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**STUDENTS' SELF-ESTEEM LEVEL AND THEIR PERCEPTION ON THE FACTORS  
AFFECTING SELF-ESTEEM IN INTERMEDIATE SPEAKING CLASS**

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**Abstract**

Self-esteem correlates positively with performance on oral production measure (Adelaide Heyde, Brown 2007: 142). No successful cognitive can be carried out without a degree of self-esteem. This study was aimed to find out the students' self-esteem level of 3<sup>rd</sup>-semester students at English Department of Lambung Mangkurat University and to explore students' efforts in overcoming difficulties of speaking. This study used qualitative approaches with descriptive method. The subject of this study is 3<sup>rd</sup> semester students at English Department of Lambung Mangkurat University. The researcher took 41 students as the sample. Furthermore, the instruments used in this study were observation, questionnaire, and interview. According to the test result, it showed that the students' self-esteem level was mostly on average level. Most of the students stated that speaking aspects affect their level of self-esteem. To overcome the problem such as grammar, the students tend to construct the sentences before performing, practice their pronunciation and enhance the vocabulary skill by watching or listening to music. The researcher expects the students to have a reflection on them about what is affecting them the most and make some efforts to overcome it.

**Keywords:** *self-esteem, speaking, efforts*

**INTRODUCTION**

Self-esteem is one of the emotional components that impact human's improvement among numerous others; Brown (2007: 154) stated that: "Self-esteem is probably the most pervasive aspect of human behavior could effectively be claimed that no fruitful cognitive or full of feeling action can be carried out without a few degrees of self-esteem, belief in your own capacities to successfully perform that activity".

The relationship between self-esteem and verbal execution has pulled in much consideration since the part of self-esteem in improving learners' verbal execution in verbal classes. Without self-esteem, learners are incapable to deliver dialect since when learners question in their capacities to talk, they are not spurred to talk at all or they don't take part in classroom exercises that require more talked dialect. In addition, a few learners miss classes in arrange to dodge going to classes and talking. Such behaviors on the learners' portion demonstrate their fear and need to belief in their capacities.

Self-esteem may serve as an asset that ensures people from potential dangers such as dismissal or disappointment. That is, those with high self-esteem are thought to be less influenced by negative encounters and to recoup from these sorts of encounters more rapidly than people with moo self-esteem (Zeigler-Hill, 2013: 17). Many students want to speak English fluently but they do not know how to reach

that, and sometimes afraid of making mistakes because they have low self-esteem. Learners' failure in speaking is not only caused by the need of etymological rules but moreover psychological components. For most people, speaking is the most difficult part when they learn a foreign language.

Martin (2009: 7) stated that speaking can cause the most prominent amount of stress, pressure and push are distinctively envisioned by the truth that communication dread has been qualified as a component of outside dialect uneasiness. In general, the English language is learned, taught and assessed in relation to listening, speaking, reading, and writing skills. These four language skills are, then, classified into two types: receptive and productive skills. Receptive language skills refer to language skills learned (Falchuk Main, Dini Noor Arena, and Rosy Marina (2018).

In learning a foreign language, affective consideration such as self-esteem cannot be denied. Self-esteem has been found to play a greatly imperative part in student's talking capacity. Self-esteem can be a "social vaccine," quality competent of fortifying individuals, making them less defenseless to issue behaviors (Mecca et al, 1989: 14). Self-esteem communicates a state of mind of endorsement or objection and demonstrates the degree to which people accept themselves to be competent, noteworthy, fruitful and commendable. In brief, self-esteem is the individual judgment of value that communicated in demeanors that people hold toward themselves.

Adelaide Heide (stated at Brown 2007: 142) studied the effect of self-esteem on EFL/ESL students' performance. She came to the conclusion that self-esteem correlates positively with performance on oral production measure, with the highest correlation occurring between task self-esteem and performance on oral production measure. Thus, self-esteem is considered an important effective element in the process of scholastic and educational achievement. A number of studies found that self-esteem affects academic performance in English among EFL students positively (Rahmawati, 2009). On the other hand, some studies showed that it is the English achievement that positively affects English self-esteem (Marsh, Kong, and Hau, 2001).

Based on the findings above, the researcher attempts to know-how is the level of students' self-esteem in attending speaking subject at the English Department of Lambung Mangkurat University. Besides that, students are the object of the teaching and they go through the process of learning so that their efforts are important to find out. During the process of teaching and learning speaking, students will subconsciously acknowledge their weaknesses in speaking, whether it is their vocabulary, grammar, pronunciation, etc. By knowing that they have flaws in speaking performance, it will affect their self-esteem. They will tend to hold themselves back or less participation. In order to overcome this, their own efforts are required because they know themselves best. My individual feeling is that other self-evaluative concepts that have more coordinate hypothetical joins with learning behaviors could be valuable, (Zolton, 2005: 214).

That is why the students' efforts on overcoming the factors affecting their self-esteem in speaking are necessary. Thus, the researcher would try to find out students efforts towards this issue. Meanwhile, one of the reasons why the author composes this case is since, in reality, some researchers that have done the research in the past with the 8<sup>th</sup> grade student has found many students that still need of information in aing linguistic use, particularly degrees of comparison. It appears that they still discover troubles in understanding or making comparative and superlative shapes additionally recognizing the frame and the utilization of each work.

Based on the explanation above, the writer was interested to conduct the research about Students'

ability in using degrees of comparison at the 9<sup>th</sup> grade student of Junior High School in Banjarmasin because she wanted to know-how is the ability of 9<sup>th</sup> grade student in SMP 24 Banjarmasin. Whereas the title of this research is A Descriptive Study of the Students' Ability in Using Adjective Comparison at Ninth Grade Students of SMP Negeria24zBanjarmasin in academic year 2017/2018”.

## **RESEARCH METHODOLOGY**

This study employed descriptive qualitative research. According to Fraenkel and Wallen (2006: 190), a descriptive method was to describe the fact systematically of the characteristic of a certain population or other certain sectors factually and accurately. It could be concluded that the descriptive method was one of the ways that the writer used by giving the description of the data without manipulation. The writer used the descriptive method to describe on what level the students' self-esteem of 4<sup>th</sup> at the English Department of Lambung Mangkurat University at.

The subject of this research was all the third-semester students of Lambung Mangkurat University Banjarmasin who already passed the speaking 1 class in the second semester and was taking the speaking II in the third semester. a subset of students from speaking class A3 and A5 that were selected out of the entire population.

To explore the students' self-esteem level, the instruments that used was a questionnaire of self-esteem (QSE) by Rosenberg employing a five-point Likert scale response format. However, this study only used global self-esteem. The questionnaires were administered and filled by 41 samples in order to distinguish the students' self-esteem level. Students' identities were anonymous without mentioning students' name. Hyde (1979 in Bagheri et al., 2012) asserted that the outcomes of the studies regarding global self-esteem have shown that it is a highly dependable instrument. Besides, the researcher also conducted an interview with the students.

The cluster sampling technique was used in distributing the Likert scale because there are 4 classes of intermediate speaking, so the researcher took out 2 classes. This technique was used to determine the sample if the object to be examined or the data source was very wide, for example, the population of a country, province or district (Sugiyono; 005:93-97). Validity was the most critical standard and specified the degree to which an instrument measures what it was supposed to measure. Validity could also be thought of like a utility. In other words, validity was the extent to which differences found with a measuring instrument reflect true differences among those being tested. Validity referred to the extent to which a test measured what we actually wished to measure (Kothari, 1985: 73). The questionnaire employing a five-point Likert scale response format was tested to one class in order to find out its reliability before being distributed to the samples. The results of the questionnaire were calculated using the SPSS program. The reliability result showed below:

**One-Sample Kolmogorov-Smirnov Test**

**Reliability**

N		20
Normal Parameters <sup>a,b</sup>	Mean	48,6500
	Std. Deviation	12,62110
Most Extreme Differences	Absolute	,093
	Positive	,073
	Negative	-,093
Test Statistic		,093
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

The Asymp Significance was 0,200 which implied that the questionnaire was reliable to be used for measuring students’ self-esteem level.

**RESULT AND DISCUSSION**

**Research findings**

**Students’ Self-Esteem**

After gathering the data, the researcher examined the data to obtain the results. The findings of the research dealt with students’ self-esteem score obtained through a questionnaire.

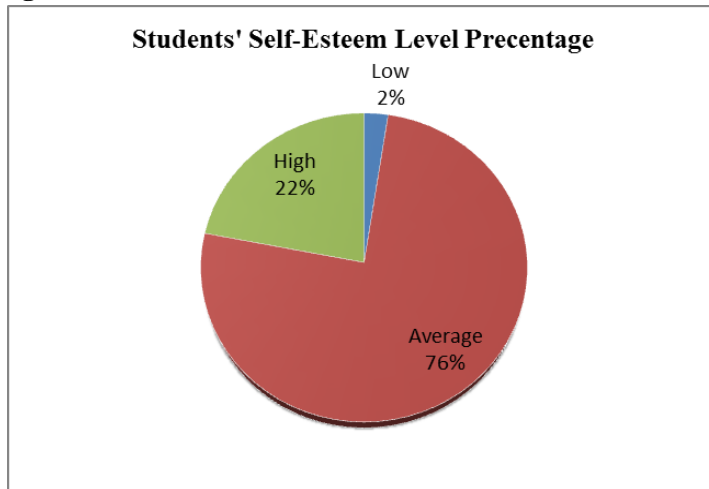
The results of the questionnaire are presented below:

**Table 4.1**  
**The Distribution of Students’ Self-Esteem Score**

No	Score	Classification	Frequency
1	57-75	High	9
2	39-56	Average	31
3	0-38	Low	1
Total			41

Table 4.1 showed that among 41 students, there were 5 students with a high level of self-esteem, 35 students had a standard level of self-esteem, and 1 student with a low level of self-esteem. The scores obtained for each student in high-level self-esteem were 57 (for 3students), 58, 60 (for 2 students), 62, 64, and 72. While the scores gained for each students with average level of self-esteem were 42 ( for 2 students), 43 (for 3 students), 44 (for 4 students), 45 (for 4 students), 46 (for 2 students), 47 (for 4 students), 48 (for 5 students), 50, 51, 52, 53, 55, and 56 (for 2 students). There was only 1 student who had a low level of self-esteem with score 37.

**Figure 4.1**



The findings above were then calculated using SPSS program to find out the mean of students' self-esteem level. The calculation result is presented below:

**Table 4.2**  
**The Mean Score of Students' Self-Esteem**  
**Descriptive Statistics**

	N	Mean	Std. Deviation	Minimum	Maximum
Self-Esteem Score	41	49,9024	7,28287	37,00	72

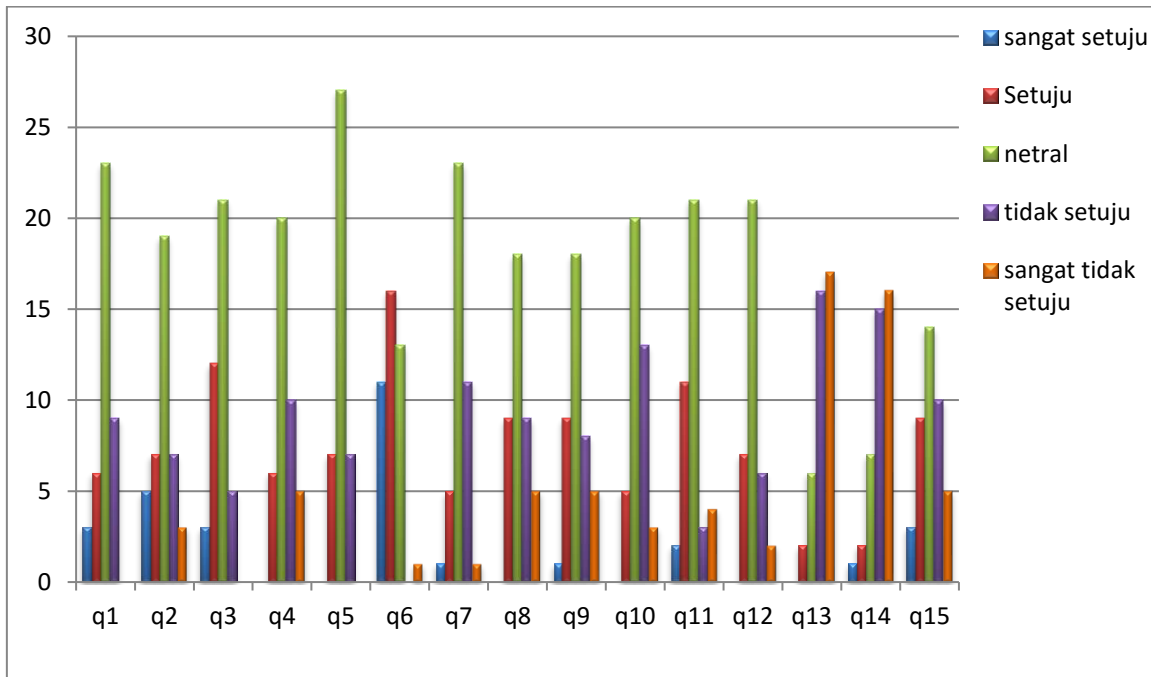
The table above showed the statistics clearly. The samples (N) of which the data were gathered were 41 with mean score 49, 9024 and standard deviation 7, 28287. It also showed the minimum score which was 37 and the maximum score was 72. The result gained above was then classified into a category to find out students' self-esteem level. The classification result as follows:

**Table 4.3**  
**The Classification Result**

Mean	Scale	Classification
49,9	39-56	Average

Table 4.3 showed that the level of students' self-esteem is average.

**Figure 4.2**  
**The Classification Result**



The questionnaire distributed to the students contained 15 items of statements. There were some statements that required students' brief reasons. There were various responses given by the students. These responses would be explained as follow.

“I have a good ability to speak English in front of the class”. There were 9 students who disagreed, 23 students who were neutral, 6 students agreed, and 3 students who strongly agreed with this statement. It could be seen that most of the students felt their ability was just standard.

“I feel confident when I am speaking in front of the class”. There were 3 students who strongly disagreed, 7 students who disagreed, 19 students, were neutral, 7 students who agreed, and 5 students who strongly agreed with this statement. It could be inferred that students' confidence was just average in speaking English in front of the class.

“I have a good ability in pronouncing English words correctly”. There were 5 students who disagreed, 21 students, were neutral, 12 students who agreed, and 3 students who strongly agreed with the statement. It implied that most of the students considered their ability to pronouncing English words correctly were just standard.

“I use the proper grammar in speaking English”. There were 5 students who strongly disagreed, 10 students who disagreed, 20 students were neutral, and 6 students who agreed with the statement. It showed that most of the students claimed that their ability in using proper grammar in speaking English was just average.

“I have a clear articulation in speaking English”. There were 7 students who disagreed, 27 students were neutral, and 7 students who agreed with the statement given. It informed that most of the students felt their articulation in speaking English was in 'not bad' level.

“I take positive attitude toward myself”. Unfortunately, there was 1 student who strongly disagreed to this statement. However, there were 13 students who were neutral, 16 students who agreed, and 11 students who strongly agreed to the statement. It could be concluded that despite of one student, most of

the students took positive attitude toward themselves.

“I generally satisfied with my ability in speaking English”. There was 1 student who strongly disagreed, 11 students disagreed, 23 students were neutral, 5 students agreed, and 1 student who strongly agreed with this statement. This statement required students' reasoning, thus, their reasons would be given. The 1 student who felt unsatisfied with their overall speaking ability stated that they had limited knowledge for speaking and needed to learn more about it. This opinion was in line with 11 students who disagreed with the statement above. Meanwhile, the 23 students who were neutral argued that they were fluent enough in speaking English. This argument was also given by 5 students who agreed to the statement above. The 1 student who strongly agreed to the statement claimed that they had no difficulties in speaking English. It could be inferred that most of the students are generally satisfied with their speaking ability.

From the eighth through fifteenth statement onwards the statements were in reverse form. So, the responses given by the students were also counted in reverse. The elaboration given below had already considered the reversion.

“I don't have a good ability in speaking performance in front of the class”. There were 9 students who agreed that they did not have a good ability in speaking in front of the class. They stated that they felt shy whenever they were asked to speak in front of the class and some students stated that they had limited vocabulary to use in speaking. There were 18 students who were neutral. They argued that even though they had a good ability in speaking English, their nervousness took over them and affected their speaking performance. There were 9 students who disagreed to the statement. They claimed that they had tried their best to enhance their speaking ability. Meanwhile, there were 5 students who strongly disagreed to the statement. They argued that they had good ability and qualified enough in speaking English.

“I do not feel confident speaking English in front of the class”. There was 1 student who strongly agreed to the statement. They stated that since their ability in speaking was low, so they did not feel confident to speak in public. There were 9 students who agreed to the statement. They claimed that they had anxiety whenever they were asked to speak up in front of the class and they suddenly went blank. These opinions were in line with the reasons given by 18 students who were neutral. On the other hand, there were 8 students who disagreed to the statement. They argued that they had done some practices before speaking in front of the class. There were 5 students who strongly disagreed to the statement. They claimed that they were always confident to speak English in public. It could be concluded that most of the students felt confident to speak in English in front of the class.

“I am unable to pronounce English words with the proper pronunciation”. There were 5 students who agreed, 20 students who were neutral, 13 students who disagreed, and 3 students who strongly disagreed to the statement. It implied that most of the students considered themselves able to pronounce the English words correctly.

“I feel unable to speak in English with the correct grammar”. There were 4 students who strongly agreed, 13 students who agreed, 18 students who were neutral, 2 students who disagreed, and 4 students who strongly disagreed to the statement. This could be concluded that most of the students were able to speak in English with the correct intonation.

“I feel unable to speak in English using the proper articulation”. There were 7 students who agreed, 26 students who were neutral, 6 students who disagreed, and 2 students who strongly disagreed with the statement. It showed that most of the students claimed that they were able to speak English with the proper articulation.

“I generally feel cannot speak English correctly in front of the class”. There were 2 students who

agreed to the statement. They claimed that they needed to learn more in order to speak English better. There were 6 students who were neutral. They stated that they were nervous during speaking performance, so they thought they could have done it better. There were 16 students who disagreed to the statement. They argued that they had the ability, but the anxiety took control of them that affected their performance. Some of them also said that they were confident enough to speak but they were a lack in pronunciation, grammar, and limited vocabularies. There were 17 students who strongly disagreed to the statement. They stated that they pushed themselves to speak in English regardless of the mistakes they might have made. Some also argued that they tried to do their best in every performance and the rest claimed that they felt capable of speaking English well in front of the class. It could be inferred that most of the students felt capable of speaking English well in front of the class.

“I feel there is nothing to be proud of about them for speaking in public”. There was 1 student who strongly agreed to the statement. They were just being humble and to be thankful for what they had. There were 2 students who agreed to the statement. They thought that their friends were way better than them so they felt less than them. There were 7 students who were neutral. They argued that even though they were a lack in speaking performance, they brave enough to speak up and that was a good thing to start with. Some also claimed that not all people could speak in English, so even though they had a little ability in that, they must be proud of it. These statements were similar with arguments given by 15 students who disagreed to the statement. There were 16 students who strongly disagreed to the statement. They stated that they were capable of speaking English in public well, so they were proud of themselves. This implied that most of the students were proud of themselves in terms of speaking English in public.

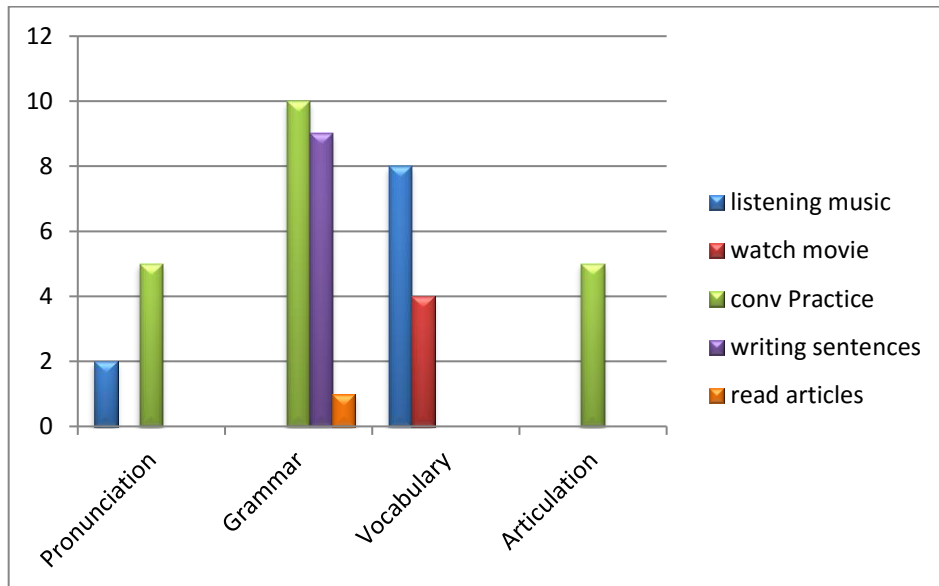
“I feel unsatisfied with my speaking ability”. There were 3 students who strongly agreed to the statement. They said that they had difficulties in speaking English in order to communicate with other people. This statement was in line with the arguments proposed by 9 students who agreed with the statement above. They argued that they were lacks in speaking aspects such as pronunciation and limited vocabularies. Thus, they had difficulties in conveying the message in speaking English. Also, they felt their anxiety to interfere with their speaking ability. There were 14 students who were neutral about this issue. They claimed that they could do better than what they did and wanted to improve themselves. There were 10 students who disagreed with the statement. They said that they had been progressing to be better, so they felt satisfied enough with their speaking ability. There were 5 students who strongly disagreed with the statement because they argued that their ability in speaking English was already good. Even so, they thought that they still needed to learn more. This could conclude that most of the students satisfied enough with their speaking ability.

### **Students' Effort in Overcoming Linguistic Difficulties in Speaking**

The interview was conducted to find out what are the students' efforts in overcoming speaking difficulties. The interview was demonstrated only to those who admitted that they have problems in speaking aspects. There were 32 students were eligible and they were interviewed for more detail information. The findings of the interview would be elaborated as below.



**Figure 4.3**  
**The Classification Result**



There were 7 students who stated that their problem was about poor pronunciation. They thought that their poor ability in pronunciation might cause the message misunderstood by the interlocutor.

They proposed their idea for overcoming this problem. Some students said they had some role models to learn from, for example, one of their classmates who have a better ability in pronunciation. Some others stated that they trained themselves by listening carefully to English song lyrics and watching the video.

There were 20 students who claimed that their problem was about grammar. They said that they have difficulties to speak up their thoughts because they could not produce spoken language instantly which were grammatically correct. In order to overcome this problem they always rehearsed their speaking performance by using the correct grammar.

Some of the students suggested a few ideas to overcome this problem. One of them was to write a draft of what to speak in a small piece of paper in order to make them remember what to say. Some others suggested that to read articles with good grammar and train them to say it aloud. Then, they should construct their own sentences by using the same structure and say it aloud too.

There were 12 students who admitted that their problem was about limited vocabulary. They thought whenever they tried to say certain words in a certain context; they got confused in which term they had to use in order to convey the meaning. That was why they chose to say whatever terms came up to their mind which turned out unfitted and put them in such an awkward situation.

In order to handle that problem, some students attempted to enrich their vocabulary by reading some articles or short stories and tried to guess their meanings in context or by looking it up in the dictionary. A few students preferred to enrich their vocabulary by watching an English movie or any other movie by using English subtitles.

About 6 students confirmed that they were a lack of articulation. They felt embarrassed when someone asked them to repeat what they said because they could not get what they said.

The thing they did to get over that problem was practicing through a short conversation with their friends. This helped them a lot because they had someone to correct them or to excuse them to make

themselves clearer. Besides that, some students believed that recording their own voice while speaking to themselves (then played the recording) could be a good practice.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the findings of the research, the general level of self-esteem of 3<sup>rd</sup> semester students at English Department of Lambung Mangkurat University who take intermediate speaking and already passed basic speaking subject is on average level. Specifically, there are some students who are on a low level of self-esteem and some others are on a high level of self-esteem.

### **Suggestion**

After having given an insight into students' self-esteem, the lecturers may need to consider suitable teaching methods to treat or even to boost their students' self-esteem. They may need to find a matching treatment to their students. Reflecting on the findings, especially beside the students who are on the average level of self-esteem, there are a number of students who are on a low and high level as well. Since their self-esteem levels are different, obviously the treatment to use may vary. This can be a challenging task for the lecturers in order to maximize their teaching.

To the Students By knowing their self-esteem level, the researcher expects the students to reflect themselves about what is affecting them the most and make some efforts to overcome it. For example, students with low self-esteem are lacks of vocabulary and inaccurate pronunciation. Thus, they need to enrich their vocabulary and practice their pronunciation. They have to avoid negative thoughts, so they will be a focus on making progress. They may need to learn to be assertive and set a challenge for themselves in order to enhance their ability. They also have to try not to compare themselves to others too much because it may demotivate them. Last but not least, do more practice in speaking and try to speak up whenever they have the chance to do so.

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