



The Relationship between Students' Speaking Skill and Students' Self-Esteem of Mover F Class of NCL Madiun

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Received: 13 February 2022

Accepted: 10 June 2022

Published: 17 June 2022

DOI: <https://doi.org/10.33541/jet.v8i2.3743>

Abstract

The quality of students' speaking skill is affected by some factors and one of them is their self-esteem. Self-esteem has a big influence on students' ability to do something. Different research objects produce different results. The researcher used EFL students in this study to find out the relationship between students' speaking skill and their self-esteem and to find out how significant the relationship was between the two. The study aims to determine the relationship between students' speaking skills and students' self-esteem of NCL Madiun's Mover F class." There are 180 students in the NCL Madiun Mover class, which is divided into ten classes. The purposeful sampling technique was used in this study, and the sample consisted of 19 students from Mover F class, with 12 boys and 9 girls. Data were gathered using speaking tests and self-esteem questionnaires. According to the findings, the average score for speaking skills was 73.53, while the average value for self-esteem was 72. Pearson's product-moment correlation produces 797 results and a sig value of less than 0.05, corresponding to 0.0001. The researcher concluded that H_1 was accepted and H_0 was rejected, implying that there is a relationship between students' speaking abilities and self-esteem in the NCL Madiun Mover F class. Students with high self-esteem outperformed students with low self-esteem.

Keywords:

relationship, speaking skill, self-esteem

INTRODUCTION

When learning English, one of the skills that should be mastered is speaking which can be used to determine success in learning English. As a foreign language, English has different rules than Indonesian, particularly when it comes to speaking. There are differences in pronunciation, grammar, intonation, and vocabulary. English, as a global language, has become a requirement for the vast majority of people. Listening, writing, reading, and speaking are the four most important aspects of learning English. It is critical to choose the best method of conveying the material in order to achieve good results.

Beginners in English may make numerous mistakes. These blunders can assist students in improving their vocabulary and grammar. They also learn about pronunciation skills, which according to Pardede (2018) are a key element to one's ability to speak in every language, while practicing speaking. Speaking lessons will be ineffective if students are unable to begin speaking. Furthermore, as Aisyah (2020) contends, speaking is one of the most difficult skills for English language learners to master because it requires the production of a sentence or utterance in oral communication. This is one of the productive skills that a learner must have in order to successfully learn English. Speaking allows people to express their thoughts and opinions in the heat of the moment. Speaking abilities would provide a monetary value for an individual's good performance.

Speaking English is a useful skill that requires a lot of activities during the learning process. They can develop their confidence by practicing their public speaking skills. Whenever they learn to speak in English, they should also take risks. As a result of their courage, they will gain confidence. When they are confident, they will speak more fluently. Some students are concerned about making mistakes in grammar, pronunciation, and other areas. According to Mazouzi (2013), some factors influence students' oral communication, including motivation, self-esteem, and anxiety.

One of the variables that leads to students' success in speaking English is their self-esteem. Self-esteem is belief in one's own abilities and judgment in performing tasks and selecting an effective approach. This includes trust in their ability to deal with an increasingly difficult environment, as well as trust in their decisions or opinions. According to Mazouzi (2013), self-esteem is regarded as an important affective factor in the process of academic and educational achievement. As a result, its absence causes learners to doubt their own abilities, causing them to perform poorly as a result of this lack of confidence.

Self-esteem has a big influence on students' ability to do something. According to Habrat (2018) self-esteem is responsible for various behavioural outcomes. More specifically, self-esteem is self-belief in one's capacity to think and deal with life's primary challenges. He also identifies self-esteem as self-belief in our right to happiness, a feeling of being valuable, deserving, and given access to assert our wants and needs and enjoy the benefits of our labor. According to Hosogi et al. (2012), self-esteem is the feeling of appreciation for themselves, and it is an essential emotion for people to conform to society and live their lives. Low self-esteem has been shown to have a negative impact on language learning, particularly in spoken language. Erikson and Stern in Ahour and Hassanzadeh (2015) highlight the role of affective factors such as self-esteem in learning a foreign language. They claim that how people judge themselves has an impact on the process of learning a foreign language, such as speaking.

It is in line with the context of English being studied by the vocational students in NCL Madiun. The class grouping of students at NCL Madiun is based on the level of

fluency in speaking in an interview using English. Even so, in one class, there are still differences in the level of their speaking skills, including what happened to the Mover F class of NCL Madiun. All of them are able to interact using Indonesian, but when the teacher asks them to use English, it seems that some of them are still hesitant and afraid to say the wrong thing. Students frequently ask to answer questions or explain their opinions or experiences in front of their peers during the learning process, particularly in English class, but many of them claim that they do not speak English fluently. They are also hesitant to speak up because they are afraid of saying the wrong thing or pronouncing it incorrectly.

Several studies related to this problem have been carried out to develop a theory about the relationship between speaking ability and self-esteem. Research by Basco and Han (2016), in their study, "Self-Esteem, Motivation, and Anxiety of Korean University Students found a significant correlation between self-esteem and motivation. The greater one's self-esteem, the greater one's motivation. However, there was an inverse relationship between self-esteem and anxiety, with higher self-esteem resulting in lower anxiety. In addition, Ananda (2017) has explored the correlation between students' self-esteem and speaking skills. She carried out systematic research by giving questionnaires for self-esteem and giving tests for speaking. The result shows that there is no relationship between students' self-esteem and their speaking skills.

There were differences in the results of the two studies mentioned above. The limitations encountered in this context are the various objects of research that produce different results. Other studies with different research venue are needed to investigate the relationship between speaking skill and self-esteem further and determine whether there is a significant relationship between the two. According to the preceding explanation, it is critical to conduct research on the relationship between self-esteem and speaking performance in the context of EFL.

Based on the description above, the researcher wants to analyze the relationship of students' self-esteem on their English speaking skill in Mover F class of NCL Madiun. The school was chosen as the subject of this study because, according to the researcher, there is no research on the influence of self-esteem on students' speaking skill has been conducted in this school yet. Furthermore, it is to disprove previous research that claimed there was no relationship between students' self-esteem and their level of speaking skill.

LITERATURE REVIEW

Speaking Skill for EFL Students

Speaking English in an EFL classroom is difficult because students must speak in a new language with confidence. Speaking fluently demonstrates that they have achieved a high level of proficiency in learning the foreign language. Students frequently experience nervousness, lack of confidence, and anxiety. This is known as foreign language anxiety. In everyday life, one of the language skills is speaking. Someone prefers to communicate by speaking because speaking is more effective than writing. Speaking is very important in everyday life. The most frequently used language skill is speaking. Freniawati (2015) said that Speaking is one of the most important aspects of communication and plays an important role in it. Students can express their ideas, share information, and maintain social relationships by communicating with others by speaking. We can use oral communication to share our ideas with others based on this definition. Speaking is

typically represented as expressing one's feelings to others. Humans can connect their minds in all aspects of life by speaking.

During the teaching and learning process, teachers and students must interact effectively. The process of conveying information through spoken language is meant to refer to as speaking. Grammar, vocabulary, pronunciation, fluency, and comprehension are all critical components of effective communication. It's a great way for people to communicate with one another. A teacher should be able to communicate in a language that his or her students understand. Moreover, the teacher must use effective teaching and learning strategies. It will be critical to ensure that the process is understood by the students. As a result, the students are motivated to speak more.

English is the world's most widely spoken language. English can also serve as a unifying language when two or more people from different backgrounds meet in a conversation. Because of its role as a lingua franca, English is widely used by many people. Additionally, according to Abrar et al. (2018), foreign students spoke English all over the world. As a result, English will help people converse and avoid misunderstandings when providing information.

Students of English as a Foreign Language (EFL) still had some difficulties learning English, whether spoken or written. In Indonesia, where English is not the native tongue, it is considered a foreign language, but students can learn it and most schools require it. According to Jin (2014), English helps students improve their skills, especially their proficiency.

Speaking is the most important skill when compared to writing, reading, and listening. Speaking, according to Shteiwi and Hamuda (2016), is the most important aspect of language because it demonstrates people's language standard measure. Furthermore, speaking is critical for students to master because it allows them to communicate more effectively (Nazara, 2011).

According to the definition provided above, speaking English is the most difficult for EFL students because the students must speak confidently. The ability to produce language in oral communication to express an idea or present information fluently, phrase by phrase, word by word, so that the listener understands the speaker's point is referred to as speaking. English is a foreign language in Indonesia, and most schools require it. Furthermore, speaking is the most important skill that students must possess because communication is the standard by which people are measured.

Self-Esteem for Students

One of the affective factors influencing students' achievement, particularly academic performance, is self-esteem. Self-esteem is how much we value ourselves or how much we believe in our ability to accomplish something. Many experts define self-esteem as a person's subjective assessment of their own worth and value. Carl Roger, Psychology for Humanists, believes that there are three distinct components of self-concept, one of which is self-worth or self-esteem, according to Ismail (2015). Self-esteem is defined as a complex of feelings about oneself that guides behavior, affects an individual's affective assessor, and drives interest in learning. Otherwise, Satriani (2016) cites Burns as saying that self-esteem is an individual's positive or negative attitude toward himself or herself. It indicates that a person with high self-esteem is confident in himself or herself.

Students who have a high level of positive self-esteem about learning a foreign language have the ability and power to succeed. Students with low self-esteem, on the

other hand, believe they lack the ability and power to learn a language, thus admitting failure from the start. Coopersmith defined self-esteem as the degree to which an individual believes himself to be capable, substantial, successful, and valuable, according to Aisyah (2020). This point is emphasized in self-esteem assessment as a set of judgments about the self-against-excellence criteria.

The self-esteem of a student influences their decision-making processes, relationships, mental stability, and overall well-being. It also has an effect on motivation because students with a healthy and positive self-image recognize their abilities and may be motivated to try something new. According to Martin et al, as cited in Ananda (2017), self-esteem research is important because it has been linked to, among other things, psychological health, self-handicapping and strategies, defensive pessimism, the effects of external and parental educational styles, study skills, and school performance.

Students with adequate self-esteem have a better sense of themselves; they truly feel alive, and they are grateful for it, so they are more willing to go beyond themselves and care for others. They easily form definite relationships, they are not lonely, and they have that joie de vivre that is so important for managing their lives with ease and being comfortable against their own fate, against their own interpersonal joy.

According to the above definition, the researcher believes that self-esteem is one of the psychological factors associated with a person's belief in his or her own worth, capability, and success. In other words, self-esteem is a personal evaluation of oneself. Students who have high self-esteem have more power to achieve their goals than students who have low self-esteem. Furthermore, students' self-esteem can motivate them to make changes in their lives. They will do well in school and in their surroundings.

Relationship between Speaking Skill and Self-Esteem for EFL Students

Speaking ability and self-esteem are two interconnected concepts. Self-esteem is an affective factor that influences students' achievement, particularly academic performance. One of these is their ability to communicate. For some students, learning English is a nightmare, especially when they are required to speak. Because they are afraid of making mistakes, the students will think over and over again. It was discovered as a result of this fact that their self-esteem level influences their speaking level.

There is a correlation between students' ability to speak and their self-esteem. According to Aisyah's (2020) research, there is a significant correlation between students' speaking ability and students' self-esteem. She wrote in her founding letter that students needed to work on their self-esteem while also improving their speaking skills so that they could speak fluently and accurately.

Furthermore, speaking ability is influenced by self-esteem. According to Normawati and Muna (2015), there is a positive relationship between students' self-confidence and their public speaking performance. It has a positive relationship with communication abilities. The point is that if a person has high self-esteem, their speaking skills will improve. Conversely, if a person has low self-esteem, their speaking ability will be lower.

The level of students' self-esteem is related to their ability to master English speaking skills. Syafitri et al. (2019) confirm that students' self-esteem is an important factor in determining mastery of English speaking skills. The study's findings indicate that there is a strong relationship between students' confidence in speaking English.

Students with a high sense of self-esteem outperform others in terms of fluent speaking abilities. This means that students' self-esteem is related to their ability to speak.

Based on the said theory, it is possible to conclude that students' speaking ability is related to their self-esteem. Both have a positive relationship in that if one's self-esteem is high, one's speaking ability is also high, and vice versa. Self-esteem is an important factor in determining a student's level of speaking ability.

Assessing Speaking Skill for EFL Students

Many experts offer advice on how to evaluate one's speaking abilities. Brown and Lee are two of them (2017). An expert evaluates speaking skills in this study. The assessment provided a detailed and easy-to-apply evaluation.

Grammar, vocabulary, comprehension, fluency, pronunciation, and task, they argue, are the components of the speaking assessment that must be considered. The table lists the characteristics of each of these elements. It will result in a more accurate evaluation. The researcher will conduct an objective examination of each student's characteristics. Students are graded on a 5-point scale.

Brown and Lee's assessment rubric is used to evaluate students because it sees a newer year of research and is expected to be in accordance with student developments. Brown's aspects of assessing speaking are used in this study to evaluate speaking ability in EFL students. The grading rubric is a 1-5 scale that indicates the students' ability to communicate. Grammar, vocabulary, comprehension, fluency, pronunciation, and task completion are all used to assess students' speaking abilities.

Assessing Self-Esteem

There are many experts who have their own methods for assessing students' self-esteem. One of them is through the use of a questionnaire. A questionnaire is a data collection technique in which respondents are asked to answer questions or written statements. A questionnaire, according to Roopa et al (2012), is a series of questions that are asked of people in order to obtain statistically useful information about a specific topic.

High self-esteem encourages initiative and a positive attitude toward learning. It results in happier outcomes for students regardless of stress or other circumstances. Children with high self-esteem consistently outperform children of similar ability who have low self-esteem, according to Halima (2015). They also set higher goals for themselves, are less discouraged by failure, and have a more realistic view of their own abilities. As a result, the higher one's self-esteem, the greater one's self-worth, which will be reflected in higher academic accomplishments.

Low self-esteem is a crippling condition that keeps students from achieving their full potential. Low self-esteem, according to Aisyah (2020), refers to doubts about the power of minds and a lack of self-confidence in one's ability to think, which tends to preserve but give up. Every learner with low self-esteem feels unworthy, incompetent, or incapable as a result of his negative feelings about himself.

A scale of 1-5 is used to assess students' self-esteem; for high self-esteem, the more students agree with the statement given, the higher the score obtained. In terms of low self-esteem, the opposite is true; the more students who agree with the statement, the lower the score obtained.

METHOD

Research Design

This research was a correlational study with two variables. The first variable was the independent variable X, which was students' speaking skills, and the second variable was students' self-esteem. A quantitative research strategy, according to Bryman (2017), is a research strategy that emphasizes the quantification of data collection and analysis. The strength of this relationship is defined as the number indicating whether two variables are correlated or whether one can predict the other.

The researchers used quantitative research in correlation studies because the data in this study was in the form of numbers or ordinals. In this study, the researchers used a quantitative method to determine the relationship between students' self-esteem and speaking ability. Furthermore, quantitative research was the process of collecting and analyzing numerical data. It could be used to find patterns and averages, make predictions, test causal relationships, and generalize findings to larger populations (Gjorgjievski et. al. 2020).

The researchers evaluated the students' speaking abilities and recorded their results. The researchers then administer a questionnaire to the students in order to assess their self-esteem. This questionnaire sheet contains 13 items of high self-esteem and 11 items of low self-esteem. The researcher calculated the students' self-esteem level by adding the scores of each number on the questionnaire.

Participants

The population and sample are critical components of research. According to Margono in Khotimah (2019), the population includes all subjects to be studied. The population of this study is Mover class NCL Madiun. The NCL Madiun Mover class has 181 students and is divided into ten classes. Mover A has 18 students, Mover B has 18 students, Mover C has 18 students, Mover D has 18 students, Mover E has 19 students, Mover F has 18 students, Mover G has 18 students, Mover H has 18 students, Mover I has 18 students, and Mover J has 18 students.

The participants in this study were chosen using the purposeful sampling technique. Purposive sampling (also known as judgment, selective, or subjective sampling) is a sampling technique in which the researcher chooses members of the population to participate in a study based on his or her own discretion. Purposive sampling, according to Etikan et al. (2016), is the deliberate selection of a participant based on the participant's characteristics. It is a non-random technique that does not necessitate any underlying theories or a set number of participants. Based on school-based observational research, the researcher believes that the Mover F class can provide accurate information and that the class can represent all mover class students in the school regarding the relationship between speaking skills and students' self-esteem.

Data Collecting Technique, Instruments, and Procedure

To assess their speaking ability, an oral test, specifically a descriptive text about favorite things was employed. The assessment criteria used in the test was the six criteria for assessing speaking ability: pronunciation, fluency, grammar, vocabulary, discourse feature, and task completion proposed by Brown (2017). During this test, the researcher asked students to speak about their three favorite items in front of their classmates. In the test, students should give a 10-minute oral presentation that includes 8 minutes of

presentation time and 2 minutes for discussion. The presentation topic was open to interpretation. Students were free to choose any topic that piques their interest. In this study, the researcher asked students to describe their three favorite objects because it corresponded to what they were learning in the current curriculum at NCL Madiun. The presenter should lead the discussion during a classroom discussion to ensure that it did not deviate from the topic.

Students were responsible for preparing their own materials. They had to bring three of their most cherished possessions to class. Students were given a scoring criteria sheet to inform them of the skills to be assessed.

To assess the students' self-perceptions, a questionnaire was employed. The questionnaire was responded by selecting one of the five levels of agreement: strongly agree, agree, neutral, disagree, and strongly disagree. Students responded to the questionnaire through Google form.

To assess the students' self-esteem, the researcher adapted specific or situational self-esteem, which assessed one's self-appraisal, particularly in education and personality types.

Data Analysis Technique

In this study, the Pearson Product Moment (r) formula was used. A simple correlation statistic was a technique for determining the relationship between two variables with significant correlation results in quantitative properties and measuring the strength of a relationship between two variables (to know whether there is a significant correlation). The SPSS program was used for all analyses. The information was examined in two stages. First, after the students had performed in front of the class, their speaking abilities were recorded. The questionnaires were then distributed to the students. The researcher gathered and analyzed the data. The data was gathered and analyzed by the researcher. The outcomes were quantified. It could serve as a starting point for determining students' self-esteem. The Pearson product moment was used to correlate the results of the speaking test and the student questionnaires in SPSS version 25. Furthermore, the findings would reveal whether or not there was a relationship between students' speaking ability and self-esteem. The researcher ran several tests to analyze the data:

Normality Testing

To determine whether the data were normally distributed, the normality test was used. It was done to see if the data was normal or not. If the data is normal, the researcher will continue to analyze it in order to arrive at a conclusion. The normality test was used to determine whether the data could have been derived from a normally distributed specimen. The normality test was only performed on post-test data as part of the t-test requirement. When the value was less than 100, the Shapiro-Walk test was used to determine the normality of the data. The hypotheses for testing normality were as follow:

H_0 : The data comes from a normal distributions sample.

H_1 : The data comes from an abnormal distributions sample

Because the number of data points was less than fifty (50), use the Shapiro-Walk test in SPSS 25 by selecting Analyze-Descriptive Statistics-Explore from the SPSS menu. The decision-making criteria were defined using the 5% significance level ($\alpha = 0.05$) and the significance value in the Shapiro-Walk column:

H_0 is accepted if the significance value ≥ 0.05 .

H_0 is rejected if the significance value ≤ 0.05 .

Homogeneity Testing

The homogeneity test was used to determine whether or not the two study groups were homogeneous. There was no homogeneity test analysis in this study because only one group was used.

Hypothesis Testing

The process by which an analyst tests an assumption about a sample statistic is known as hypothesis testing in statistics. Hypothesis testing is used to evaluate the plausibility of a hypothesis using data samples. The goal of hypothesis testing is to determine whether or not the null hypothesis (no difference, no effect) can be accepted or rejected. Metric statistical analysis is used to test the hypothesis. The Pearson product correlation moment is used to investigate the relationship between students' speaking ability and self-esteem.

FINDINGS AND DISCUSSION

Findings

The purpose of this study is to investigate the relationship between students' speaking abilities and their self-esteem. Students from Mover F NCL Madiun participated in this study. Table 1 shows that the lowest score is 60 and the highest score is 83. In addition, one student received a score of 60, one student received a score of 67, six students received a score of 70, three students received a score of 73, five students received a score of 77, one student received an 80, and two students received an 83.

Table 1. *Students' Speaking Test Score*

No	Score Ranges	Level of Ability	Σ Students	Percentage
1	80-100	excellent	3	16%
2	71-79	good	8	42%
3	61-70	average	7	37%
4	51-60	fair	1	5%
5	≤ 50	poor	0	0%

Students were asked to fill out a questionnaire with 24 questions about their self-esteem. Students choose responses based on their current circumstances. The following are the results on a scale of high self-esteem: 5-agree, 4-agree, 3-neutral/undecided, 2-disagree, and 1-strongly disagree. Meanwhile, the following are the outcomes of low self-esteem: 1-agree, 2-agree, 3-neutral/undecided, 4-disagree, 5-strongly disagree. The results of the students' self-esteem scores can be described in detail as follows:

The lowest score obtained by one student was 57, and the highest score obtained by one student was 81, according to Table 2. one student received a score of 57, one student received a score of 60, one student received a score of 64, one student received a score of 66, one student received a score of 69, two students received a score of 70, one student received a score of 72, three students received a score of 73, three students received a score of 76, two students received a score of 77, one student received a score of 78, one student. To obtain the students' self-esteem scores, the researcher used a special formula

to balance the speaking test scores with the results of the students' self-esteem scores. The student's self-esteem score is divided by the maximum score and multiplied by 100.

Table 2. Students' Self-Esteem Test Score

No	Score Ranges	Level of Ability	Σ Students	Percentage
1	76-100	Very high	8	42%
2	51-75	High	11	58%
3	26-50	Low	0	0%
4	1-25	Very low	0	0%

A normality test is a test that is performed to determine whether the distribution of data in a group of data or variables is normally distributed or not. The normality test is useful for determining whether or not the data collected is normally distributed or from a normal population. It is critical to understand the normality of the data in quantitative research. To calculate the normal distribution of students' speaking ability and self-esteem, the researcher used the Shapiro-Wilk test with a significance level (Sig.) $\alpha = 0.05$. The researcher used Shapiro-Wilk because the sample size (N) was less than 100. The results of the normality distribution test are shown in table 3.

Table 3. Test of Normality

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Values	Speaking Skill	.162	19	.200 [*]	.936	19	.222
	Self-Esteem	.151	19	.200 [*]	.931	19	.177

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The results of the Shapiro-Wilk normality test show that the significance value of speaking skill is $0.222 > 0.05$, while the significance value of self-esteem is $0.177 > 0.05$, indicating that both data are normally distributed.

Then, descriptive statistics are used to present or analyze a sample's or data set's characteristics, such as the mean, standard deviation, or frequency of a variable. Inferential statistics could help us better understand the aggregate characteristics of the elements in a data sample. The following describes two variables.

Table 4. *Descriptive Statistics Two Variables*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Skill	19	60.00	83.00	73.5263	5.68984
Self-Esteem	19	57.00	81.00	72.0000	6.53197
Valid N (listwise)	19				

According to table 4, the number of students who took the speaking skill test and self-esteem was 19. The lowest score students received on the speaking test was 60, while the highest score was 83. The average grade was 73.52, with a standard deviation of 5.69. Students received the lowest score of 57 and the highest score of 81 on the self-esteem scale. The average grade was 72, with a standard deviation of 6.53.

This study was conducted to collect data and obtain correlation results. The researcher must determine whether or not the hypothesis is rejected in order to answer the research question. To test the hypothesis and determine the answer, the Pearson Product Moment Correlation (PPMC) was used. The hypothesis test results are shown in the table below.

Table 5. *Correlation between Students' Speaking Skill and Their Self-esteem*

Correlations			
		Speaking Skill	Self-Esteem
Speaking Skill	Pearson Correlation	1	.797**
	Sig. (2-tailed)		.000
	N	19	19
Self-Esteem	Pearson Correlation	.797**	1
	Sig. (2-tailed)	.000	
	N	19	19

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

The correlation coefficient is used to determine the closeness of a relationship as well as its direction. Significance is used to determine whether or not a relationship is significant. The magnitude of the correlation coefficient can be used to determine the closeness of the relationship; if the coefficient value is close to 1 or -1, it indicates a strong relationship; otherwise, if the coefficient is close to 0, it indicates a weak relationship.

The signs (+ and -) of the coefficient value indicate the direction of the relationship; if the value is positive, it means that there is a positive relationship or that if students have high self-esteem, the ability to speak is also high; if the value is negative, it means that if self-esteem is low, the ability to speak is also high. low. A significance test is used to determine whether or not the relationship has an effect. The value (sig) in the correlations results indicates significance.

The correlation coefficient value of 0.797 is shown in the output results above. Because the value is close to one, we can say that the relationship between speaking ability and students' self-esteem is strong. The output results also show that the coefficient

value is positive (0.797), indicating that if the student's self-esteem is low, the student's speaking skill is low, or if the opposite is true, the student's self-esteem is high and the student's speaking skill is low.

The above results lead to the following conclusion: if the significance value is greater than the alpha level (0.000 0.05), the null hypothesis is rejected, indicating that there is a significant relationship between students' speaking ability and students' self-esteem.

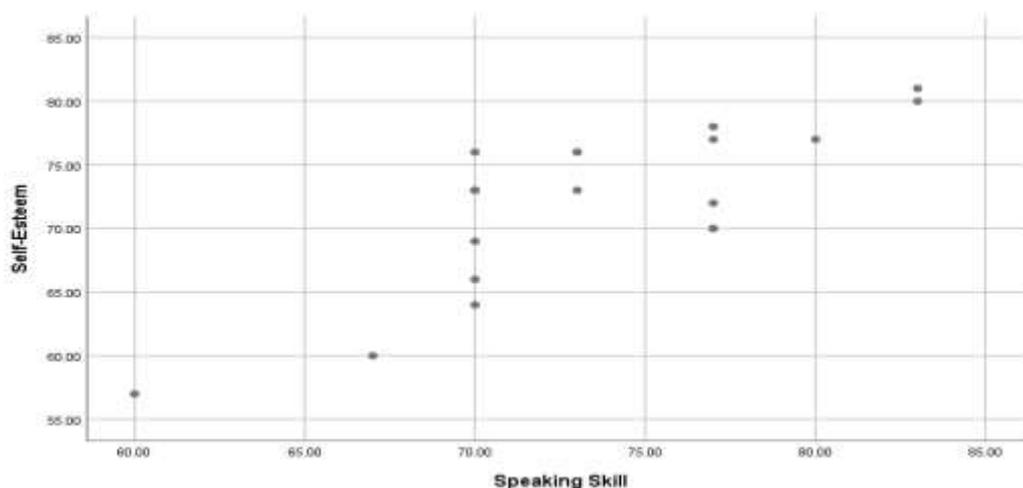


Figure 1. *Scatter Plot between Students' Speaking Skill and Their Self-esteem*

In Figure 1, the horizontal is variable X, and the vertical is variable Y. Variable X represents students' speaking ability as a dependent variable, and variable Y represents students' self-esteem as an independent variable. The above diagram depicts an uphill pattern that moves from left to right, indicating a positive relationship between the variables X and Y. It is possible that the causal variable (X) has a positive correlation with the effect variable (Y).

Discussion

Students with high self-esteem speak very well. It can be seen from the result of the students that the highest score obtained by one student is 83. Students with low self-esteem, on the other hand, tend to speak less confidently. In line with these findings, Aisyah (2020) has conducted research on the same two variables, namely students' speaking ability and student self-esteem. The findings show that there is a significant correlation between students' self-esteem and their ability to speak. She goes on to say that students should pay attention to their self-evaluation and continue to improve their speaking skills in order to achieve fluency and accuracy.

Students with high self-esteem are more confident when speaking. According to Kalanzadeh et al. (2013), there is a statistically significant relationship between students' self-esteem and verbal performance. They conclude that foreign-language teachers should consider academic self-esteem as a powerful motivator that can optimize language learning processes and that improving student self-esteem should be one of language education's primary goals.

According to the data gathered and presented in this finding, students' self-esteem influences their oral communication in the form of speaking English. Students who have a positive self-image are more likely to succeed in public speaking. Students who have low self-esteem or lack self-esteem, on the other hand, will struggle with public speaking. According to Gustaman (2015), students' achievement in speaking English is influenced by their self-esteem.

Speaking ability, on the other hand, is influenced by factors other than self-esteem. Students with high self-esteem may speak with less confidence for a variety of reasons. According to Ananda (2017), there is no relationship between students' self-esteem and their level of speaking ability. This can occur as a result of a number of factors affecting their ability to communicate, not just their self-esteem. She concludes that students with low academic achievement in English were influenced not only by psychological factors, but also by the difficulties of the English language itself, particularly in speaking.

In summary, students who have high self-esteem speak English better than students who have low self-esteem. They are afraid of mispronouncing words. They also feel inferior to their other English-speaking friends. They lack the confidence to begin speaking English and struggle to understand what they want to say. Finally, higher self-esteem levels are followed by higher levels of speaking ability.

CONCLUSION

According to the Pearson Product-Moment Correlation (PPMC), the value of communication skills and self-esteem is r (0.797). This value indicates a positive relationship between students' speaking ability and self-esteem. As a result, there is a significant positive relationship between Mover F NCL Madiun class students' speaking ability and self-esteem. In hypothesis testing, the correlation results yielded a significance number of 0.000. This explains why $N.Sig < 0.05$ and the alternative hypothesis are accepted in this study. This demonstrates a link between their speaking abilities and self-esteem. An alternative hypothesis that states, "There is a significant relationship between students' speaking skills and students' self-esteem of students in Mover F NCL Madiun class," answers the research question. As a result, students with high self-esteem have better speaking skills than students with low self-esteem. This study is still limited in scope because it only looks at the relationship between self-esteem and speaking abilities. As a result, it is unknown whether self-esteem influences other aspects such as reading, listening, and writing.

Based on the research findings and the findings of numerous other studies on the subject, ESL/EFL teachers should consider students' self-esteem as a powerful motivator that can improve the language learning process, and more importantly, consider enhancing students' self-esteem as one of the primary goals of language education. Students should be able to select an environment that will boost their self-esteem because self-esteem is formed by one's surroundings. Choosing a positive environment will assist students in furthering their development, increasing self-esteem, and automatically encouraging students' ability to learn to speak English. The researchers, however, do not claim that the study's findings are conclusive. In other words, when people learn another language in a foreign context, it is possible that not only their self-esteem, but also a variety of other factors such as motivation, attitudes toward the language they will be learning, and the context in which they will be learning, will affect their overall performance and, in particular, their oral performance. As a result, the researcher advises

future researchers to investigate whether self-esteem affects other students' skills such as reading, listening, and writing.

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