STUDENTS' SELF-ESTEEM AND ITS INFLUENCE ON SPEAKING ABILITY AT SECONDARY SCHOOLS IN LAMPUNG

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Abstract. This study focuses on the relationship and influence between students' self-esteem and students' English ability. Speaking is an important language skill, especially in a global setting where English is required for success in many areas. The study's goal is to evaluate if self-esteem has a substantial influence on students' speaking ability, as well as to uncover variables that contribute to poor self-esteem. Data were collected from 10th graders at a public school in South Lampung using questionnaires, speaking exams, and interviews. Using Pearson's correlation in SPSS.26, a sample of 36 students yielded a correlation value of 0.446, demonstrating a modest positive association between self-esteem and speaking ability. Peer comparison, dependence on external validation, emotional responses to failure, family dynamics, social support, and instructor evaluation are all factors that influence one's self-esteem. Addressing these issues is critical for increasing students' resilience and cultivating a more positive self-image, which can lead to improved speaking ability.

INTRODUCTION

English is used in many parts of the world today and its importance must be considered. In Indonesia, English is one of the mandatory subjects. Based on the Merdeka curriculum currently used in Indonesian education, English is taught to students from elementary to high school. To learn English, there are four skills that English learners must master. These skills include listening, reading, writing and speaking. Speaking is the most important of the four language skills to communicate well in this global world, as English is widely used to acquire the communication skills needed to succeed in various fields respectively (Rao, 2019). However, in fact, some learners are not as successful as others in producing speaking. This becomes a problem for many people learning English as a foreign language (EFL). This statement is also supported by Sayuri (2016), finding that students face other problems in speaking, namely lacking confidence, being shy to speak, fear of making mistakes, feeling nervous, and having nothing to say.

Furthermore, speech is key to communication as an interactive process that develops meaning, including the creation of information. Speaking is the deliberate use of language to convey ideas or information so that others may comprehend people (Arini & Wahyudin,

2022). Many aspects of personality influence students' speaking skills, one of which is self-esteem. Self-esteem is often considered the evaluative component of self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative aspects of performance. Although the concept is often used to refer to an overall feeling of self-esteem, narrower concepts such as confidence are used to refer to feelings of self-esteem in more specific areas. In addition, it is widely accepted that self-esteem operates as a stable trait over time in each individual. Self-esteem is also described as a global self-evaluation barometer that includes cognitive evaluations of general self-esteem and self-affective experiences related to these global evaluations (Abdel-Khalek, 2016).

Therefore, as described in Gunawan et al. (n.d.), self-esteem is a key factor in building and maintaining social, emotional and mental health, self-esteem also plays an important role in academic performance and physical health. Additionally, self-esteem helps individuals adapt and succeed in different areas of life: relationships, school, work, mental health, physical health, and oppositional behavior society (Orth & Robins, 2022). According to Coopersmith cited in Kolubinski et al. (2019) said that four aspects of the individual are mentioned in terms of self-esteem namely; power, meaning, virtue and competence. In addition, high self-esteem individuals perceive themselves as important, competent, and valuable (Kim & Lee, 2020). People with low self-esteem appear to feel unsure of their emotions, decisions, behaviors, and skills (Kim & Lee, 2020). Self-esteem determines how much value individuals normally put on themselves and a high self-esteem represents a positive appraisal and recognition of themselves as a deserving individual Vohs, as cited in (Metsäpelto et al., 2020).

The reviewed studies consistently explore the correlation between students' self-esteem and their speaking performance, focusing on various educational institutions and methodologies. Sumendap et al. (2024) investigated 21 students at SMA Negeri 1 Moronge, finding a strong correlation coefficient of 0.745, indicating that higher self-esteem is associated with better speaking skills. Similarly, Dewi et al. (2022) studied 19 students in the Mover F class at NCL Madiun, concluding a significant relationship with a correlation of 0.797, suggesting that students with high self-esteem perform better in speaking tasks. Wahyuni (2021) examined 43 students at SMKN 03 Kotabumi, finding significant results that imply a direct relationship between self-esteem and speaking ability.

Despite the consistent findings of significant correlations, differences exist in sample sizes, methodologies, and educational settings across the studies. While some studies employed random sampling, others used purposive sampling focused on specific classes. Additionally, the studies varied in their sample populations, from high school students in different grades and locations to varying contexts of English as a Foreign Language (EFL). In summary, these studies underscore the importance of self-esteem in enhancing speaking performance, suggesting that fostering a positive self-image may lead to improved speaking skills among students. In this research, the researcher has two research purposes, they are; 1) to find out the correlation between students' self-esteem and their speaking performance at secondary school in Lampung? 2) to define the factors that make students have low self-esteem?

METHOD
In this study researchers applied a mixed method of research design. There are two methods in this study, namely correlational research (quantitative) and descriptive analysis

of interviews (qualitative). Mixed method is an approach to investigating behavioral, social, and health-related problems by rigorously collecting and analyzing quantitative and qualitative data in response to research purposes, and integrating or "mixing" the two forms of data in a particular research design to produce new and more complete insights or understanding than what might be obtained from quantitative or qualitative data alone (Creswell, 2021). This research method is considered appropriate because it presents research aimed at understanding students' self-esteem and speaking performance. Therefore, the researcher also uses two types of variables as the relational design is used to prove there is a relationship between two variables. Student self-esteem became an independent variable, while speaking performance became a dependent variable. Meanwhile, the interview here acts as an auxiliary method in answering questions about the factors that cause students to have low self-esteem (Yudiani, 2022).

Respondents
This study will be carried out at one of the public schools in South Lampung. The research subjects of this project are tenth grade students at public school in South Lampung. Research subjects will be sampled purposefully and not randomly. The selected classes are one class with a total of 36 students.

Procedures
During the data collection process, the researcher conducted a speaking test and questionnaire to find out data and information and conducted interviews with students with low self-esteem. The researcher used the self-esteem questionnaire adapted from Coopersmith (1967). The questionnaire contains 30 items with both positive and negative statements. The speaking test is conducted with students describing outstanding athletes in the world, in the format of a descriptive text. The assessment aspects of the speaking test are Fluency, Comprehension, and Grammar, which are adopted from (Brown & Abeywickrama, (2004). The researcher distributed questionnaires to 10th-grade students at one of the high schools in South Lampung, namely X.1. This research was conducted in 1 day over 3 class periods, lasting 125 minutes. The first 30 minutes were spent by the researcher administering a questionnaire to 36 students, and the remaining 90 minutes were for a speaking test in class.

The interview was conducted after the researcher determined the correlation between the students' self-esteem and their speaking ability. The purpose of this interview was to find out the factors that cause students to have low self-esteem and poor speaking ability. The students who became the respondents were those who scored low on both self-esteem and speaking ability. The interview questions were adapted from some previous researchers (Baumeister, et al., 2003), (Orth, U. & Robins, R.W., 2014), (Lawrence, D. 2006). The interview was conducted in class and then the researcher recorded the voice. This interview is part of a plan to track correlation results.

Data analysis
The researchers used SPSS for Windows version 26 to perform reliability testing before distributing the questionnaire; the results are presented in the table below.

Table 1. Reliability Statistic of Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.797	30

Table 1 presents the reliability statistics of the questionnaire with Cronbach's Alpha coefficient of 0.797 meaning it is reliable. Reliability is said to be good if it has a high reliability coefficient value. A test is considered to have good reliability if it has the following characteristics: sufficient reliability if the alpha value is >0.7 (Ghozali, 2016). A reliability score of 0.848 indicates a high level of consistency in measurement. Thus, in the context of the questionnaire, the reliability score of 0.797 indicates that the questionnaire has a good level of consistency in measuring the targeted aspects.

This research uses a correlation study design, where researchers use two variables in this research, including students' self-esteem and speaking performance using the Pearson correlation formula. These questionnaires were designed using a Likert scale, enabling respondents to express their level of agreement with the given statements. The primary objective of these statements was to assess different aspects associated with attitude. The given statements are 30 items with 4 statements described as follows.

Table 2. Likert Scale Range

Favorable		Unfavorable	
Statement	Point	Statement	Point
Strongly Disagree	4	Strongly Disagree	1
Agree	3	Agree	2
Disagree	2	Disagree	3
Strongly Disagree	1	Strongly Disagree	4

The favorable questions are statements that deviate from predetermined aspects, which fall within the range of Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA), where each item has a value ranging from 1 to 4. On the contrary, unfavorable statements that deviate from the specified aspects, which fall within the range of Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA), where each item has a value ranging from 4 to 1.

Table 3. Aspects of Self-Esteem Questionnaire

No	Aspects	Number of items	
		Positive	Negative
1	Significance	3, 5, 7, 28	14, 24, 27, 21
2	Power	11, 6, 20	22, 13, 26
3	Competence	9, 4, 8, 12, 10	19, 15, 2, 18, 16
4	Virtue	1, 23, 29	17, 30, 25

The questionnaire includes 30 items. The questionnaire will be developed based on Coopersmith's (1967) aspect of self-esteem that four aspects of the individual are mentioned in terms of self-esteem, they are power, meaning, virtue and competence (Table 3).

RESULTS AND DISCUSSION

This section includes the finding and discussion of the study. The finding section presents a descriptive analysis of the data collected through the questionnaire. The discussion goes beyond simple description and offers additional explanations and interpretations of the finding.

Table 4. Descriptive Statistics of Students' Speaking Score

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking_Score	36	47	87	62.59	10.051
Valid N (listwise)	36				

The table provides evidence that the highest grade achieved in reading is 87, with an average reading grade of 62.59 for the class. As previously stated, the main objective of this study is to investigate the correlation between students' self-esteem and their speaking performance, as indicated by their speaking grades.

Table 5. Students' Result on the Significance Self-Esteem Aspect

No	Statement	Mean
3	I am always grateful for all my abilities.	3.44
5	I accept all my shortcomings.	3.03
7	Some friends think I am quite good at speaking English compared to other classmates.	2.36
14	I find it difficult to accept my own shortcomings.	2.53
21	I feel that the only friends who know me are my classmates	2.86
24	I feel inferior because my English skills are not as good as my friends'.	2.17
27	I feel that my classmates don't like me because I'm not very smart.	2.94
28	I feel more popular at school compared to my other friends.	2.3

Significance denotes the attention, concern, affection and expression of love that one has earned among others, showing appreciation and popularity among people in the social world festival. Statement number 3 received the highest score (3.44), indicating "I am always grateful for all my abilities." It means the students are able to accept themselves to show love expressions and warmth.

Table 6. Students' Result on the Power Self-Esteem Aspect

No	Statement	Mean
6	As a class president, I will control my classmates' behavior to ensure they do not break the rules.	3.19
11	I can control all my actions in class.	3.11
13	I don't like it when my actions are controlled by my friends.	2.06
20	As a group leader, I will organize my group members to carry out their respective tasks.	3.31
22	I feel unable to control my actions in front of my classmates.	2.58
26	As a group member, I don't like it when my work is managed by the group leader.	3.08

Power represents the nature of an individual's ability to control and influence actions as well as gain the approval of others for that behavior. Statement number 20 received the highest score (3.31), indicating "As a group leader, I will organize my group members to carry out their respective tasks." It means the students are able to regulate and control the behavior of others to demonstrate their power through recognition and respect.

Table 7. Students' Result on the Competence Self-Esteem Aspect

No	Statement	Mean
2	I feel disappointed when I cannot get good grades in subjects I like.	1.61
4	I can adapt well in class with my classmates.	3.17
8	I feel happy when I get a score of 10 in English class.	3.53
9	I can perform an English task as well as my other friends.	2.86
10	I find it easy to make a decision when I want to do something.	2.86
12	I feel satisfied and proud when I win competitions or simple games created by the teacher.	3.47
15	I need quite a long time to talk to new friends	2.28
16	I feel weak in making decisions for myself.	2.42
18	I don't care about my grades or achievements in English class.	3.44
19	I prefer to avoid English assignments rather than doing and completing them.	3.53

Competence indicates high performance in response to achievement needs where a person's qualifications and tasks depend on age. Statement number 19 received the highest score (3.53), indicating "I prefer to avoid English assignments rather than doing and completing them." It means, the students are able to carry out responsibilities well.

Table 8. Students' Result on the Virtue Self-Esteem Aspect

No	Statement	Mean
1	I will help friends who need my assistance.	3.47
17	I will not help friends who are in trouble.	3.25
23	I never ridicule friends who have abilities below mine.	3.33
25	I never pray before starting to study because I don't think it's important.	3.42
29	I always pray before starting to study in class to ensure smooth learning.	3.42
30	I like to ridicule friends who have abilities below mine because they deserve to be mocked.	3.44

Virtue represents adherence to moral values and beliefs, in which individuals avoid behaviors that should be avoided and practice behavior that is moral, ethical, and religious approval. Statement number 1 received the highest score (3.47), indicating "I will help friends who need my assistance." It means, the students adhere to moral ethics to show their respect and obedience.

Correlational

Table 9. Correlation between Self-Esteem and Speaking Performance

Correlations

		Speaking_Score	Self_Esteem
Speaking_Score	Pearson Correlation	1	.446**
	Sig. (2-tailed)		.006
	N	36	36
Self_Esteem	Pearson Correlation	.446**	1
	Sig. (2-tailed)	.006	
	N	36	36

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

Looking at the results in Table 6, it can be seen that the Pearson correlation coefficient value of the relationship between students' self-esteem and their speaking performance is 0.446, with a significant value of 0.006. Based on these results, the significance value is less than 0.05 (0.006 < 0.05), then this research result can say that the relationship between two variables is students' self-esteem and speaking performance. Based on SPSS Indonesia 2017 was significant with a correlation value of 0.446 indicating a moderate correlation (0.41 - 0.60). With this value, the relationship between attitude and reading comprehension is said to be a moderate positive correlation.

The results of a prior study by Bernadet et al., n.d. (2021) titled "The Correlation Between Students' Self-Esteem and Speaking Performance" are congruent with this study's findings. That study found a significant correlation (0.4) between students' speaking self-esteem and speaking performance. This indicates a modest level of correlation among these factors. Additionally, a correlation of 0.459, or a medium correlation, was identified in Falah (2022) study, "The Relationship Between Students' Self-Esteem and Their Speaking Ability," which used data from a sample of thirty students in the fifth semester and the SPSS 18 program. According to this finding, there is a relationship between the speaking proficiency of fifth-semester English education students at UIN Syarif Hidayatullah Jakarta and their self-esteem.

Study has shown that students' performance in developing speaking abilities is influenced by their sense of self-worth, as evidenced by several prior studies and current research. Speaking involves more than just being proficient in grammar, vocabulary, and fluency. However, self-esteem is just one of the numerous aspects that need to be taken into account in order to build speaking abilities. In addition, teachers may help students feel more confident in themselves by inspiring them or setting a positive example. The statement made by (Hamzah et al., 2020) that "teachers' use of personal learning is quite effective in overcoming students' confidence" supports this.

Interviews

The second research question on the cause of students' poor self-esteem while studying English was the focus of this phase of the study. Three students who fit the description of pupils with poor self-esteem in their English language acquisition were interviewed. Students are given a total of four questions. This includes inquiries about their views on learning to speak English as well as queries about their self-esteem for studying the English

language. The interview was conducted after the researcher determined the correlation between the students' self-esteem and their speaking ability. Here are the results of the interview.

Question 1

Interview Question: How do you cope with feelings of failure or inadequacy in certain situations at school? (Adopted from (Baumeister et al., 2003) in "Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles?")

> *"If I fail at something in school, I will improve it later by practicing more." (Student 1)*
> *"If I fail at something in school, I will lock myself in my room and do things to calm myself, such as listening to music, sleeping, or just staying quiet." (Student 2)*
> *"I will study to the best of my ability if I have failed." (Student 3)*

The student responds to failure in a few different ways. Firstly, they practice more in an attempt to get better, demonstrating a focused and productive mentality. When feelings become too much for them to handle, they withdraw and concentrate on soothing activities, which may postpone progress but aids in stress management. Finally, they demonstrate a will to give it their all even in the face of processing failure. This blend of practical and emotional reactions shows a balanced way of dealing with failure, where the student works to better intellectually while still controlling their emotions.

This statement is in line with the research by (Martin & Marsh, 2018) entitled Resilience and academic outcomes: The impact of perseverance on success. This research emphasizes resilience as a key factor in academic success. The student's willingness to study harder and put in their best effort after failure shows perseverance, which is linked to better long-term outcomes, as highlighted in the study.

Question 2

Interview Question: How have your childhood experiences at home and at school influenced your current self-esteem? (Adopted from (Orth & Robins, 2014) in "The Development of Self-Esteem")

> *"My childhood or school experiences do not affect my confidence because I have my own principles." (Student 1)*
> *"They do have an effect. Since childhood, my parents have taught me to be a confident person, so now I am quite confident." (Student 2)*
> *"They do have an effect. I feel that I wasn't appreciated enough by my parents, which has affected my confidence now." (Student 3)*

The answers show how an individual's self-esteem can be boosted or weakened by various incidents from their youth. Some people derive their confidence from personal values, which helps them become less dependent on approval from others. Some people credit their parents' encouragement for their confidence, but a lack of love or support as a kid might result in poorer self-esteem as an adult. These variances demonstrate how firmly a person's early experiences or belief systems may anchor their confidence.

This statement is in line with the research by (Zimmerman & Cleary, 2016) entitled Self-efficacy and educational outcomes. This study explores how self-efficacy (belief in one's ability) can be influenced by both personal beliefs and external support. The first student's reliance on their own principles reflects a high level of self-efficacy, showing that they believe their confidence is self-driven, which is supported by this research.

Question 3

Interview Question: What does your teacher do in class that makes you feel valued or not valued? (Adopted from (Lawrence, 2006) in "Enhancing Self-Esteem in the Classroom")

> *"I feel appreciated by the teacher when I can answer a question, and the teacher gives me recognition. I feel unappreciated when I haven't done anything wrong, but I'm the one being punished by the teacher." (Student 1)*
>
> *"I feel appreciated by the teacher when they give me a task and recognize my efforts. I feel unappreciated when I have completed all the tasks given by the teacher, but the teacher only gives a signature." (Student 2)*
>
> *"I rarely answer questions from the teacher, so I receive less appreciation from them." (Student 3)*

The experiences of the students show how much positive reinforcement and constructive criticism from teachers affect their sense of value and appreciation. Teachers who give their students positive reinforcement feel more confident; meanwhile, students who believe they are treated unfairly or receive little praise may become frustrated and feel underappreciated. This dynamic is also influenced by their low involvement in class, which may feed a vicious cycle of low self-worth and decreased interest.

This statement is in line with the research by (Skinner & Belmont, 2018) entitled Motivation in the classroom: Reciprocal effects of teacher and student engagement. This study explores how teacher recognition and feedback impact student motivation and engagement. The student's feelings of appreciation from teachers align with findings that positive reinforcement enhances student engagement and self-esteem.

Question 4

Interview Question: How do interactions with classmates affect your self-esteem? (Adopted from (Lawrence, 2006) in "Enhancing Self-Esteem in the Classroom")

> *"Playing with friends does not affect my confidence because I have my own principles and am not influenced by others." (Student 1)*
>
> *"It doesn't have an effect, because if there's a shy friend, I will invite them to play with me." (Student 2)*
>
> *"It doesn't have an effect, as I remain quiet in every environment." (Student 3)*

The student's replies indicate that they have a strong sense of self and confidence that they don't readily let go of due to outside influences like peer relationships. They are willing to encourage others while upholding their own behavioral preferences because they respect their convictions and are empathetic toward their pals. This implies that they have a well-rounded social approach and are able to handle relationships with confidence while maintaining their uniqueness.

This statement is in line with the research by (Dewall & Baumeister, (2019) entitled Self-esteem and self-control: The roles of self-esteem in the development of self-control. This research discusses how self-esteem can influence social behavior and interactions. The student's independence from peer influence suggests a solid foundation of self-esteem that allows them to interact confidently without needing external affirmation.

As a conclusion, a student's self-esteem is influenced by a variety of factors, including peer comparison, dependence on outside validation, emotional reactions to failure, family

dynamics, social support networks, and instructor feedback. It is imperative that these variables be addressed in order to help pupils develop resilience and a more positive self-image. Creating supportive settings for children at home and at school can aid in their development of a stronger sense of self-worth that is less reliant on approval and comparisons from others.

CONCLUSION

This study used a quantitative methodology using a questionnaire that was examined using SPSS for Windows software version 26. There are thirty questions and thirty entries. It is known that grade 10 pupils at one public school in South Lampung have a positive association based on the findings of the data analysis that was done. A medium level of self-esteem is represented by the correlation, which has a Pearson correlation value of 0.446. Study has shown that students' performance in developing speaking abilities is influenced by their sense of self-worth, as evidenced by several prior studies and current research. Speaking involves more than just being proficient in grammar, vocabulary, and fluency. However, self-esteem is just one of the numerous aspects that need to be taken into account in order to build speaking abilities.

Factors that influence a person's self-esteem include: peer comparison, dependence on outside validation, emotional reactions to failure, family dynamics, social support networks, and instructor feedback. It is imperative that these variables be addressed in order to help pupils develop resilience and a more positive self-image. Creating supportive settings for children at home and at school can aid in their development of a stronger sense of self-worth that is less reliant on approval and comparisons from others.

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