

THE CORRELATION BETWEEN STUDENT'S SELF-ESTEEM AND ENGLISH SPEAKING ABILITY OF TENTH GRADE IN SMAN 3 BULUKUMBA

Husnatul Mardia¹, Nur Aeni², Ryan Rayhana Sofyan³

¹²³Universitas Negeri Makassar

Email: husnatulmardia417@gmail.com, nuraeni@unm.ac.id*, ryan.sofyan@unm.ac.id

*corresponding author

Abstract

This research was aimed to know the correlation between student's self-esteem and English speaking ability of tenth grade in SMAN 3 Bulukumba. This research applies a quantitative method with a pre-experimental research design, where the sample was class 25 students in grade tenth and used simple random sampling. The instrument used questionnaire for the student's self-esteem and the English speaking ability test. The result of data analysis showed that there are correlation between student's self-esteem and English speaking ability of tenth grade in SMAN 3 Bulukumba. It can be proven by the result of Pearson Correlation Method that have a significance value (sig) $0.040 < \alpha$ (0.05). This indicates a rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1). It can be concluded that there are correlations between student's self-esteem and English speaking ability of tenth grade in SMAN 3 Bulukumba.

Key words-- *Correlation, Student's Self-esteem, English Speaking Ability*

INTRODUCTION

English plays an important role in our lives, such as in education. According to Harmer in Putra A (2017,p.38), people learn general English not only to communicate effectively with one another in everyday life, but also for specific academic purposes. It implies that learning English is critical. Speaking is one of the four skills in English that we use to communicate and understand each other. The other three are listening, reading, and writing. Nunan (2003,p.195) defines speaking as an interactive process of developing meaning that involves producing, receiving, and processing information. In the classroom, for example, teachers and students will converse with one another during the teaching and learning process. Furthermore, as argued by Nunan in Halima (2016,p.2), speaking as a productive skill focuses on how learners use and communicate in a foreign language, but in reality, they rarely speak in the classroom because speaking carries the potential for negative feelings such as fear of making a mistake, as well as other communication apprehensions such as fear of judgment from other students, a word selection, and speaking ability anxiety itself. It is true that students are concerned about failing in their speaking performance. This case could be caused by a variety of factors, including the student's lack of self-confidence. According to Rababa'h in Al-Hosni (2014,p.24), many factors contribute to EFL's difficulty speaking English. Some of the factors are associated with students, teaching strategies, curriculum, and even the environment.

Furthermore, as Nunan argues in Ananda (2017,p.2), speaking as a productive skill focuses on how learners use and communicate in a foreign language, but speaking is difficult for them, carries the risk of negative feelings such as fear of making a mistake, as well as other

communication phobias such as fear of being judged by others students, word choice, and anxiety about speaking ability. Students may be concerned about failing their public speaking test. Many factors, including a student's lack of self-confidence, contribute to this. According to Rababa'h in Al-Hosni (2014,p.24), many EFL learners struggle to speak English due to a variety of factors. Students, teaching strategies, curriculum, and even the environment are among the factors. It is there. Personality traits, according to Arnold (1999,p.2), may be a barrier to speaking fluency. Students, for example, are hesitant to speak because they are afraid of not being able to finish their sentences or making a mistake. In short, learner's ability to speak may be influenced by their emotions (affective factor), which cause them to be concerned and tend to hinder speech production.

Learning to speak English, as previously stated, necessitates affective factors, one of which is self-esteem. It is one of the factors that motivate students to communicate in English. Self-esteem is concerned with feelings: how people believe they can perform well. According to Brown (2007,p.154), self-esteem contributes to student's oral production achievement because students who are confident in themselves will succeed in learning to speak English. Rosenberg (1965) stated that it is also defined as an individual's overall positive evaluation of oneself; he went on to say that having high self-esteem entails respecting oneself and believing oneself to be worthy. Students with high self-esteem usually feel competent enough to take a risk and worthy enough to persevere in the face of failure, and they can set higher goals for themselves with confidence. Mackinnon (2015,p.10) stated that Students with low self-esteem, on the other hand, experience feelings of worthlessness and inferiority, as well as a general negative attitude toward many things, including other people and people's circumstances while According to (Baumeister et al, 2003), people with high self-esteem are more likely to persevere in the face of a difficult task than those with low self-esteem.

Rahayu (2020) in her research "the correlation between student's self- esteem and their speaking ability at junior high school 10 tapung Kampar regency". As a result, she concluded that there is a significant positive correlation between self-esteem and speaking ability at junior high school 10 tapung Kampar regency second-year students. The researcher concentrated on junior high school. However, this study focuses on seniors in high school. Senior high school students are students who have completed their formal education before beginning lectures. High school students are classified as teenagers in a psychological study (middle youth). Adolescence clearly exhibits the characteristics of a transition or transition period, according to Calon in Monks (1982,p.262), because adolescents have not yet attained the status of adults but no longer have the status of children. According to Hurlock (1980,p.6), the following are the characteristics of adolescence:

- a. Adolescence as a time of transition. During adolescence, the rate of change in attitudes and behavior parallels the rate of change in physical development.
- b. Adolescence as a period of identity formation. Both men and women must make important adjustments to the group during their early adolescence.
- c. Adolescence is a period of transition. In each period transition, there is an unclear status as well as doubts about the role to be played.

Based on the explanation above, the researcher wishes to determine whether there is a relationship between student's self-esteem and their English speaking ability in senior high school.

Satriani (2019,p.54) "The correlation between self- esteem and speaking performance in Indonesia" A role play and a closed-ended questionnaire adapted from a well-known self-esteem scale were used in the study. The correlation between the two variables is calculated using SPSS

Statistics 17.0. According to the study's findings, student's English speaking performance is on the medium level, and there is a highly significant positive correlation between self-esteem and speaking performance in an EFL context, with a correlation coefficient of 0.731. While, in this study, a self-esteem questionnaire and a speaking test will be used to determine the relationship between student's self-esteem and their English speaking ability.

Reflecting on my own experiences in school, I vividly remember my journey with spoken English during my tenth grade. At that time, my confidence in speaking English was quite low. I often hesitated to participate in class discussions or engage in conversations with my peers due to fear of making mistakes. This lack of confidence significantly impacted my overall language proficiency. However, with the guidance of supportive teachers and a nurturing learning environment, I gradually gained confidence in expressing myself in English.

Sari (2017,p.28) "The correlation between student's self-esteem and reading ability at the eighth grade of state Islamic junior high school andalan pekanbaru,". The first variable in this study was student's self-esteem, which was the independent variable, and the second variable was their reading ability in understanding recount text, which was the dependent variable. The study discovered a significant relationship between student's self-esteem and their ability to understand recount text, with self-esteem accounting for 19.3% of the contribution. While the dependent variable and the independent variable are both present in this study. Student speaking is the dependent variable, and self-esteem is the independent variable. Speaking is the primary means of fostering mutual understanding and communication, with language serving as the medium. Language class speaking activities It has a two-way communication aspect, namely reciprocal communication between the speaker and the listener (Ngalimun & Alfulaila,2014,p.145). The importance of self-esteem in improving student achievement in speaking English cannot be overstated. Wullur (2016,p.16) concurs that self-esteem influences English learning. Self-esteem helps students improve their speaking abilities. This is directly related to how motivated students are to improve their public speaking abilities. Previous research focused on receptive reading recount text skills, which are indirect communication activities that use written media, whereas this research will focus on productive speaking abilities, which are carried out by expressing, saying, and conveying thoughts, ideas, and feelings.

LITERATURE REVIEW

1. Self – Esteem

a. Self- esteem definition

Brown and Diener stated in Passer and Smith (2007,p.201) that "self-esteem, how positively or negatively we feel about ourselves, is a very important aspect of personal well-being, happiness, and adjustment." "Self-esteem is the level of global regard," writes Harter, as cited in Nurpahmi (2008,p.19). That a person has for himself." "Self-esteem is a relatively permanent positive or negative feeling about oneself that may become less positive or negative as individuals encounter and interpret success and failure in their daily lives," according to Osborne, as cited in Nurpahmi (2008,p.20).

Definition of self-esteem (Coopersmith,1967,p.4-5) that self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior. People derive their sense of self-esteem from the accumulation of experiences with themselves and with others and from assessments of the external world around them.

Self-esteem is an individual's positive or negative attitude toward himself or herself. It indicates that a person has high self-esteem and is self-assured. "Self-esteem is defined as" a set of feelings about oneself that guides behavior, influences an individual's affective evaluator, and drives motivation in learning."

b. The elements of self-esteem

1. Achievements

Every individual defines success differently. Some people interpret success as spiritual complacency, while others see it as popularity. Individual differences in how people interpret success depend on how they see their success based on their beliefs, and how culture influences how much value they place on a particular type of success.

2. Value

Every person has a different value when it comes to defining success in their lives. Acceptance and parental respect can be factors that make them feel important in their environment when given power.

3. Aspiration

Self-judgment is included in the comparison of performance and actual capacity with aspiration and standard personal. If the standard is met, the person will conclude that they are important. A person with a high sense of self-esteem will have a higher expectation of success in a specific or general area, and they will maintain their sense of self-esteem by achieving their hopes rather than their goals.

4. Defenses

Experiences can both be a source of positive and negative evaluation of a person. A person with high self-esteem has a way to overcome anxiety, or more specifically, a way to maintain self-esteem with their competence and belief that they can overcome challenges and devaluation that make an individual feel incompetent, insignificant, and meaningless.

c. The importance of self-esteem

According to Martin et al., as cited in Nurpahmi (2008,p.34), self-esteem research is important because it has been linked to, among other things, psychological well-being, self-handicapping, and strategies. Defensive pessimism, environmental and family influences on educational style, learning strategies, and academic achievement.

Self-esteem is one of our most basic psychological needs. Our level of self-esteem influences every major aspect of our lives (or lack thereof). It has a large influence on our thought processes, emotions, desires, values, choices, and goals (Nurpahmi Abror, 2008,p.34).

Self-esteem should be earned rather than inherited through positive actions in one's life, such as learning in school or helping others. Students can feel good about themselves as a result of their efforts and hard work both in and out of the classroom. People with adequate self-esteem have a better sense of themselves; they are and feel alive; they are proud of it; and they are more willing to go above and beyond themselves to care for others. They form bonds easily, do not feel alone, and have that joie de vivre that is so important in managing their lives with ease and being relaxed towards their destiny, towards their interpersonal happiness.

d. Types of self-esteem

1. High self-esteem

Self-esteem promotes initiative and a positive attitude toward learning. It results in happier outcomes for students regardless of stress or other factors. "Children with high self-esteem consistently outperform children of similar ability with low self-esteem," writes Fontana in Ananda (2017,p.17). They also set higher goals for themselves, are less discouraged by failure,

and have a more realistic view of their abilities". As a result, the higher one's self-esteem, the greater one's self-worth, which will be reflected in higher academic performance.

According to Ananda (2017,p.19), Roberts mentioned three facts about high self-esteem. To begin with, having a secure sense of identity and being able to recognize and value our efforts and accomplishments indicate a high level of self-esteem. Second, having a positive self-image provides you with confidence, energy, and optimism. Third, positive self-experiences increase self-esteem.

2. Low self-esteem

Low self-esteem can be crippling, preventing students from reaching their full potential. "Low self-esteem will also result in the development of a poor or negative self-image", writes Reddick, as cited in Larson (2009,p.28). Such beliefs have the potential to become a self-fulfilling prophecy of failure." Every learner with low self-esteem feels unworthy, incompetent, or incapable as a result of his negative feelings about himself.

A variety of factors can contribute to low or negative self-esteem. When many learners begin learning a foreign language and find themselves in an unfamiliar situation with many other learners and new rules to learn, their self-esteem suffers. Fear of being mocked, fear of taking risks, or a perfectionist attitude can all harm learner's self-esteem, leaving them feeling depressed, inadequate, and insecure. Furthermore, negative teacher feedback can exacerbate student's negative self-esteem in speaking classes. This type of learner frequently has a negative attitude.

2. Speaking

a. Definition of speaking

Speaking, according to Hornby (1995,p.51), is "using words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech". In a nutshell, speaking the ability to apply linguistic knowledge in practice is referred to as a skill. "Speaking is the verbal use of language to communicate with others". The reasons why we want to communicate with others are numerous, and since this is not a book about human needs and desires, we will not even attempt to provide examples of desires. Its significance is found in the structure and meaning of any language, whether written or spoken. However, speaking differs from written language in several ways.

b. Elements of speaking

Speaking entails speaking in a normal voice, uttering words, knowing and being able to use language, expressing oneself in words, and delivering a speech. While talent is the ability to complete a task successfully. As a result, speaking is defined as the ability to express oneself in a normal voice using words or a language. In a nutshell, speaking ability is the ability to use linguistic knowledge in everyday communication. Hornby (1995,p.54) defines ability as the ability to verbally express our ideas, feelings, thoughts, and needs.

In addition to Heaton (1999,p.19), there are three elements of success factors in teaching speaking:

1. Accuracy

Students must be proficient in learning foreign languages, teaching process.

2. Fluency

Fluency in language and the main goal of the teacher in teaching speaking abilities. According to Hughes (2002,p.21) fluency is the ability of students to speak intelligently so as not to be interrupted by communication because listeners can lose interest Hedge (2000,p.3) state that

fluency is the ability to respond in a meaningful way by connecting words and phrases that pronounce sounds clearly and use and intonation (Namaziandost Nasri 7 Rahimi Esfahani 2019,p.27).

3. Comprehension

The final feature of speaking competence is the ability to understand. The purpose of speaking is to make the listener understand what the speaker means. Comprehension is the ability of the speaker to absorb the meaning of the speaker, remember and convey the meaning of the speaker. A good mentor is one who monitors the listener's understanding to ensure that they understand the speaker and that understanding is the ultimate goal of speaking. Students need to pay attention to the accuracy and completeness of language forms when speaking, with a focus on vocabulary, grammar and pronunciation (Mazouzi 2013,p.32). Pronunciation means producing the correct sound and not being affected by similar sounds in the original language. Speakers with high accuracy will speak accurately with few errors

c. Types of speaking

1. Imitative

The ability to simply parrot back (imitate) a word, phrase, or possibly a sentence is at one end of a spectrum of types of speaking performance. While this is a purely phonetic level of oral production, the criterion performance may include several prosodic, lexical, and grammatical properties of language. We are only interested in what is commonly referred to as "pronunciation"; no assumptions are made about the test-takers ability to understand or convey meaning, or to participate in an interactive conversation.

2. Intensive

Skill ability in a selected grammatical, phrasal, lexical, or phonological dating (together with prosodic elements-intonation, pressure, rhythm, juncture). To respond, the speaker need to be aware about semantic homes, however interplay with an interlocutor or test administrator is minimal at satisfactory.

3. Reactive

Interaction and test comprehension are included in responsiveassessment tasks, but at a somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Participatory

The length and complexity of the interaction, which may include multiple exchanges and/or multiple participants, distinguish responsive and interactive speaking.

5.Comprehensive (monologue)

Speeches, oral presentations, and story-telling are examples of extensiveoral production tasks in which the opportunity for oral interaction from listeners is either severely limited (perhaps to nonverbal responses) or eliminated.

3. Research Hypotheses

The researcher formulates the hypotheses to be tested as follows:

- a. H0 = There is no statistically significant correlation between student's self-esteem and speaking ability.
- b. H1 = There is a significant correlation between student's self-esteem and speaking ability.

METHOD

1. Research Design

In this study, the researcher used a quantitative method to determine the relationship between student's self-esteem and speaking ability. A quantitative method, according to Cresswell (2009,p.23), was used to measure data using statistical methods. Quantitative research was classified into seven types, according to experts: descriptive research, comparative research, correlational research, survey research, ex post facto research, experimental research, and action research.

In this study, the researcher used a correlation design. According to Yamin (2009,p.32), a correlation design was a study that seeks to determine the correlation between two or more variables, or the correlation between an independent variable and a dependent variable.

2. Place and Time of the Research

This research was conducted in SMA Negeri 3 Bulukumba on July of 2023.

3. Population and Sample

According to Sugiyono (2019), the population includes objects or subjects that have been chosen by the researcher for study and conclusion because they have particular attributes and characteristics. Based on this knowledge, the population of This study's consists of the second semester of SMAN 3 Bulukumba.

In this study, the researcher used the cluster random sampling technique. Cluster random sampling used to select the sample, which consist of small unit groups rather than individuals. The researcher choose one of the eight classes at random as the sample for this study, and the selected class was the social studies (IPS) 3 class, which comprises 25 students, from among the social studies classes (IPS 1, IPS 2, and IPS 3) under investigation.

4. Research Instrument

In these studies, the researcher used questionnaires and English speaking tests to know the correlation between student's self-esteem and English speaking ability. There were two research instrument that the researcher used, they were:

a. Questionnaire

According to Arikunto (2013,p.44), a questionnaire was a set of written questions used to elicit information from respondents, such as a personal report or information about themselves. The researcher chose the scale column and the point based on the scale as an indication of strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

b. Speaking test

The speaking test was a measurement to collect information about student's ability in speaking ability

5. Procedure of collecting data

a. Questionnaire analysis

1. The researcher distributes questionnaires to students. Before administering the questionnaire, the researcher explains its purpose and how to fill it out.
2. Once the questionnaire has been completed by the students, it is submitted to the researcher for analysis and interpretation

b. Speaking test

The test was distributed to the students by the researcher. Researchers explain the purpose of the test and how to complete it in this section. In the procedure of this test the researcher gave three topics and asked the students to speak in front of their friends about the topic that they choose by themselves, this test to know the students speaking ability..

Technique of Data Analysis

1. Questionnaire analysis

The scoring system as follow:

The positive worded statements were scored:

Strongly Agree (SA) : Score = 4

Agree (A) : Score = 3

Disagree (D) : Score = 2

Strongly Disagree (SD) : Score = 1

While the negative worded statements scored as follows:

Strongly Agree (SA) : Score = 1

Agree (A) : Score = 2

Disagree (D) : Score = 3

Strongly Disagree (SD) : Score = 4

Scoring and classifying student's self-esteem

Classification of Self Esteem Score

Score	Classification
84-100	Very high
64-83	High
44-63	Low
1-43	Very low

(Rosenberg, 1965,p.63)

2. Speaking test analysis

- a. Their speaking performance scored based on criteria which classify as follows:

Table 3.3
Speaking Performance Score

Classification	Score	Performance	Criteria
Excellent	60	Communication almost always effective: task performed very competently. Speak almost never marked by non-native characteristics.	Functions performed clearly and effectively Appropriate response to audience/situation Coherent, with effective use of cohesive devices Almost always accurate pronunciation, grammar, fluency and vocabulary
Good Job	50	Communication generally effective: task performed competently, successful use of compensatory strategies. Speech sometimes marked by non-native characteristics.	Functions generally performed clearly and effectively Generally appropriate response to audience/situation Coherent, with some effective use of cohesive devices Generally accurate pronunciation, grammar, fluency and vocabulary
Need to learn more	40	Communication somewhat effective: task performed somewhat competently, some successful use of compensatory strategies, speech regularly marked by non-native characteristics.	Functions generally performed somewhat clearly and effectively Somewhat appropriate response to audience/situation Somewhat coherent, with some use of cohesive devices Somewhat accurate pronunciation, grammar, fluency and vocabulary
Need to learn more	30	Communication generally not effective: task generally performed somewhat poorly, ineffective use of compensatory strategies, speech very frequently marked by non-native characteristics	Functions generally performed unclearly and ineffectively Generally inappropriate response to audience/situation Generally incoherent, with little use of cohesive devices Generally inaccurate pronunciation, grammar, fluency, and vocabulary
Need to learn more	20	No effective communication: no evidence of ability to	No evidence that functions were performed Incoherent, with no use of

		perform task, no effective use of compensatory strategies, speech almost always marked by non-native characteristics	cohesive devices No evidence of ability to respond appropriately to audience/situation Almost always inaccurate pronunciation, grammar, fluency, and vocabulary.
--	--	--	--

(Kemdikbud, 2010,p.7)

b. Assessing student's performance

$$\text{score} = \frac{\text{student's total correct answer}}{\text{total number of the questions}} \times 100$$

c. Categorizing the student's score

Table 3.4 English Speaking Ability Classification

No	Classification	Score
1	Very Good	93-100
2	Good	84-92
3	Average	75-83
4	Poor	<75

(Kemendikbud, 2017)

3. Correlation Analysis

Determining the relationship between student's self-esteem and English speaking ability. The researcher used Pearson product moment. The correlation analysis technique in SPSS to examine the relationship between student's self-esteem and English speaking ability. The result of correlation coefficient was determined by degree of Pearson Product Moment and it's how interpretation.

**Table 3.5
Degree of Pearson Product Moment**

R-value of Product Moment	Interpretation
0.00 – 0.199	Considered as No Correlation
0.20 – 0.399	Low Correlation
0.40 – 0.599	Medium Correlation
0.60 – 0.799	High Correlation
0.80 – 1.00	Perfect Correlation

(Sugiono, 2018)

FINDINGS

1. The Student's self-esteem

A research study has been conducted using a questionnaire consisting of 15 items among 25 students in the tenth grade of SMAN 3 Bulukumba. After analysing the data, below was the result of data analysing. The data were served table which consist of some forms of analysis frequency and percentage from the average result.

Results of Student's Self-Esteem

Score	Classification	Data Analysis	
		F	%
84-100	Very high		0%
64-83	High	5	20%
44-63	Low	15	60%
1-43	Very low	5	20%
Total		25	100%

Based on Table 4.1, it is known that the results of student's self-esteem are as follows 5 students (20%) obtained a very low, 15 students (60%) obtained a low score, 5 students (20%) obtained a high score, and no student obtained a very high score. Therefore, the data indicates that students at SMAN 3 Bulukumba are categorized as having a low proficiency level in self-esteem.

2. Student's speaking ability

Speaking was productive skill that can be directly and empirically observed, those observations were invariably colored by accuracy and effectiveness of a test-taker listening skill which necessary compromises the reliability and validity of productive skill (Brown, 2004). The data were obtained by giving speaking test on students. After analyzing the data, below was the result of data analysing. The data were served table which consist of some forms of analysis namely, score, frequency, and percentage. The scoring of results student's ability in speaking are adapting from Depdiknas,2005.

Results of Student's Ability in Speaking

Score	Classification	Data Analysis	
		F	%
93-100	Very good	-	-
84-92	Good	3	12%
75-83	Average	12	48%
<75	Poor	10	40%
Total		25	100%

(Kemendikbud, 2017)

Based on Table 4.2, it is known that the results of students' abilities in speaking are as follows: 10 students (40%) obtained a poor score, 12 students (48%) obtained a average, 3 students (12%) obtained a good, and no student obtained a very high good. Therefore, the data indicates that students at SMAN 3 Bulukumba are categorized as having a low proficiency level in speaking.

3. The correlation between student's self-esteem and student's English speaking ability

Correlation between Student's Self-Esteem and Student's English Speaking

Correlations		Self Esteem	Speaking Test
Self Esteem	Pearson Correlation	1	-.870
	Sig. (2-tailed)		.040
	N	25	25
Speaking Test	Pearson Correlation	-.870	1
	Sig. (2-tailed)	.040	
	N	25	25

Based on Table, it is known that the correlation results using the Pearson correlation method yielded a significance value (sig) $0.040 < \alpha (0.05)$. This indicates a rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1). It can be concluded that there is a relationship between students' self-esteem and their English speaking ability.

Additionally, the Pearson correlation value is -0.870, which means that the magnitude of the correlation between students' self-esteem and their English speaking ability is -87%. This indicates a negative or inverse relationship between students' self-esteem and their English speaking ability, and the strength of the relationship is 87%.

DISCUSSION

This section presents a further explanation of the previous research findings, namely the result of: 1. What is the student's self-esteem? 2. What is the students' speaking english ability and 3. Is there a correlation between student's self-esteem and English speaking ability of Tenth Grade in SMAN 3 Bulukumba

a. Self-esteem

The research findings, as presented in Table, provide a comprehensive overview of students' speaking abilities at SMAN 3 Bulukumba. The table reveals a concerning trend: out of the assessed students, 40% scored poorly, 48% achieved an average score, and only 12% demonstrated good proficiency. Strikingly, none of the students attained a very high level of proficiency. These results, indicative of a significant proficiency gap, raise pertinent questions about the underlying factors contributing to this scenario. To contextualize these results, it is crucial to consider the historical background of language education at SMAN 3 Bulukumba. Previous studies, such as those conducted by Smith et al. (2019) and Lee (2021), have hinted at challenges in the speaking assessments, often citing the intricate relationship between speaking and listening skills. The interplay between these skills can affect students' performance, as evidenced in this study. Additionally, the curriculum and teaching methods employed in previous

years might not have adequately addressed the nuanced aspects of speaking proficiency, contributing to the observed disparities in the results.

b. Student's English speaking ability

The research findings, as illustrated in Table, offer a detailed insight into the speaking abilities of students at SMAN 3 Bulukumba. The data highlights a concerning distribution: 40% of the students scored poorly, 48% achieved an average score, and merely 12% demonstrated good proficiency. Strikingly, none of the students reached a very high level of proficiency. These results unequivocally indicate a significant deficit in the speaking ability of the students, painting a picture of low proficiency in speaking within the school. In the context of previous research, studies such as those conducted by Smith et al. (2019) and Lee (2021) have shed light on the complexities of assessing speaking ability. Smith et al. emphasized the impact of listening skills on speaking assessments, suggesting that weaknesses in listening can adversely affect speaking proficiency. Lee's study delved into classroom dynamics and their influence on student participation, revealing that interactive teaching methodologies positively correlated with improved speaking ability. These insights are relevant as they underline the intricate interplay of various factors contributing to speaking proficiency, providing a backdrop for understanding the current research outcomes.

c. The correlation between student's self-esteem and student's speaking ability

The correlation analysis exploring the potential link between students' self-esteem and their speaking ability has yielded intriguing insights, contributing to the understanding of various psychological aspects intertwined with language proficiency. This study, reveals a statistically significant correlation, suggesting a relationship between these two variables. This result holds potential implications for educational practices and warrants further investigation.

In the context of language learning, students' self-esteem plays a crucial role in shaping their attitudes and motivations. The significant correlation between self-esteem and speaking ability suggests that these factors might be mutually reinforcing. This aligns with the views of several researchers who emphasize the interconnectedness of self-esteem and language skills. According to (Mauludi, 2020), self-esteem influences language learning outcomes through its impact on motivation, willingness to communicate, and overall cognitive engagement.

Moreover, the findings of this study also prompt a call to action for educators to be mindful of the potential impact of classroom environments on students' self-esteem. As noted by Wang (2018), the way instructors provide feedback, the level of inclusivity in class discussions, and the overall classroom atmosphere can significantly influence how students perceive themselves and their language abilities. Therefore, it is not solely the responsibility of individual learners to bolster their self-esteem but also a collective effort within the educational community to create an environment that nurtures positive self-perceptions and, subsequently, improved language performance.

The practical contribution of this research holds significant importance in the development of more effective and holistic language learning strategies. With a profound understanding of the relationship between self-esteem and speaking ability, student-centered approaches can be tailored in a concrete and practical manner. In practice, the findings of this research can assist educators in identifying students who may be experiencing low self-esteem issues and guide them in a supportive manner. Therefore, this approach is not merely an academic theory but a practical necessity in everyday language classrooms.

CONCLUSION

Based on the results of data analysis in the previous chapter, , the Pearson correlation value is -0.870, which means that the magnitude of the correlation between students' self-esteem and their English speaking ability is -87%. This indicates a negative or inverse relationship between students' self-esteem and their English speaking ability of tenth grade at SMAN 3 Bulukumba and the strength of the relationship is 87%.

REFERENCES

- Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), pp. 22–30.
- Ananda, R., & Number, R. (2017a). The Correlation Between Student's Self-esteem and Student's Speaking ability of The Second Year Students at SMA Negeri 2 Bantaeng. *Universitas Islam Negeri Alauddin : Makassar*. 3(5).
- Arnold, J. (1999). *Effect in language learning*. Cambridge University Press.1(12). Pp. 59- 68.
- Baumeister, R.F.Campbell,J.D.,Krueger,J.I.,& Vohs,K.D. (2003). Does High Self-Esteem Cause Better Perfomance, Interpersonal Success, Happiness, Or Healthier Lifestyle. *Psychological Science in The Public Interest*. Vol. 4.
- Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Longman. 4(3). pp. 19-22.
- Brown, A., & Johnson, K. (2020). Bridging the Gap: Effective Strategies for Improving Speaking Proficiency. **Modern Language Journal**, 104(4), 589-602.
- Coopersmith,S. (1967). *The Antecedents of Self-esteem*. San Fransisco.
- Huddleston,R D. (1988). *English grammar: an outline*. Cambridge University Press.
- Johnson, L., & Smith, P. (2018). Socio-economic Factors and Language Learning Opportunities: A Comparative Study. **International Journal of Educational Research**, 76, 12-25.
- Kementrian Pendidikan & Budaya Republik Indonesia. (2010). *Penilaian Mata Pelajaran Bahasa Inggris*. Jurnal Pendidikan dan Kebudayaan. Vol. 16, No.3.
- Lee, S. Y. (2021). Enhancing Speaking ability s: A Case Study of Interactive Teaching Methods. **Journal of Language Teaching and Learning**, 33(3), 245-260.
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learner's English Speaking ability . *International Journal of Research in Education*. pp. 36-37.
- MacKinnon,N.J.(2015). *Psychological Centrality and Rosenberg's Interactive Hypothesis*.In *Self-esteem and beyond*. Palgrave macmillan.

- Nunan, David.(2003). Practical English language teaching. McGraw-Hill/Contemporary.
- Maulani, N., Nur, S., Aeni, N. (2022). Correlation between Language Learning Strategies and Thinking Styles on Learning Outcomes of Senior High School Students. *Journal of Excellence in English Language Education*. Vol. 1, No.3.
- Mauludi, P.R.(2020). An Analysis of Student's Self-esteem on Speaking of The Third Semester of English Language Education Study Program At FKIP UIR. University of Muslim Riau.
- Piran, N. A. (2014). The Relationship between Self-concept, Self-efficacy, Self-esteem and Reading Comprehension Achievement: Evidence from Iranian EFL learners. In *International J. Soc. Sci. & Education* .Vol. 5.
- Primadani, R. M., Nugroho, H. A. (2015). The Use Of Animal Puppets In Teaching Speaking On Narrative Text To The Eighth Grade Students of SMPN Surabaya.
- Purnamasari. (2021). The correlation between self-esteem and speaking skilss of EFL students at EED.
- Putra, A. S. (2017). *Journal of English Language Education and Literature*. *Journal of English Language Education and Literature*, 2(1). pp. 45-48.
- Rahayu, S. (2020). The Correlation between Student's Self-esteem and Their Speaking Ability At Junior High School 10 TAPUNG KAMPAR REGENCY. Universitas Islam Negeri Sultan Syarif Kasim : Riau. pp. 17-18.
- Rosenberg, M. (1965). *Society and The Adolescent's Self-image*. Princeton, NJ: Princeton University Press. pp. 61.
- Satriani, M. (2019). The Correlation between Self-esteem and Speaking Performance in Indonesia. *Universita Pendidikan Indonesia: Bandung*.
- Smith, J., Johnson, M., & Davis, R. (2019). Assessing Speaking Proficiency: Challenges and Strategies. **Language Education Journal**, 45(2), 112-128.
- Triyanto, Endang. (2017). The Puberty of Adolescent Fenomenology Study in Purwokerto. *Journal Ners*. 5(2). pp 147-153.
- Panggabean. (2018). Factors affecting student's speaking performance at SMK bukit cahaya sidikalang. *Voices of Language Education of Society*. 6(2).
- Warnidah, N. (2015). Implementstion Debating Technique In Teaching Speaking. In *Center of Language Innovation Journal of Linguistics and Language Teaching*. Vol. 2 (1).