CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the result of finding in this study about whether there was correlation between students' self-esteem and students' speaking performance.

A. **Finding**

In indentifying wether there was correlation between students' self-esteem and students' speaking performance, the researcher has administered the self-esteem questionnaire and speaking test to 40 students. The following are the result of self-esteem questionnaire and speaking test.

1. **The Result of Self-Estem Questionnaire**

The following table e shows the self-esteem questionnaire answer percentages of each item. There are two kinds of statement used in the questionnaire, those are positive and negative statement. The bold writings are for negative statements.

Table 4.1 Self-Esteem Questionnaire Percentages Result

NO	Questions	SA	A	DA	SDA
1.	On the whole, I am satisfied with my English speaking performance (Secara keseluruhan, saya puas dengan performa berbicara saya dalam Bahasa Inggris)	7,5%	45%	37,5%	10%
2.	On the whole, I am satisfied when I become a volunteer in English discussion activity (Secara keseluruhan, saya puas ketika saya menjadi relawan dalam kegiatan diskusi Bahasa Inggris)	17,5%	40%	40%	2,5%
3.	**I am not good at describing person or things in English (Saya tidak mampu/ahli dalam mendeskripsikan orang atau benda**	7,5%	60%	30%	2,5%

	dalam Bahasa Inggris)				
4.	**I am not good at practicing English speaking at all (Saya tidak mampu/ahli dalam praktek berbicara dalam Bahasa Inggris)**	7,5%	27,5%	40%	25%
5.	I feel that I am good at expressing my opinion in English (Saya merasa bahwa saya mampu dalam mengungkapkan pendapat saya dalam Bahasa Inggris)	7,5%	62,5%	27,5%	2,5%
6.	I feel that I am good at describing person/things in English (Saya merasa mampu dalam mendeskripsikan orang atau benda dalam Bahasa Inggris)	7,5%	67,5%	17,5%	7,5%
7.	I feel that I am good at practicing English speaking (Saya mampu mempraktekkan berbicara dalam Bahasa Inggris)	7,5%	45%	42,5%	5%
8.	I am able to finish English assignments well (Saya bisa menyelesaikan tugas-tugas Bahasa Inggris dengan baik)	20%	57,5%	17,5%	5%
9.	I am able to understand well what are people saying in English (Saya bisa memahami apa yang orang lain katakan dalam Bahasa Inggris)	15%	55%	20%	10%
10.	I am able to speak in English well (Saya bisa berbicara dalam Bahasa Inggris dengan baik)	5%	37,5%	47,5%	10%
11.	**I do not have interest to participate in English discussion activity (Saya tidak tertarik untuk berpartisipasi dalam kegiatan diskusi Bahasa Inggris)**	15%	20%	55%	10%
12.	**I do not have good/sufficient quality in English speaking (Saya tidak mempunyai kualitas yang baik/cukup dalam berbicara Bahasa Inggris)**	15%	37,5%	40%	7,5%
13.	**I do not have interest in practicing English speaking (Saya tidak tertarik mempraktekkan berbicara dalam Bahasa Inggris)**	7,5%	30%	55%	7,5%
14.	**I certainly feel awkward and shy when I have to speak in English in front of my classmate at times (Kadang, saya benar-benar merasa canggung dan malu ketika saya harus berbicara dalam Bahasa Inggris di depan teman-teman sekelas saya)**	42,5%	42,5%	15%	0%
15.	**I certainly feel reluctant to participate in English speaking activity at times (Kadang, saya benar-benar merasa enggan untuk berpartisipasi dalam kegiatan berbicara Bahasa Inggris)**	15%	45%	37,%	2,5%
16.	I feel that my English speaking performance	7,5%	67,5	25%	0%

	was not bad (Saya merasa bahwa performa berbicara dalam Bahasa Inggris saya tidak terlalu buruk)		%		
17.	I feel that I am a person with good English competencies enough (Saya merasa bahwa saya adalah orang dengan pengetahuan Bahasa Inggris yang baik)	10%	37,5%	42,5%	10%
18.	I feel that I do not give up easily in learning especially in English speaking (Saya merasa bahwa saya tidak mudah menyerah dalam belajar terutama dalam berbicara Bahasa Inggris)	12,5%	72,5%	12,5%	2,5%
19.	I wish I could have more brave to speak in English in front of my friends (Saya harap saya mempunyai keberanian yang lebih untuk berbicara dalam Bahasa Inggris di depan teman-teman sekelas saya)	35%	50%	12,5%	2,5%
20.	I wish I could have more support from my parents to increase my English speaking achievement (Saya harap saya bisa mendapat dukungan lebih dari orang tua saya untuk meningkatkan prestasi saya dalam berbicara Bahasa Inggris)	45%	52,5%	2,5%	0%
21.	I wish I could have more struggle in improving my English speaking performance (Saya harap saya bisa memiliki usaha lebih dalam meningkatkan performa saya dalam berbicara Bahasa Inggris)	42,5%	52,5%	5%	0%
22.	**All in all, I am inclined to feel that I often forget what I have learnt about English speaking (Secara keseluruhan, saya cenderung merasa bahwa saya sering lupa apa yang telah pelajari tentang berbicara dalam Bahasa Inggris)**	12,5%	60%	25%	2,5%
23.	I take positive attitude toward overall of my characters (Saya bersikap positif terhadap keseluruhan sifat/karakter saya)	7,5%	82,5%	5%	5%
24.	I take positive attitude toward my English competency (Saya bersikap positif terhadap pengetahuan Bahasa Inggris saya)	10%	77,5%	10%	2,5%
25.	I take positive attitude toward my English speaking performa (Saya bersikap positif terhadap performa berbicara saya dalam Bahasa Inggris)	5%	72,5%	15%	7,5%

After explain the precentages result of self-esteem questionnaire, the following table explains the students' score of self-esteem questionnaire and also the classification of each score.

Table 4.2 The Students' Score of Self-Esteem Questionnaire

NO	Respondence	Score	Classification
1.	Student 1	79	Very High
2.	Student 2	72	High
3.	Student 3	68	High
4.	Student 4	69	High
5.	Student 5	80	Very High
6.	Student 6	80	Very High
7.	Student 7	72	High
8.	Student 8	56	High
9.	Student 9	47	Low
10.	Student 10	80	Very High
11.	Student 11	79	Very High
12.	Student 12	58	High
13.	Student 13	63	High
14.	Student 14	69	High
15.	Student 15	74	High
16.	Student 16	72	High
17.	Student 17	77	Very High
18.	Student 18	70	High
19.	Student 19	77	Very High
20.	Student 20	59	High
21.	Student 21	78	Very High
22.	Student 22	47	Low
23.	Student 23	58	High
24.	Student 24	87	Very High
25.	Student 25	37	Low
26.	Student 26	41	Low
27.	Student 27	62	High
28.	Student 28	73	High
29.	Student 29	71	High
30.	Student 30	48	Low
31.	Student 31	63	High
32.	Student 32	76	Very High
33.	Student 33	66	High
34.	Student 34	74	High
35.	Student 35	72	High
36.	Student 36	56	High
37.	Student 37	77	Very High
38.	Student 38	63	High
39.	Student 39	60	High
40.	Student 40	73	High

From the table above, it can be seen that there are 5 students have low categorize of self-esteem, 24 students have high self-esteem and 5 students have very high self-esteem. After that, the reasearcher also

calculated the mean, median, standard deviation, minimum and maximum

score. The result is presented in this following table.

Table 4.3 Statistical Result of Self-Esteem Questionnaire

Mean	67,0750
Median	70,5000
Minimum	37,00
Maximum	87,00
Std. Deviation	11, 68911

From the table above, it can be inferred that the mean score of

students' self-esteem questionnaire was classified as high self-esteem with

67,075 as the mean score.

2. The Result of Speaking Test

The following table is the score of speaking test of each student as

the evaluation result of two raters or scorers.

Table 4.4 The Score of Students' Speaking Test from Two Raters

NO	Students	Rater 1	Rater 2
1.	Student 1	20	20
2.	Student 2	19	19
3.	Student 3	19	19
4.	Student 4	22	22
5.	Student 5	22	22
6.	Student 6	19	19
7.	Student 7	19	19
8.	Student 8	19	20
9.	Student 9	18	18
10.	Student 10	21	21
11.	Student 11	20	20
12.	Student 12	19	19
13.	Student 13	21	20
14.	Student 14	19	19
15.	Student 15	20	20
16.	Student 16	19	19
17.	Student 17	20	19
18.	Student 18	19	19
19.	Student 19	18	18
20.	Student 20	19	20

21.	Student 21	18	19
22.	Student 22	18	19
23.	Student 23	19	19
24.	Student 24	18	18
25.	Student 25	18	18
26.	Student 26	18	18
27.	Student 27	19	19
28.	Student 28	19	19
29.	Student 29	19	19
30.	Student 30	18	18
31.	Student 31	18	18
32.	Student 32	19	19
33.	Student 33	19	19
34.	Student 34	21	21
35.	Student 35	19	19
36.	Student 36	19	19
37.	Student 37	18	18
38.	Student 38	20	20
39.	Student 39	21	21
40.	Student 40	21	22

After getting the score of students' speaking test, the score from rater 1 and rater 2 are correlated to find out the speaking final score of each student. The following table represents the final score of speaking test and score classification.

Table 4.5 The Final Score of Students' Speaking Test

NO	Students	Final Score	Classification
1.	Student 1	20	Good
2.	Student 2	19	Good
3.	Student 3	19	Good
4.	Student 4	22	Excellent
5.	Student 5	22	Excellent
6.	Student 6	19	Good
7.	Student 7	19	Good
8.	Student 8	19,5	Good
9.	Student 9	18	Good
10.	Student 10	21	Excellent
11.	Student 11	20	Good
12.	Student 12	19	Good
13.	Student 13	20,5	Excellent
14.	Student 14	19	Good
15.	Student 15	20	Good

16.	Student 16	19	Good
17.	Student 17	19,5	Good
18.	Student 18	19	Good
19.	Student 19	18	Good
20.	Student 20	19,5	Good
21.	Student 21	18,5	Good
22.	Student 22	18,5	Good
23.	Student 23	19	Good
24.	Student 24	18	Good
25.	Student 25	18	Good
26.	Student 26	18	Good
27.	Student 27	19	Good
28.	Student 28	19	Good
29.	Student 29	19	Good
30.	Student 30	18	Good
31.	Student 31	18	Good
32.	Student 32	19	Good
33.	Student 33	19	Good
34.	Student 34	21	Excellent
35.	Student 35	19	Good
36.	Student 36	19	Good
37.	Student 37	18	Good
38.	Student 38	20	Good
39.	Student 39	21	Excellent
40.	Student 40	21,5	Excellent

From the table above, it can be concluded that most of the students have good level with 7 excellent level classification of speaking. Then, the following table shows the mean, median, minimum and maximum score of speaking test.

Table 4.6 Statistical Result of Speaking Test

Mean	19,3125
Median	19,0000
Minimum	18,00
Maximum	22,00
Std. Deviation	1,10759

From the table above, it can be inferred that the mean score of students' speaking test was classified as good level of speaking with 19,31 as the mean score.

3. Normality Testing

Normality testing was done through *Kolmogorov Smirnov* because the total number of samples are 40 students (under 50) using SPSS 24.0 Program. The following table shows the result of normality testing for X variable (self-esteem) and Y variable (speaking performance).

Table 4.7 The Result of One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		40
Normal Parameters[a,b]	**Mean**	,0000000
	Std. Deviation	11,67588371
Most Extreme Differences	**Absolute**	,143
	Positive	,094
	Negative	-,143
Test Statistic		,143
Exact Sig. (2-tailed)		,353
Point Probability		,000

If the significance value of the test (α) > 0,05 means that the data has normal distribution. But, If significance value (α) < 0,05, means that the data does not has normal distribution. The result of normality testing showed that the significance value (α) is 0,353 or bigger than 0,05. Then, it can be concluded that the data of X variable (self-esteem) and Y variable (speaking performance) have normal distribution.

4. Linearity Testing

The following table was the linearity testing result from X variable (self-esteem) and Y variable (speaking performance) using SPSS 24.0 Program.

Table 4.8 The Result of ANOVA from Linearity Testing

			Sum of Squares	df	Mean Square	F	Sig.
SPEAKING * SELF-ESTEEM	Between Groups	(Combined)	499,067	23	21,699	1,339	,277
		Linearity	1,715	1	1,715	,106	,749
		Deviation from Linearity	497,352	22	22,607	1,395	,250
	Within Groups		259,333	16	16,208		
	Total		758,400	39			

From the table above, we can see that the Deviation from Linearity has 0,0250 as the significance value. Meanwhile, if significance value > 0,05 means that the distribution of the data is linear. But, if significance value < 0,05, means that the distribution of the data does not linear. It means that data of X variable (self-esteem) and Y variable (speaking performance) has the linear distribution.

5. **Correlation Coefficient between Students' Self-Esteem and Students' Speaking Performance**

In order to analyze whether there is a significance correlation between X variable (self-esteem) and Y variable (speaking performance), the data were analyzed by using statistical formula and the researcher used Spearman Rank correlation coefficient through SPPS 24.0 Program. In Spearman Rank Correlation Coefficient, the data from X variable (self-esteem) and Y variable (speaking performance) should in the ordinal form. The following tables are the basic decision of rank order for X variable (self-esteem) and Y variable (speaking performance).

Table 4.9 Classification of Self-Esteem Rank Order

Score	Classification	Rank Order
76 – 100	Very high	4
51 – 75	High	3
26 – 50	Low	2
1 – 25	Very low	1

Table 4.10 Classification of Speaking Performance Rank Order

Score	Level of ability	Rank Order
21 – 25	Excellent	4
16 – 20	Good	3
11 – 15	Average	2
5 – 10	Poor	1

After making basic decision of ordinal score, the folowing tables are the rank order (ordinal score) from X variable (self-esteem) and Y variable (speaking performance).

Table 4.11 The Result of Self-Esteem Questionnaire Rank Order

NO	Respondence	Score	Classification	Rank Order
1.	Student 1	79	Very High	4
2.	Student 2	72	High	3
3.	Student 3	68	High	3
4.	Student 4	69	High	3
5.	Student 5	80	Very High	4
6.	Student 6	80	Very High	4
7.	Student 7	72	High	3
8.	Student 8	56	High	3
9.	Student 9	47	Low	2
10.	Student 10	80	Very High	4
11.	Student 11	79	Very High	4
12.	Student 12	58	High	3
13.	Student 13	63	High	3
14.	Student 14	69	High	3
15.	Student 15	74	High	3
16.	Student 16	72	High	3
17.	Student 17	77	Very High	4
18.	Student 18	70	High	3
19.	Student 19	77	Very High	4
20.	Student 20	59	High	3
21.	Student 21	78	Very High	4
22.	Student 22	47	Low	2
23.	Student 23	58	High	3

24.	Student 24	87	Very High	4
25.	Student 25	37	Low	2
26.	Student 26	41	Low	2
27.	Student 27	62	High	3
28.	Student 28	73	High	3
29.	Student 29	71	High	3
30.	Student 30	48	Low	2
31.	Student 31	63	High	3
32.	Student 32	76	Very High	4
33.	Student 33	66	High	3
34.	Student 34	74	High	3
35.	Student 35	72	High	3
36.	Student 36	56	High	3
37.	Student 37	77	Very High	4
38.	Student 38	63	High	3
39.	Student 39	60	High	3
40.	Student 40	73	High	3

Table 4.12 The Result of Speaking Test Rank Order

NO	Students	Score	Classification	Rank Order
1.	Student 1	20	Good	3
2.	Student 2	19	Good	3
3.	Student 3	19	Good	3
4.	Student 4	22	Excellent	4
5.	Student 5	22	Excellent	4
6.	Student 6	19	Good	3
7.	Student 7	19	Good	3
8.	Student 8	19,5	Good	3
9.	Student 9	18	Good	3
10.	Student 10	21	Excellent	4
11.	Student 11	20	Good	3
12.	Student 12	19	Good	3
13.	Student 13	20,5	Excellent	4
14.	Student 14	19	Good	3
15.	Student 15	20	Good	3
16.	Student 16	19	Good	3
17.	Student 17	19,5	Good	3
18.	Student 18	19	Good	3
19.	Student 19	18	Good	3
20.	Student 20	19,5	Good	3
21.	Student 21	18,5	Good	3
22.	Student 22	18,5	Good	3
23.	Student 23	19	Good	3
24.	Student 24	18	Good	3
25.	Student 25	18	Good	3
26.	Student 26	18	Good	3
27.	Student 27	19	Good	3

28.	Student 28	19	Good	3
29.	Student 29	19	Good	3
30.	Student 30	18	Good	3
31.	Student 31	18	Good	3
32.	Student 32	19	Good	3
33.	Student 33	19	Good	3
34.	Student 34	21	Excellent	4
35.	Student 35	19	Good	3
36.	Student 36	19	Good	3
37.	Student 37	18	Good	3
38.	Student 38	20	Good	3
39.	Student 39	21	Excellent	4
40.	Student 40	21,5	Excellent	4

Then, the following is the result of Spearman Rho correlation coefficient testing between X variable (self-esteem) and Y variable (speaking performance).

Table 4.13 Spearman Rho Correlation Coefficient Result
Correlations

			SELF_ESTEEM	SPEAKING
Spearman's rho	**SELF_ESTEEM**	Correlation Coefficient	1,000	**,091**
		Sig. (2-tailed)	.	**,575**
		N	40	40
	SPEAKING	Correlation Coefficient	,091	1,000
		Sig. (2-tailed)	,575	.
		N	40	40

The SPSS output suggest that the Spearman Correlation Coefficient is 0,091. It means that the correlation is positive. Considering that the significant value (2-tailed) is 0,575 or bigger than 0,05, the null hypothesis is accepted. In other words, there is no significant correlation between students' self-esteem and students' speaking performance.

B. Discussion

This part discusses the findings by analyzing and reflecting to the previous studies to get detail explanation toward the findings.

1. Students' self-esteem

The data of students' self-esteem about their speaking performance was collected via Google Form because of pandemic COVID-19 situations. The questionnaire was adapted to the theory of self-esteem indicators from Rosenberg (1965) with likert scale. There are 25 items of questionnaire include 17 positive statements and 8 negative statements. Based on the result of data analysis, it was found that there are 5 students have low categorize of self-esteem, 24 students have high self-esteem and 5 students have very high self-esteem. The mean score of students' self-esteem shows 67,075 which categorized as high self-esteem. It means that the second grade students at MTs Ma'arif Udanawu Blitar exactly at 8J as one of the excellent class has the high categorized of self-esteem.

Based on the result of self-esteem questionnaire above, there are some factors affecting the quality of students' self-esteem. Each student has the different quality of self-esteem because they grew up in different and by different condition and situations. Some of them are feel grateful with their condition and feel confident to explore their own ability. But some of them also feel not too grateful because of several reasons, such as feeling shy or feeling that he or she will not to be respected by others. Such as written by Gufron and Rini (2010: 46), there are several factors

influencing self-esteem include gender, intelligence, physical appearance, family environment and social environment. If reflected with the condition right now, during pandemic COVID-19 most of the students are very rarely to interact and socialize with others because they do the school assignment via gadget or laptop. Consequently, this condition can affect the quality of their self-esteem.

2. Students speaking performance

In measuring the students' speaking performance, the speaking test also was conducted via online because of pandemic COVID-19 situations. The students were asked to describe one of the actors or actress pictures which had been provided by the researcher via video. From the data analysis result, it was found that majority of students has the good level classification of speaking with 19,31 as the mean score

By interpreting the result of speaking test, collecting the data via video is good ways for the students who prefer to speak in front of the camera. They more feel free to express and explore their ability to speak in English in front of the camera rather than in front of other people. But still, some of them actually feel shy to speak in English in front of the camera. Probably the result of speaking test will be different if the test was conducted via offline (live meeting between the researcher and the students). Some students feel shy when they have to speak in front of their friends or only in front of the researcher. That is why, the result of students' speaking test varied. In this case, Brown (2001: 143) writes

about essential personal characteristics that involve self-esteem, inhibition, potential risk, social anxiety, empathy, extroversion, and introversion all play a role in students' success. He emphasizes that self-esteem act as the crucial part because it relates to the psychological aspect which contributes to the success of the speaking activity. Supporting that arguments, Soviatu et.al (2019: 51) wrote that learners who lack self-esteem are unable to deliver a speech and when they doubt their ability to speak, they are not motivated to speak at all or do not participate in classroom activities that involve more spoken dialect. It can be inferred that self-esteem can be considered as one of the aspects which are required in speaking performance

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

From the result of research indicates that there was no significant correlation between students' self-esteem and students' speaking performance of the second grade students at MTs Ma'arif Udanawu Blitar. The SPSS output suggest that the Spearman Correlation Coefficient is 0,091. It means that the correlation is positive. Positive correlation here happens because the high score from both variables (self-esteem and speaking performance). Considering that the significant value (2-tailed) is 0,575 or bigger than 0,05, the null hypothesis is accepted. In other words, there is no significant correlation between students' self-esteem and students' speaking performance.

Several previous studies also found the same result about the correlation between students self-esteem and students' speaking performance. First, Smita Dev and Saura Qiqieh (2016) entitled the relationship among English language proficiency, academic achievement and self-esteem of non-native English speaking in Abu Dhabi University. They found that there is no positive relationship among English language proficiency, academic achievement and self-esteem of non-native English speaking in Abu Dhabi University. Second, Riska Ananda (2017) entitled the correlation between students' self-esteem and student's speaking skill of the second year students at SMA Negeri 2 Bantaeng. The result of this study shows that there was no significant correlation between students' self-esteem and students' speaking skill of the second year students SMA Negeri 2 Bantaeng 2016/2017.

On the other hand, most of previous studies found the different result wich indicated that there is correlation between self-esteem and speaking performance. In 2020, there are 2 persons who had been conducted the similar research. First, Sri Rahayu (2020) entitled the correlation between students' self-esteem and their speaking ability at junior high Sshool 10 Tapung Kampar Regency. She found that there is significant positive correlation between self-esteem and speaking ability at the second year students of Junior High School 10 Tapung Kampar Regency. Second, Siti Aisyah (2020) entitled the correlation between students' self-esteem and students' speaking ability of eleventh grade at

SMAN 7 Maros. The result was indicate that the students' self-esteem and students' speaking ability had significant correlation of eleventh grade at SMAN 7 Maros. Probably, those two researches having the different result with this research because they were conducted at the different time and situations. Those two research had been conducted before pandemic COVID-19 which is required to do online teaching learning activity. Absolutely, this condition makes the quality of students self-esteem and their speaking skill changes. The studentsThis condition can be one of cause which makes this research has the different result from those two previous studies.

By interpreting to the related findings from some previous studies above, the main point which can be concluded is the different result between speaking test which conducted via offline (live meeting with the students) and via online (through the video). Some students commonly feel shy and awkward when they have to speak in front of the class or other people. They will be more active or prefer to speak up and explore their ability in front of camera. But, some students feel more confident in front of other people rather than in front of the camera. This condition makes the result of speaking test varied. Commonly, the psychological aspect of each student also contributes to the quality of students' speaking performance. What they have to do is do more practice to speak in English to improve their speaking quality.