



Self-Esteem and Its Correlation to the Speaking Ability for Vocational Diploma Students in Indonesia

Armyta Puspitasari¹; Arinda Leliana²; Wahyu Tamtomo³

^{1,3} Building Technology and Railway Track Study Program, Indonesian Railway Polytechnic, Indonesia

² Railway Transportation Management Study Program, Indonesian Railway Polytechnic, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v8i11.3175>

Abstract

Communicating in English is not easy for the EFL students, a number of students feel shy and afraid of making mistakes while speaking. One of the aspects which may come about to this is about students' self-esteem. This study aimed to investigate if there is significant correlation between self-esteem and speaking ability. This study took 50 male and 50 female vocational diploma students of Indonesian Railways Polytechnic as the sample of the research. This research applied a quantitative approach using correlational research. The analysis showed that the diploma students' self-esteem is categorized significantly above average, while students' speaking ability is categorized at a good level based on the mean score of speaking achievement. The finding of this study was also analyzed using Pearson Product Moment Correlation Coefficient analysis that revealed the r count is $0.239 > r$ table 0.1966 which means that there is significant correlation between self-esteem and speaking ability.

Keywords: *Self-Esteem; Speaking Ability; Vocational Diploma Students*

Introduction

English is a global language used to communicate in the world. English is a Foreign language that is taught and studied in formal education in Indonesia. English is not only seen as a foreign language that can be ruled out, but is an international language that can offer great opportunities to anyone who masters it (Gestanti, 2021). The significance of English used as the way of verbal exchange in vocational education. To prepare the students to have communication skills in English is one of the education's goals to prepare them facing global work competition. Learning English plays an imperative role in students' intellectual, social, and emotional development (Tridinanti, 2018). Language learning means using language in both spoken and written communication, and being able to express feelings, thoughts, and experiences in various contexts (Burns, 1997). Language learning means using language in both spoken and written communication, and being able to express feelings, thoughts, and experiences in various contexts (Burns, 1997). Speaking is one of crucial capabilities to benefit communicative English. Through speaking, people can convey information, ideas, and maintain social relationship in communicating with others (Kalanzadeh, 2013).

Nunan in Halima (Halima, 2016), speaking as a productive skill focuses on how learners use and communicate in the foreign language, but in reality, they barely speak in the classroom because speaking carries with it the potential for negative feelings such as afraid to make mistake and additionally different

communication apprehension like a fear of: judgement from other students, a words selection, and speaking ability anxiety itself. It can be said that students worry about failing in their speaking performance. As stated by Juhana (Juhana, 2012), there are some psychological factors that restrict students from practicing their speaking in English class.

As mentioned above, Coopersmith in Sinta (Sinta, 2019) stated that self-esteem is an important psychological factor to gain the students' confidence and motivation in learning English, especially speaking. Self-esteem is an evaluation of the individual and habitual made view of themselves, especially the attitude of acceptance, rejection, and an indication of the amount of confidence in the individual's ability, significance, and success.

Supported by Brown (Brown, 2000), self- esteem contributes to students' oral production achievement because students will achieve their success in learning speaking English if they feel confident and believe in themselves. Baumeister (Baumeister, 2003) additionally emphasizes that people with high self-esteem are more likely to persist in the face of tough projects than the ones who have low self-esteem. Brown maintained that no activity may be completed successfully without some degree of self- esteem (Brown D. , 2014). A number of studies have also proven the correlation between self-esteem and speaking. In the Korean EFL context, it investigated the extent of self-esteem, motivation, and anxiety of university English learners and their differences in keeping with gender, year, and English proficiency level. They found that the students had a moderate level of self-esteem, motivation, and anxiety. The studies finding established a positive correlation between self-esteem and motivation and a strong negative correlation between self-esteem and anxiety (Basco, 2016).

Koosha, Ketabi, and Kassaian (Koosha, 2011) examined the connection among EFL Iranian learners' self-confidence and self-esteem with regard to variables such as age and gender and speaking skill. The outcomes demonstrated an exceptional relationship between self-esteem and speaking proficiency. The alternative study of self-esteem in the UAE also researched the relationship between English Language proficiency, self-esteem, and academic fulfillment of two hundred male and female students from Abu Dhabi University (UAE). In the meantime, it discovered that language fluency (IELTS) has no direct effect on the ADU students' self-esteem rankings and educational achievement (GPA) (Dev, 2016).

Thus, from the previous study conducted above, this study aimed to investigate the relationship between self-esteem and speaking ability especially for vocational students in Indonesia. Initial observations were made to find out the problems faced by diploma students in speaking English. By this early observation, it is seen that some of the students feel embarrassed and shy when speaking English. Numbers of the students also feel scared of making mistakes for the duration of speaking. Regarding this end result, this study aimed to know the students' self-esteem and its correlation to their speaking ability.

1.1 Study Objectives

This study aimed to know the students' level of self-esteem and the level of students' speaking ability. The data was determined to know the students' self-esteem and its correlation to the speaking ability whether there was a significant difference between them.

1.2 Research Hypotheses

1. Alternative hypothesis (H_a) that there may be a significant correlation among vocational diploma students' self-esteem and speaking.
2. Null Hypothesis (H_0) that there may be no significant correlation among vocational diploma students' self-esteem and speaking ability.

Methods

This research applied a quantitative approach using correlational research to find out the effect of self-esteem to the students' speaking skill. The population of the research was the first semester students of Indonesian Railway Polytechnic which amounted to 192 students. The sample of this study was 100 first semester students using stratified random sampling. 50 students were male, and another 50 students were female. The statistics conducted was to recognise the students' self-esteem by giving 58 questions of CSEI (Coopersmith Self Esteem Inventory) an adult version developed by Ryden (1978). From this questionnaire, there were 26 items related to general self, 8 items social self-peer, 8 items home-parents, 8 items school academic, and 8 items lie scale score.

The questionnaire of CSEI provided the statement whether "like me" or "not like me" to determine students' self-esteem. The questionnaire then analyzed using two tailed with 5% significance which means when the item was greater than the r table (0.1966), the item was valid. Based on the validity test conducted for the questionnaire, there were 15 numbers of the questionnaire stated not valid. The invalid questions were then eliminated. Besides, the reliability test was conducted using Cronbach's Alpha $> 0,7$. When the value was greater than 0,7, the instrument was declared reliable. Classic assumption test also used in analyzing the data to know its normality and heteroscedasticity test.

Moreover, to know the effect of students' self-esteem towards speaking skill, speaking scores were taken to be analyzed to obtain the correlation between two variables. The data of both self-esteem and speaking score were analyzed by having Pearson Product Moment Analysis to know its correlation. Since the data were having significant correlation, the variables were analyzed through Statistical Package for Social and Science (SPSS) 20.00 to know the regression analysis.

Result and Discussion

The Result of Students' Self Esteem

The participants of this study were 100 first semester vocational diploma students consisting of 50 students male and 50 female students. Based on the statistical analysis, the mean score of the questionnaire is 46.49, the median is 47, and standard deviation is 6,4893. The minimal score is 19 and the most score is 55. The range of the CSEI questionnaire is 36. The mean score of the questionnaire indicates that the level of students' self-esteem is significantly above average based on the CSEI level categories as stated as follows:

Table 1 CSEI Level Categories

Men	Woman	Self Esteem Level
33	32	Significantly below average
36	35	Somewhat below average
40	39	Average
44	43	Somewhat above average
47	46	Significantly above average

Besides, the reliability test is taken to recognize whether or not the questionnaire is reliable or not. The table of CSEI questionnaire shown below:

Table 2 Reliability Statistics

Cronbach's Alpha	N of Items
.839	58

From the data above, the statistical analysis using Cronbach's Alpha was 0.839 which is greater than 0,7 that means it is reliable. Based on the statistical analysis above, the CSEI questionnaire conducted in this research is reliable.

After analyzing the validity and reliability of the questionnaire, the statistics then analyzed its normality. The normality of the CSEI questionnaire can be shown in Table 3.

Table 3 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis		
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. E	Statistic	Std. Error
Unstandardized Residual	100	-10.56898	16.45390	0E-7	6.65874740	.351	.241	-.668	.478
Valid N(listwise)	100								

It can be seen that the skewness ratio was $0.351/0.241 = 1.456$: medium kurtosis ratio was $0.668/0.478 = -1.397$. because the skewness ratio and the kurtosis ratio are between -2 to +2, it can be concluded that the data distribution is normal.

Classic assumption test also used to assume the heteroscedasticity of the questionnaire to know whether the variance of the errors from a regression.

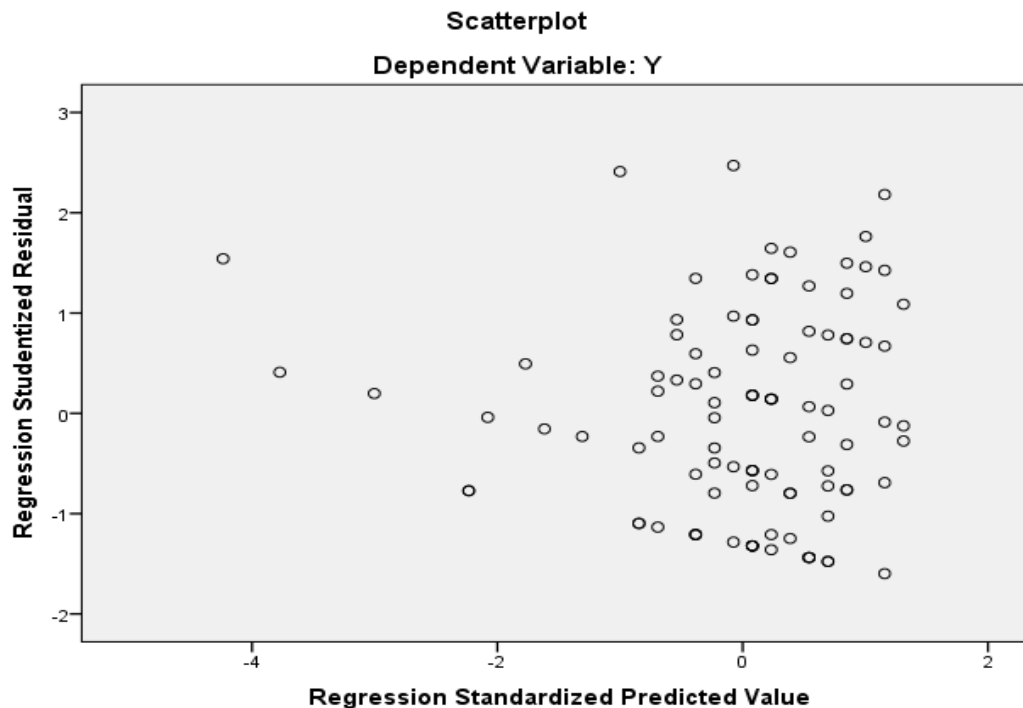


Figure 1 The Heteroscedasticity Test

A quick clear figure above shows that the data points spread above or below or around 0, the data points do not collect at the top or bottom only, the spread of the data points cannot form a wavy pattern that widens then narrows and expands the overlapping dots and overlapping data cannot occur

homoscedasticity. The classical assumption about heteroscedasticity in this model is fulfilled, that is, it is free from heteroscedasticity.

The Result of Speaking ability

The speaking ability of the participants summarized that the mean score was 78.67, the median was 78.50 and the standard deviation was 6.857. The minimum score gained by the participants was 70 and the maximum score was 95. And the range of the speaking test ability was 25. Based on the mean score that has been analyzed, the students' speaking ability was good. The classification of speaking scores as stated by Harris (1974) are classified into 4 levels of ability, 80-100 are excellent, 60-79 is good, 50-59 is the average level, and 0-49 is classified as poor. The speaking level of ability as the following:

Table 4 Classification of Speaking Score (Harris, 1974)

No	Score	Level of ability
	80-100	Excellent
	60-79	Good
	50-59	Average
	0-49	Poor

The correlation between Self Esteem and Speaking Ability

The result of students' self-esteem and speaking then analyzed using Pearson Product Moment Correlation Coefficient. The details of the data analyzed states in the following:

Table 5 Correlations Between Two Variables

	Y	X
Pearson Correlation	1	.239*
Sig. (2-tailed)		.017
N	100	100
Pearson Correlation	.239*	1
Sig. (2-tailed)	.017	
N	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

The data above shows that the result of r count is 0.239 while r table is 0.1966. The r count is 0.239 which is greater than the r table 0.1966. By this, H_0 is rejected and H_1 is accepted, which means that there is a significant effect on the self-esteem variable (X) on the speaking variable (Y). The result of the significance test is 0.017 which is greater than 0.005. so that there is a significant relationship between self-esteem and speaking ability.

Based on the results, the students' self-esteem was categorized significantly above average. The higher students' self-esteem, it hopes that they have high motivation in the learning process as a study conducted in Republic Korea confirmed that there has been a positive correlation among self-esteem and motivation, with high levels of self-esteem associated with excessive stages of motivation (Basco, 2016). Raffini in (Dörnyei, 2005) believes that students who have high self-esteem have a greater chance to be successful in learning because they know exactly what they want to learn and how they could do it. Schmidt in (Yokochi, 2003) also states a similar opinion that high expectation of achievement leads learners to be more involved and participative in whatever undertakings they may be into and would not easily surrender irrespective of how tough the task is in comparison with the learners with low self-esteem. The other research also expresses that people with a positive self-esteem are not seriously affected whenever they are misunderstood or when they acquire negative feedback from others even as people with low self-esteem are afraid of committing mistakes and receiving negative feedback which

hinder their acquisition of new knowledge or skill (Kazumata, 1999). According to Schutz (2007), In acquiring a second language, research revealed that learners are affected by some factors including motivation, self-confidence, and anxiety. It claims that with high motivation, self-confidence, good self-esteem, and low level of anxiety, learners will be better for success in second language acquisition (Schutz, 2007). Thus, the first semester diploma students in Indonesian Railway Polytechnic are willing to learn, participate, and have a positive mind to study English due to their high self-esteem.

The result of both self-esteem and speaking ability in this study that has been analyzed showed that there is a correlation between students' self-esteem and speaking ability which means alternative hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected. In line with this research finding, the numbers of previous study also revealed that there was a significant correlation between students' self-esteem and speaking achievement with $r = .635$. Besides, there was also a significant influence of self-esteem on speaking achievement with 40,4% (Gunawan, 2016). A study conducted at Islamic Azad University, Khorasgan Branch revealed a significant relationship between self-esteem and speaking skill with fluency exerting the most influence (Koosha, 2011). As the result of a study conducted in UPI, the students' English speaking performance stands on medium level and there is a highly significant positive correlation between self-esteem and speaking performance in EFL context with the correlation coefficient obtained 0.731 (Satriani, 2019).

Conclusion

Based on the research objectives that have been analyzed, it is concluded that the Indonesian Railway Polytechnic diploma students are categorized as significantly above the average regarding their self-esteem and their speaking skills are categorized as good. Associated with student self-esteem and its correlation with speaking ability, the result of the Pearson Product Moment Correlation Coefficient is 0.239 while the r table is 0.1966. The value of r arithmetic $0.239 > r$ table 0.1966 means that there is a significant relationship between self-esteem and speaking ability.

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