

**THE CORRELATION BETWEEN EFL STUDENTS' SELF-ESTEEM AND
THEIR SPEAKING ENGLISH ACHIEVEMENT OF THE FIFTH
SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM
AT SRIWIJAYA UNIVERSITY**

A Thesis

by

Triana Rosalia

06011181419023

English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDERALAYA 2018

**THE CORRELATION BETWEEN EFL STUDENTS' SELF-ESTEEM AND THEIR SPEAKING
ENGLISH ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA
UNIVERSITY**

A Thesis

by

TRIANA ROSALIA

Student Number : 06011181419023

English Education Study Program

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDERALAYA

2018

Approved by,

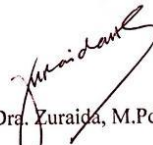
Advisor 1,



Dra. Rita Hayati, M.A.

NIP 19600616198803202

Advisor 2,



Dra. Zuraida, M.Pd

NIP 196205051988032004

Certified by,

The Head of Language and Arts

Education Department



Dr. Didi Suhendi, S. Pd., M.Hum.

NIP 196910221994031001

Head of English Education Study

Program



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP 197408022002121003

**THE CORRELATION BETWEEN EFL STUDENTS' SELF-ESTEEM AND THEIR
SPEAKING ENGLISH ACHIEVEMENT OF ENGLISH EDUCATION STUDY
PROGRAM AT SRIWIJAYA UNIVERSITY**

TRIANA ROSALIA

Student Number : 06011181419023

This thesis was defended the witer in final program examination and was approved by the examination committe on:

Day: Friday

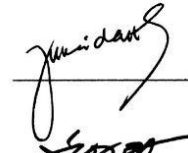
Date: March, 23rd 2018

EXAMINATION COMMITTEE APPROVAL :

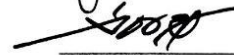
1. Chairperson : Dra. Rita Hayati, M.A.



2. Secretary : Dra. Zuraida, M.Pd



3. Member : Soni Mirizon, M.A., Ed.D.



4. Member : Erlina, S.Pd., M.Pd., M.Ed.



5. Member : Hariswan Putera Jaya, S.Pd., M.Pd.



Certified by,

Head of English Education Study Program



HariswanPutera Jaya, S.Pd.,M.Pd.

NIP 197408022002121001

DECLARATION

I, the undersigned,

Name : Triana Rosalia
Student's Number : 06011181419023
Study Program : English Education

Certify that thesis entitled "*The Correlation between EFL Students' Self-Esteem and Their Speaking English Achievement of English Education Study Program at Sriwijaya University*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Inderalaya, Maret 2018

The undersigned,



Triana Rosalia
06011181419023

DEDICATION

This thesis is dedicated to:

- Allah S.W.T
- My beloved parents, A. Latief and Rosmala Dewi, my brothers, M. Iskandar and M. Zulkarnain, and my beloved policeman, Frans Kandra
- All friends, Padila, Ira, Emmel, Michel, Rani, Prima

ACKNOWLEDGEMENTS

This thesis was written to fulfill one of the requirements to accomplish S1 degree at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University. Firstly, the writer would like to express her greatest attitude to Allah SWT, the Almighty for all the wonderful opportunities she has had.

The writer would like to express her great gratitude to her advisors, Dra. Rita Hayati, M.A. and Dra. Zuraida, M.Pd. for their encouragement, advice, guidance, and patience during the process of writing this thesis.

The writer is also very grateful to the Dean of Teacher Training and Education Faculty and his staff members, the Head of Language and Arts Education Study Program, the Head of English Education Study Program, and all of her lecturers for everything they have given during her study, also especially mba Nopieghtrie as admin in Indralaya.

Finally, the writer would like to say her respect and deepest love to her beloved parents, sister, her boyfriend and friends for their help, support, pray, and togetherness.

Indralaya, March 2018

Triana Rosalia
06011181419023

TABLE OF CONTENTS

DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	ix
LIST OF DIAGRAMS.....	x
LIST OF APPENDICES.....	xi
ABSTRACT.....	xii
I.INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 The Problems of the Study.....	4
1.3 The Objectives of the Study.....	4
1.4 The Significance of the Study.....	5
II.LITERATURE REVIEW.....	6
2.1 Self-Esteem.....	6
2.2 Types of Self-Esteem.....	7
2.3 Levels of Self-Esteem	8
2.4 Speaking	9
2.5 Speaking Aspects.....	10
2.5 Previous Related Studies.....	12
III.METHOD AND PROCEDURES.....	13
3.1 Research Design	13
3.2 Variables of the Study	14
3.3 Operational Definition	14
3.4 Population and Sample.....	15
3.4.1 Population of the Study.....	15
3.4.2 Sample of the Study	16
3.5 Data Collection	16
3.6 Technique of Analyzing the Data	17

3.6.1 Instrument	19
3.6.2 Validity of the Questionnaire.....	19
3.6.3 Reliability of the Questionnaire.....	20
IV.FINDINGS AND INTERPRETATION.....	21
4.1 The Findings of the Study.....	21
4.1.1 The Results of Questionnaire.....	22
4.1.2 The Results of Speaking Achievement	23
4.2 Interpretation of the Study	28
V.CONCLUSION AND SUGGESTION.....	32
5.1 Conclusions	30
5.2 Suggestion.....	31
REFERENCES.....	32
APPENDICES	34

LIST OF TABLES

TABLE 1. Population of The Study

TABLE 2. Sample of The Study

TABLE 3. Score Interval of Self-Esteem

TABLE 4. Score Interval of Speaking Achievement

TABLE 5. Degree Correlation

TABLE 6. Descriptive Statistic of Students' Self-Esteem

TABLE 7. Students' Self-Esteem Category

TABLE 8. Descriptive Statistic of Students' Speaking Achievement

TABLE 9. Students' Speaking Achievement Category

TABLE 10. Normality Test

TABLE 11. Correlation

TABLE 12. ANOVA

TABLE 13. Regression

TABLE 14. Model Summary

LIST OF FIGURES

Figure 1. Research Design

Figure 2. Distribution of Self-Esteem

Figure 3. Distribution of Speaking Achievement

LIST OF APPENDICES

- APPENDIX A. SELF-ESTEEM QUESTIONNAIRE
- APPENDIX B. FACTOR LOADING SELF-ESTEEM QUESTIONNAIRE
- APPENDIX C. SPEAKING TEST
- APPENDIX D. SPEAKING RUBRIC
- APPENDIX E. VALIDATION OF SPEAKING TEST
- APPENDIX F. STATEMENT RATER OF BEING THE RATER
- APPENDIX G. RELIABILITY INTER-RATER OF SPEAKING TEST
- APPENDIX H. SELF-ESTEEM QUESTIONNAIRE SCORE
- APPENDIX I. DESCRIPTIV STATISTIC OF SELF-ESTEEM
- APPENDIX J. SPEAKING ACHIEVEMENT SCORE
- APPENDIX K. DESCRIPTIV STATISTIC OF SPEAKING ACHIEVEMENT
- APPENDIX L. NORMALITY TEST
- APPENDIX M. Q-Q PLOT
- APPENDIX N. CORRELATION
- APPENDIX O. REGRESSION
- APPENDIX P. USUL JUDUL SKRIPSI
- APPENDIX Q. SURAT PERSETUJUAN SEMINAR PROPOSAL
- APPENDIX R. SURAT PERSETUJUAN SEMINAR HASIL
- APPENDIX S. SURAT PERSETUJUAN UJIAN SKRIPSI
- APPENDIX T. SURAT KEPUTUSAN PEMBIMBING SKRIPSI
- APPENDIX U. SURAT IZIN PENELITIAN
- APPENDIX V. SURAT IZIN TRY OUT
- APPENDIX W. THESIS CONSULTATION CARD (ADVISOR 1)

APPENDIX X. THESIS CONSULTATION CARD (ADVISOR 2)

THE CORRELATION BETWEEN EFL STUDENTS' SELF-ESTEEM AND THEIR SPEAKING ENGLISH ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

ABSTRACT

The present study is aimed to investigate (1) the significant correlation between EFL students' self-esteem and their speaking achievement (2) the significant influence of students' self-esteem toward their speaking achievement . Eighty five EFL students (males & females) of English Education Study Program at Sriwijaya University were selected using purposive sampling. Tanoyo (2008) self-esteem scale was used to measure students' self-esteem and speaking test was administered to measure their speaking achievement. Descriptive statistics of students' self-esteem showed that the mean score was 67 and it indicated the level of students' self-esteem was in high category. Descriptive statistics of students' speaking achievement showed that the mean score was 15. It indicated that the level of students' speaking achievement was in good category. There was a positive and significant correlation between students' self-esteem and their speaking achievement with $r = .585$. The last finding from this study was students' self-esteem gave 33.4% contribution to their speaking achievement. This study may have some implications for teachers, students, readers, and researchers.

Keywords: EFL students, self-esteem, and speaking achievement

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Triana Rosalia
Student's Number : 06011181419023

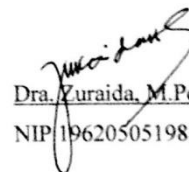
Advisor 1,



Dra. Rita Hayati, M.A.
NIP 19600616198803202

Approved by,

Advisor 2,



Dra. Zuraida, M.Pd.
NIP 196205051988032004

Certified by,

Head of English Education Study Program,



Hariswan Putra Jaya, S.Pd., M.Pd.
NIP 197408022002121001

CHAPTER I

INTRODUCTION

This chapter presents: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

Speaking is a common activity in teaching learning process that requires knowledge to deliver the language through the mouth. Some experts define speaking as a collaborative process that contains producing, receiving and processing information by constructing the meaning (Brown, 1994; Burns and Joyce, 1997). Speaking skill might be divided into several sub-skills, They are pronunciation, grammar, vocabulary, and fluency. These four sub skills among others are most widely used among linguists. As Fulcher (2003) states that Speaking as the verbal use of language in communicating with others which has the focus to increase the students' ability to communicate in the target language. Therefore, it is important to master speaking skill.

Using English language as a tool of communication contains the four language skills (listening, speaking, reading and writing) that should be mastered by people in their ways of expressing the thoughts and ideas. In communication process, speaking skill is the main skill among them. Brown, Gillian, Yule and George (1983) state that learning to talk in the foreign language is often considered as one of the most difficult aspects of language learning for the teacher to support the students. It is very important for students who are studying a foreign language in non-foreign language speaking setting to develop their oral fluency and accuracy because today's success is shown through the speaking

ability. Unfortunately, students do not perfectly master this skill. They still find problems in mastering it.

Speaking is taught in English Education Study Program of Faculty of Teacher Training and Education (FKIP) at Sriwijaya University from first semester with the name of the subject as Speaking Informal Interaction (SII) with three credit hours, second semester with the name of the subject as speaking 1 with three credit hours, third semester with the name of the subject as speaking 2 with 2 credit hours, and the fifth semester with the name of the subject as speaking 3 with two credit hours (curriculum 2011 of Faculty of Teacher Training and Education at Sriwijaya University). Even though some students have already got subject of speaking from the first semester until the fifth semester, they still find some problems in speaking. The result of interview with some students in the fifth semester showed that they still found some problems in speaking such as, lack of vocabularies, lack of sense of respect, lack of confidence, lack of grammar, and they often feel shy to speak in English. To get the evidence of the students' statement, the writer conducted observation by listening to their speaking performance with the topic unforgettable moment of the students' tour to Malaysia and Singapore. Based on the observation, the writer found some mistakes of some aspects of speaking. For example, they told their story in present tense and they used wrong pronunciation.

The most natural way to improve speaking skill is by encouraging the students to practice oral communication with each other. English teachers have an important role in providing chances for students to participate in active communication. However, too many teachers use traditional approach in teaching English such as teacher-centered, which according to Coelho (1992) the time for students' talk only 20% and consider teacher as the only proper person to open the interaction.

Speaking English is one of the most important skills for students that most language students wish to be perfect as soon as possible and will help them in finding a job in the future. If they cannot speak the language, then they will only

keep the language in their brain or mind and all materials of English that they have learned will not have function. The students have always been commanded to practice their speaking skill in various ways, such as making a conversation with friends or telling story to improve speaking skills in English, positively in enhancement of students' achievement.

Personality trait might be the barrier for speaking proficiency. Many students are shy to communicate, scared that they might not finish their words, or embarrassed to make mistakes. Brown (2007) says that important personal factors in building learning theory and Personal traits such as self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion, and introversion each has major contribution to students' achievement. From Brown's theory, it can be concluded that people cannot get successful cognitive or affective activity without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity. Sherman (2015) defines Self-Esteem as the term used to describe a person's own measurement of his/her self-worth. It is the way you think of yourself, describe yourself and the groups of beliefs you have concerning to your abilities and worthiness. A study by Halimah (2015) from Bikra University proved that there was a positive relationship between self-esteem and oral proficiency, it means the students with a high level of self-esteem will have a good oral proficiency, because the high level of self-esteem that they have will give a good influence for their oral proficiency.

Self-esteem is a personal trait and one of affective domain factors that influences learning. Wenas (2002) states self-esteem as a judgment toward self-worthiness shown in behavior. It shows students' controls toward increasing responsibility. Gustaman (2015) states on her study that people with high self-esteem are usually those who open to criticism and deal with mistakes comfortably. They will learn their failures as the experience which leads to a better life. On the contrary, people with low self-esteem give lower value on what they achieve and do not feel satisfaction with their life and underestimate with their abilities.

The problems in this study are the students cannot speak English properly due to several factors, such as the lack of confidence in themselves and also a sense of respect for themselves. More attention should be given to development of personality traits to make it balance with over exposure on cognitive development.

Based on the problem above, the writer was interested to find out in depth about students' self-esteem towards students' achievement in speaking English of English Education Study Program at Sriwijaya University.

1.2 The Problems of Study

Based on the background above, the research questions are formulated :

1. Is there any significant correlation between EFL students' self-esteem and their achievement in speaking English of the fifth semester students of English Education Study Program FKIP at Sriwijaya University?
2. Does EFL students' self-esteem significantly influence their achievement in speaking English of the fifth semester students of English Education Study Program FKIP at Sriwijaya University?
3. Is any contribution of EFL students' self-esteem on their achievement in speaking English of the fifth semester students of English Education Study Program FKIP at Sriwijaya University?

1.3 Objectives of The Study

The objectives of this study are:

1. To find out the significant correlation between students' self-esteem towards students' achievement in speaking English of students English Education Study Program of FKIP at Sriwijaya University.

2. To know if students' self-esteem significantly influences speaking achievement of students English Education Study Program of FKIP at Sriwijaya University.

3. To know the contribution of students' self-esteem on students speaking achievement of students English Education Study Program of FKIP at Sriwijaya University.

1.4 The Significance of Study

By conducting this research the finding gives contribution for:

1.4.1 The Teacher

This study is expected to provide information about the role of students' self-esteem towards their speaking achievement. By knowing the role of students' self-esteem towards their speaking achievement, the teacher can do some supports or motivation to lead the students to improve their self-esteem.

1.4.2 The Students

This study can give information about the role of self-esteem for students. It can give them attention for their personal feeling. The students will know that they should have a better level of self-esteem so they will be more comfortable in learning English speaking and can get a better achievement.

1.4.3 The Reader

By knowing the result of the study, the readers will get valuable information about correlation of self-esteem and speaking achievement in teaching English. They will know that in speaking achievement of students can be influenced by their self-esteem.

1.4.4 The Researcher

The result of this study is also expected to give information for the other researchers to conduct the similar study in the different place, different skill and

with other respondent. Furthermore, by doing this research, the researchers who enter the educational world as teachers in the future will know English in speaking class because it would be very useful for the researchers.

CHAPTER II

LITERATURE REVIEW

This chapter describes: (1) self-esteem, (2) types of self-esteem, (3) levels of self-esteem, (4) speaking, (5) speaking aspects, (6) and previous related studies.

2.1 Self-Esteem

Sherman (2015) defines Self-Esteem as the term used to describe a person's own measurement of his/her self-worth. It is the way you think of yourself, describe yourself and the groups of beliefs you have concerning to your abilities and worthiness. Self- Esteem can be defined as one of important factors of human affective domain, which has been found in playing an extremely important role in Second Language Acquisition (SLA) (Kalanzadeh, Mahnegar, Hassannejad and Bachtiarvand, 2013). Related to self-esteem has important role, Brown (2007) states that without some degree of self – esteem, self – confidence and self – efficacy – belief in your own capabilities to successfully perform, the success cognitive or affective activity cannot be carried out.

The following definition can be the most well accepted definition given by Coppersmith (1967, p. 4-5):

“By self – esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and shows the extent to which individuals think themselves to be qualified, significant, successful and worthy. In short self – esteem is a personal judgment of worthiness that is conveyed in attitudes that individuals hold toward themselves. It is an individual experience which the individual delivers to others by oral reports and other overt expressive behavior.”

References

- Arikunto, S. (2006). *Metode penelitian: Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Brown, Gillian, Yule & George. (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.
- Brown, H.D. (1994). *Teaching by principle: an interactive approach to language pedagogy*. Elewood Cliffs, NJ: prentice Hall Regents.
- Brown, H.D. (2007). *Teaching by principle: An interactive approach for language pedagogy* (2nd ed.). London, England: Longman, Inc.
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English?Language Teaching and Research.
- Cameron, L. (2001). *Teaching language to Young Learners*. Cambridge: Cambridge University Press.
- Coelho, E. (1992). Cooperative learning: Foundation for a communicative curriculum. In C. Kessler (Ed.), *Cooperative language learning: A teacher's resource book*, Englewood Cliffs, NJ: Prentice Hall.
- Coopersmith, J. (1967). *The antecedent of self-esteem*. San Fransisco: Freeman and Company.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches*. California: SAGE Publications, Inc.
- Creswell, J.W. (2005). *Educational research: planning, conducting, and evaluating, quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Creswell, J.W. (2012). *Educational research: planning, conducting, and evaluating, quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Densi. (2016). The correlation between self-estem and writing achievement of the eight grade students of SMP N 1 Sirah Pulau Padang (Unpublished undergraduate thesis), State Islamic University Raden Patah Palembang. Palembang. Indonesia.
- Dev, S., & Qiqieh, S.(2016). The relationship between English language proficiency, academic achievement and self-esteem of no-native-English-speaking-students. *International Education Studies*. 9(5), 147-155.
- Edge, J. (1993). *Essentials of English Language Teaching*. Longman: New York.
- Episiasi, Ardayati, & Novianti, S. (2015). The effectiveness of using picture to improve student's speaking skill. *SMART Journal*. 1(2), 93-101. Retrieved from <http://journal.unimed.ac.id>.
- Fitriana, Anis. (2011). Warmer Activity in English Speaking Class as The Teacher's Effort to Reduce Students' Anxiety at the 7th Grade of SMPN 02 Surabaya (Unpublished undergraduate thesis), English Education Department Faculty of Tarbiyah State Institute For Islamic Studies Sunan Ampel Surabaya. Surabaya. Indonesia.
- Fulcher, G. (2003). *Testing second language speaking*. Pearson: Longman.
- Gustaman, W.W. (2015). Th correlation between students' self-esteem and their English competencies. *Journal of English and Education*, 3 (2), 121-137.
- Halimah, H. (2015). The importance of self-esteem in enhancing foreign language learners' speaking skill. Retrieved from <http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/5780/1/ACHOUR%20Halima.pdf>.

- Harmer, J. (1998). *How to teach English*. England: Longman.
- Harmer, J. (2001). *Practice of English Language Teaching*. Edinburgh Gate: Longman.
- Hayati, A. M., & Ostadian, M. (2008). The relationship between self-esteem and listening comprehension of EFL students (Unpublished research), Faculty of Letters and Humanitie, Shahid Chamran University of Ahvaz. Ahvaz. Iran.
- Hisken, L. J. (2011). The correlation between self-esteem and student reading ability, reading level, and academic achievement (Unpublished research), University of Central Missouri. Kansas. USA.
- Huitt, W. (2011). *Educational Psychology Interactive*. Valdosta GA: Valdosta State University.
- Joe, F. (2007). Chicago Public School Bureau Student Assessment. Retrieved from <http://web.njit.edu/~ronkowitz/teaching/rubrics/samples/mathprobsolvchicago.pdf>
- Kalanzadeh, G.A., Mahnegar, F., Hassannejad, E., & Bakhtiarvand, M. (2013). The influence of EFL students' self-esteem on their speaking skills. *The International Journal of Language and Applied Linguistic World (IJLALW)*. 2(2): 76-83.
- Melyaningsih, A.I. (2015). Improving the student's speaking ability through the use of role playing technique for second grade students of SMPN 1 Bnguntapan. Retrived from <http://eprints.uny.ac.id/16171/1/Arini%20Isnaen%20Meilyaningsih%2010202241044.pdf>
- Mruk, C. J. J. (Ed). (2013). *Self-esteem research theory, and practice: toward a positive psychology of self-esteem*(4th ed.). NY: Springer Publishing Company.
- Naouel, B. (2015). The role of foreign language learners' self- esteem in enhancing their oral performance. *International Journal of Multi Disciplinary Research*, 2(2). Retrieved from:<http://express-journal.com/pdf/jan2015Issue2/ThebestArticle.pdf>.
- Navita. (2016). The role of self- esteeminspeaking skills in adolecent learners. *Research Journal of English Language and Literature (RJELAL)*. 4 (4), 216-219. Retrieved from: <https://www.rjelal.com/4.4.16/216-220%20NAVITA.pdf>.
- Riduan & Sunarto. (2012). *Pengantar statistika untuk penelitian*. Bandung: Alfabeta
- Roberts, R. (2002). *Self-esteem and early learning* (2nd ed.). London: Paul Champman Publishing.
- Satriani, I. (2014). Correlation between students' self-esteem and English language proficiency of Indonesian EFL students. *ELTIN Journal*, 2(2), 68-73.
- Sherman, A, R. (2015). Characteristics of high and low self-esteem. <https://psychskills.com/characteristics-of-high-and-low-self-esteem/>. Accessed on 12th september 2017.
- Tanoyo, Y,S. (2008). Hubungan antara intensitas mengakses situs jaringan sosial dan harga diri pada remaja (Unpublished thesis), Faculty of Psychology of Sanata Dharma University. Yogyakarta. Indonesia.
- Ucheoma, O. (2011). The impact of the mother tongue on second language learning and profeciency: the ikwerre native speakers' experience (Unpublished research), Faculty of English and Literary, University of Nigeria. Nsukka. Nigeria.
- Wenas, D. S. (2002). A study of the relationship between self-esteem and the English learning achievement of students as SMA Advent Klabat, Manado (Unpublished undergraduate thesis). Klabat University: Airmadid.