lower self esteem tend to become give up when faced the task.

To sum up, the students who have high self-esteem are more willing to communicate than people with low self-esteem. They are more likely to think highly of others and expect to be accepted by others. They aren't afraid of others' reactions and perform well when others

are watching them. They work harder for people who demand high standards of performance, and they are comfortable with others whom they view as superior in some way. By contrast, students with low self-esteem are likely to be critical of others and expect rejection from them. They are also critical of their own performances. They are sensitive to possible disapproval of others and perform poorly when being watched. They feel threatened by people they view as superior in some way and have difficulty defending themselves against others' negative comments. In conclusion, the higher degree of self-esteem is followed by higher speaking skill.

This study still has several limitations as the recommendation for further researcher. Firstly, gender of the students was not taken into account in terms of being male or female. Secondly, considering the nature of correlation studies, some experimental researches can be developed to raise self-confidence level or speaking achievement. The next researcher can do the further research by regarding this present finding.

CONCLUSION

This present study provides evidence that there is strong positive correlation between self-esteem and speaking skill of Senior High School students, where the correlation value is positive $r = .97$. It means that as one variable increase in values so does the other. In this case, the rising of self-esteem level is followed by the rising of speaking skill. Beside, there is also significant correlation at the level of .01 between them. Based on the result of self-esteem questionnaires, almost all students who have high score also have good score in the speaking test. It means that self-esteem give significant influences in speaking skill of the students. This case can be interpreted that if the level of self-esteem increases, speaking grades of the students increase too.

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