LINGUA
Jurnal Pendidikan Bahasa
P-ISSN 1829-7951 E-ISSN 2655-9889

THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM AND STUDENTS' SPEAKING ANXIETY TOWARD SPEAKING PERFORMANCE OF EFL STUDENTS

Url Jurnal: *https://uia.e-journal.id/Lingua/article/view/3705*
DOI: https://doi.org/10.34005/lingua.v20i1.3705

Naskah Dikirim: 19-04-2024 Naskah Direview: 19-06-2024 Naskah Diterbitkan: 27-06-2024

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Abstract: *Self-esteem is a person's way of assessing the extent to which an individual believes he is capable, meaningful, successful and valuable to others. Even so, Foreign Language Anxiety is an unsafe mental condition accompanied by bodily stress when facing new situations. This study aims to examine the level of student self-esteem and student anxiety with student speaking performance. This research aims to determine the relationship between one variable and another variable. The next step is to measure the correlation of these three variables. Researchers used SPSS to test the data. Researchers took three steps: calculating the correlation between self-esteem and speaking performance, the correlation between anxiety and speaking performance, and the correlation between self-esteem and speaking anxiety on speaking performance. The research findings concluded that these three variables had no significant relationship. This means that speaking ability does not indicate higher self-esteem and anxiety in students. Therefore, students' self-esteem and speaking anxiety do not necessarily mean a low level of students' speaking abilities.*

Keywords*: Self-esteem, Speaking Anxiety, EFL students, Correlation*

INTRODUCTION

As international students (Rianti et al., 2022), speaking a language helps students acquire a language and improve their communication skills in everyday situations. Speaking is very important for students to learn how to use language. Taufana and Mirza (2020) stated that English is sometimes challenging for Indonesian students to master because it is a foreign language. One of the requirements for success in various fields is studying a foreign language in college, especially English, because English plays a vital role in connecting students for multiple purposes, including studying abroad and finding work. Communicating in a foreign language is the primary purpose of learning it. Speaking is one of the most important aspects of communicating in a foreign language. Speaking thus becomes an essential communication skill that needs to be mastered. (Miftah 2020)

Speaking is necessary for a person to express their thoughts accurately in everyday interactions. This affects a person's performance in various contexts, including politics, business, society, and education. Those who can communicate clearly in front of an audience will perform well. Researchers define speaking as an oral and direct activity between two or more people based on arguments.

Four English teaching skills (Tridinanti 2018) state that speaking, reading and writing are necessary to acquire English. (Wang 2014) One of the four language skills that students must master to communicate with people, especially those who are not native speakers of the language, is speaking. (Riadil 2020) Students still need help in using English in everyday life. This is because they still need to learn to speak English fluently despite having good English test scores. (Vinet and Zhedanov 2011) Speech difficulties can be a big challenge in understanding and communicating a foreign language well.

English is more complicated for some students; many still need help. Several findings have revealed the problems and factors students face in learning English. (Tridinanti 2018) The psychological components of anxiety and self-esteem might impact one's ability to speak another language. (Vinet and Zhedanov 2011). Also, Students who experience anxiety, worry, fear, and low self-confidence might have difficulty learning to talk. Soureshjani (2017) argues that a person's identity and sense of self depend primarily on self-esteem, which influences lousy behaviour. (Asakereh and Yousofi 2018) state that students who are not confident tend to be dissatisfied with their school environment, ultimately affecting their learning process.

This also applies to Anxiety (Serraj and bt. Noordin 2013). Students' language learners may experience difficulties as a result of learning Anxiety. Learning a foreign language might be stressful for more nervous students, negatively affecting them. (Hasibuan and Irzawati 2020) One factor contributing to students' anxiety about a foreign language is their speaking Performance. High anxiety about foreign languages impacts their fear of communication, which causes them not to want to communicate. Anxiety is linked to emotions of worry and manifests physically as sweating, a fast heartbeat, and difficulty speaking. Both advanced and low-ability kids feel anxious. It all relies on how the pupils apply it to lessen their speaking nervousness.

METHOD

The researchers used a correlational design. This research is intended to determine the relationship between a variable and other variables. This study's population was taken from English language education students from the 2019, 2020, 2021, 2022, and 2023 classes. The total population was 333 higher education students they are English Education students.

The G*Power tool is used in this study to calculate the sample size. The sample for this study was determined by the researcher using the G Power exact test formula, which was derived from earlier research indicating that the correlation P H1 = 0.5, the significance was 0.05, the power was 0.80, and the null hypothesis (0) from the outcomes of the group minimum power analysis. There were 29 students in the sample used for this study.

In this research, researchers will collect data through questionnaires. Researchers will prepare an instrument in the form of a valid and reliable questionnaire. Then, the self-esteem questionnaire was adopted from this scale (Gnambs, 2020), and the Foreign Language Class Anxiety Scale was adopted (Toyama & Yamazaki, 2018). Meanwhile, the type of test that researchers will provide is an oral test in the form of a very descriptive text about the reasons they idolize someone. The procedure for this test is that the researcher asks students to speak via voice notes sent directly to the researcher's WhatsApp. Then, the researcher will collaborate with the speaking class lecturer to process the speaking test data together. This test aims to determine students' speaking abilities. Then, the data was analyzed using Pearson Product Moment to answer the research questions. The next step is to interpret the results of data analysis.Finally, the author concludes the data. The researchers gathered all the data. Data analysis allows researchers to believe that the information they collect is accurate. After getting the questionnaire data and student's final grades, the researchers analyzed the data using SPSS. Pearson's product-moment becomes an issue if the data is analyzed directly. The study investigates the relationship between students' self-esteem, speaking Anxiety, and speaking Performance. Pearson's product-moment becomes an issue if the data is analyzed directly. It is impossible to transmit a normal sampling distribution. Normality and linearity tests of variables are needed to solve this problem. Non-parametric statistics can analyze data if it is not linear or ordinary.

RESULTS

The researcher used SPSS to examine the data and measure the Correlation among three variables. The researcher took three steps to calculate the Correlation between self-esteem and speaking Performance. First Calculating the Correlation of Self-Esteem and Speaking Performance. Second Calulating the Correlation of Speaking Anxiety and Speaking Performance. Third Calculate the results of the model summary test and Anova test on the Correlation of Self-Esteem, Speaking Anxiety, and Speaking Performance.

The Correlation of Self-esteem and Speaking Performance.

Table 4.1

Correlations

		Self-esteem	Speaking Performance
Self-esteem	Pearson Correlation	1	-.138
	Sig. (2-tailed)		.476
	The sum of Squares and Cross-products	255.310	-21.414
	Covariance	9.118	-.765
	N	29	29
Speaking Performance	Pearson Correlation	-.138	1
	Sig. (2-tailed)	.476	
	The sum of Squares and Cross-products	-21.414	94.552
	Covariance	-.765	3.377
	N	29	29

The qualification of the Correlation for two variables was based on the significant (2-tailed) value < 0.05. Table 4.7 shows the sig. (2-Tailed) value between Self-esteem and Speaking Performance was 0.476. referring to the base qualification, it meant that there was no correlation between Self-esteem and Speaking Performance.

1. The Correlation of Speaking Anxiety and Speaking Performance.

Table 4.2

Correlations

		Speaking Anxiety X2	Speaking Performance Y
Speaking Anxiety X2	Pearson Correlation	1	-.191
	Sig. (2-tailed)		.321
	The sum of Squares and Cross-products	1266.690	-66.034
	Covariance	45.239	-2.358
	N	29	29
Speaking Performance Y	Pearson Correlation	-.191	1
	Sig. (2-tailed)	.321	
	The sum of Squares and Cross-products	-66.034	94.552
	Covariance	-2.358	3.377
	N	29	29

The table above interpreted the Correlation between Speaking Anxiety and Speaking Performance Performance that the sig. (2-Tailed) value between them was 0.321. Based on the essential qualification, the

sig. (2-Tailed) should be lower than 0.05, it should be more than 0.05. Thus, there was no correlation between Speaking Anxiety and Speaking Performance.

2. The Correlation of Self-esteem, Speaking Anxiety, and Speaking Performance.

Table 4.3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.221[a]	.049	-.024	1.860

a. Predictors: (Constant), SpeakingAnxietyX2, SelfesteemX1

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.622	2	2.311	.668	.521[b]
	Residual	89.930	26	3.459		
	Total	94.552	28			

a. Dependent Variable: SpeakingPerformanceY
b. Predictors: (Constant), SpeakingAnxietyX2, SelfesteemX1

To find out the Correlation between Self-esteem and Speaking Anxiety performance, the researcher used multiple linear regression. The multiple linear regression has two base qualifications.

a. Based on the significance value

- If the sig. < 0.05, it meant that variable X1 and variable X2 had correlation with variable Y.
- If the sig. >0.05, it meant that variable X1 and variable X2 had not correlation with variable Y.

b. Based on F statistic and F table comparison.

- If the F statistic. > F Table meant that variables X1 and X2 correlated with variable Y.
- If the F statistic. < F Table meant that variables X1 and X2 did not correlate with Y.

The formula of the F Table that is used to determine the Correlation among variables is:

F Table = (k ; n - k)
F Table = (2 ; 29 - 2)
= (2 ; 27)

K = independent variables
N = the number of participants

Table 4.10
Value Distribution F Table $_{0.05}$

Denom. d.f.	Numerator Degrees of Freedom									
	1	2	3	4	5	6	7	8	9	10
1	161.448	199.500	215.707	224.583	230.162	233.986	236.768	238.883	240.543	241.882
2	18.513	19.000	19.164	19.247	19.296	19.330	19.353	19.371	19.385	19.396
3	10.128	9.552	9.277	9.117	9.013	8.941	8.887	8.845	8.812	8.786
4	7.709	6.944	6.591	6.388	6.256	6.163	6.094	6.041	5.999	5.964
5	6.608	5.786	5.409	5.192	5.050	4.950	4.876	4.818	4.772	4.735
6	5.987	5.143	4.757	4.534	4.387	4.284	4.207	4.147	4.099	4.060
7	5.591	4.737	4.347	4.120	3.972	3.866	3.787	3.726	3.677	3.637
8	5.318	4.459	4.066	3.838	3.687	3.581	3.500	3.438	3.388	3.347
9	5.117	4.256	3.863	3.633	3.482	3.374	3.293	3.230	3.179	3.137
10	4.965	4.103	3.708	3.478	3.326	3.217	3.135	3.072	3.020	2.978
11	4.844	3.982	3.587	3.357	3.204	3.095	3.012	2.948	2.896	2.854
12	4.747	3.885	3.490	3.259	3.106	2.996	2.913	2.849	2.796	2.753
13	4.667	3.806	3.411	3.179	3.025	2.915	2.832	2.767	2.714	2.671
14	4.600	3.739	3.344	3.112	2.958	2.848	2.764	2.699	2.646	2.602
15	4.543	3.682	3.287	3.056	2.901	2.790	2.707	2.641	2.588	2.544
16	4.494	3.634	3.239	3.007	2.852	2.741	2.657	2.591	2.538	2.494
17	4.451	3.592	3.197	2.965	2.810	2.699	2.614	2.548	2.494	2.450
18	4.414	3.555	3.160	2.928	2.773	2.661	2.577	2.510	2.456	2.412
19	4.381	3.522	3.127	2.895	2.740	2.628	2.544	2.477	2.423	2.378
20	4.351	3.493	3.098	2.866	2.711	2.599	2.514	2.447	2.393	2.348
21	4.325	3.467	3.072	2.840	2.685	2.573	2.488	2.420	2.366	2.321
22	4.301	3.443	3.049	2.817	2.661	2.549	2.464	2.397	2.342	2.297
23	4.279	3.422	3.028	2.796	2.640	2.528	2.442	2.375	2.320	2.275
24	4.260	3.403	3.009	2.776	2.621	2.508	2.423	2.355	2.300	2.255
25	4.242	3.385	2.991	2.759	2.603	2.490	2.405	2.337	2.282	2.236
26	4.225	3.369	2.975	2.743	2.587	2.474	2.388	2.321	2.265	2.220
27	4.210	3.354	2.960	2.728	2.572	2.459	2.373	2.305	2.250	2.204
28	4.196	3.340	2.947	2.714	2.558	2.445	2.359	2.291	2.236	2.190
29	4.183	3.328	2.934	2.701	2.545	2.432	2.346	2.278	2.223	2.177
30	4.171	3.316	2.922	2.690	2.534	2.421	2.334	2.266	2.211	2.165
31	4.160	3.305	2.911	2.679	2.523	2.409	2.323	2.255	2.199	2.153
32	4.149	3.295	2.901	2.668	2.512	2.399	2.313	2.244	2.189	2.142
33	4.139	3.285	2.892	2.659	2.503	2.389	2.303	2.235	2.179	2.133
34	4.130	3.276	2.883	2.650	2.494	2.380	2.294	2.225	2.170	2.123
35	4.121	3.267	2.874	2.641	2.485	2.372	2.285	2.217	2.161	2.114
36	4.113	3.259	2.866	2.634	2.477	2.364	2.277	2.209	2.153	2.106
37	4.105	3.252	2.859	2.626	2.470	2.356	2.270	2.201	2.145	2.098
38	4.098	3.245	2.852	2.619	2.463	2.349	2.262	2.194	2.138	2.091
39	4.091	3.238	2.845	2.612	2.456	2.342	2.255	2.187	2.131	2.084
40	4.085	3.232	2.839	2.606	2.449	2.336	2.249	2.180	2.124	2.077
41	4.079	3.226	2.833	2.600	2.443	2.330	2.243	2.174	2.118	2.071
42	4.073	3.220	2.827	2.594	2.438	2.324	2.237	2.168	2.112	2.065
43	4.067	3.214	2.822	2.589	2.432	2.318	2.232	2.163	2.106	2.059

44	4.062	3.209	2.816	2.584	2.427	2.313	2.226	2.157	2.101	2.054
45	4.057	3.204	2.812	2.579	2.422	2.308	2.221	2.152	2.096	2.049
46	4.052	3.200	2.807	2.574	2.417	2.304	2.216	2.147	2.091	2.044
47	4.047	3.195	2.802	2.570	2.413	2.299	2.212	2.143	2.086	2.039
48	4.043	3.191	2.798	2.565	2.409	2.295	2.207	2.138	2.082	2.035
49	4.038	3.187	2.794	2.561	2.404	2.290	2.203	2.134	2.077	2.030
50	4.034	3.183	2.790	2.557	2.400	2.286	2.199	2.130	2.073	2.026
60	4.001	3.150	2.758	2.525	2.368	2.254	2.167	2.097	2.040	1.993
70	3.978	3.128	2.736	2.503	2.346	2.231	2.143	2.074	2.017	1.969
80	3.960	3.111	2.719	2.486	2.329	2.214	2.126	2.056	1.999	1.951
90	3.947	3.098	2.706	2.473	2.316	2.201	2.113	2.043	1.986	1.938
100	3.936	3.087	2.696	2.463	2.305	2.191	2.103	2.032	1.975	1.927
120	3.920	3.072	2.680	2.447	2.290	2.175	2.087	2.016	1.959	1.910
140	3.909	3.061	2.669	2.436	2.279	2.164	2.076	2.005	1.947	1.899
180	3.894	3.046	2.655	2.422	2.264	2.149	2.061	1.990	1.932	1.884
200	3.888	3.041	2.650	2.417	2.259	2.144	2.056	1.985	1.927	1.878
∞	3.841	2.996	2.605	2.372	2.214	2.099	2.010	1.938	1.880	1.831

Table interpreted the research problem of this study: "*Is there a correlation between the level of student's self-esteem and speaking anxiety toward their speaking performance?*". The R-value of the Correlation between students' self-esteem, speaking Anxiety, and speaking Performance was .221. It showed that the contribution of students' self-esteem and speaking Anxiety toward speaking Performance was 22.1%, while 77.9% was for the other variables. The significant value was .521, which means .521 > 0.05. The value of the statistic was .668, which is lower than 3.354 (F Table). It concluded that there was no correlation between the level of the student's self-esteem and speaking Anxiety Performance.

Discussion

1. The correlation between the level of student's self-esteem and speaking performance

The result data of the student's self-esteem and speaking performance showed a negative correlation, with no correlation between the student's self-esteem and speaking anxiety in the public speaking class. It could be seen at the sig. (2-Tailed) at number 0.476 more than 0.005, which was a negative correlation. (Andri & Savira, 2018) stated that University students with higher self-esteem are self-confident, which relates to the student's achievements. On the contrary, based on the results, the level of student's

self-esteem was not influenced by the speaking performance test because the students did not believe they were competent and worthy, so they were reluctant to speak in English. Also, the Lecturer did not provide activities that stimulate students' self-esteem. (Refnadi, 2018) Claimed that low self-esteem will cause social and psychological problems. This study's differences and variations in student mentality would not influence their social and psychological well-being. Both the students with low self-esteem and those with high self-esteem were concentrating on the test.

2. The Correlation between speaking anxiety and speaking performance.

The calculation between speaking anxiety and performance was shown at 0.321 for sig. (2-Tailed). Two variables correlated if the value of sig. (2-Tailed) < 0.005. otherwise, if the value of sig. (2-Tailed) > 0.005, which meant that there was no correlation between the two variables.

Whether students had high or low levels of speaking Anxiety did not influence their speaking Performance because the Rector stated that Anxiety is related to adrenaline. When someone is in a dangerous situation, which leads to a safe life, the body will send signals to the brain, which produces adrenaline (Rector al. 2005). In this study, the physical effects of anxiety, such as nervousness, increasing heartbeat rate, tension, sweaty, trembling, and hard to breathe, were adrenaline. Anxiety was a response to the body to do its best while taking a speaking performance. the students who had anxiety would be prepared well by learning about the material, practising consistently, did the tricks and tips for solving their anxiety.

So, even though the students had anxiety, it did not influence their speaking performance.

3. The correlation between students' self-esteem and speaking anxiety toward speaking performance.

The R-value of the correlation between students' self-esteem, speaking anxiety, and speaking performance was .221. It showed that the contribution

of students' self-esteem and speaking anxiety toward speaking performance was 22.1%, while 77.9% was for the other variables. The significant value was .521, which means .521 > 0.005. The value of the statistic was .668, which is lower than 3.35 (F Table). It concluded that there was no correlation between the level of the student's self-esteem and speaking anxiety performance.

The students' Speaking performance scores might be low or high, but it does not depend on their self-esteem and speaking anxiety. It could be affected by another factor. (Setiyo & Indrawati, 2019) They stated linguistic factors such as vocabulary, pronunciation, and tenses. Even though the students had high self-esteem and speaking anxiety scores, they still mastered language acquisition and the material well. So, the speaking performance of students with low self-esteem and speaking anxiety was good. On the contrary, the students with low self-esteem and speaking anxiety scores but did not master the material and language acquisition well may be wrong.

It concluded that low or high levels of student self-esteem and speaking Performance were correlated with bad or good speaking performance.

CONCLUSION.

Based on the research results, no significant correlation was found between students' self-esteem and speaking ability. This shows that students' self-esteem does not directly influence their communication ability. Therefore, other factors, such as teaching methods, learning environment, or intrinsic motivation, may significantly affect students' speaking abilities. Further research is needed to identify these factors and develop more effective strategies to improve students' speaking abilities.

SUGGESTION

1. For the students

Since practicing public Speaking helps reduce speaking Anxiety and increase self-confidence, students should always be learning more.

2. For teachers and lecturers

Analysts additionally trust that English instructors will focus harder on their understudies' English potential. Researchers advise students to practice speaking more to improve their speaking skills and to say they know what they want to say when their teacher asks them to speak.

3. Further researches

This research will be helpful for other researchers. Suppose another researcher wants to conduct research with the same variables. In this case, researchers can consider other elements of language acquisition and other factors and consequences of these variables, such as methods that may influence public Speaking. Future researchers are also advised to include more research subjects to generalize the results to a broader group of subjects.

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