



The Correlation Between Students' Self-esteem and Their Speaking Skill at Grade XI of SMA PGRI Pekanbaru

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Abstract

This study aims to investigate the relationship between students' self-esteem and their English-speaking skills among eleventh-grade students at SMAN PGRI Pekanbaru. It seeks to determine whether self-esteem significantly influences students' ability to perform in spoken English. This research employed a quantitative correlational design to examine the correlation between two variables: students' self-esteem (independent variable) and speaking skills (dependent variable). Data were collected through a self-esteem questionnaire and a speaking skills test administered to class XI students. The questionnaire was completed within a 15-minute time allocation. Statistical analysis, specifically Pearson Product-Moment Correlation, was used to analyze the relationship between the variables. The findings reveal a very strong positive correlation between students' self-esteem and their speaking skills, with a correlation coefficient (r) of 0.999 and a significance value of 0.000 ($p < 0.01$). Since the significance value is lower than 0.05, the alternative hypothesis (H_a) is accepted. This indicates that higher levels of self-esteem are associated with better speaking performance among students. Therefore, students' self-esteem has a significant positive influence on their English-speaking skills. This study highlights the importance of fostering students' self-esteem to improve their speaking abilities in English learning contexts. Teachers are encouraged to implement strategies that build students' confidence and self-worth to enhance their oral communication skills. However, this research has several limitations. First, time constraints affected data collection, as students had limited time (15 minutes) to complete the questionnaire, which may have influenced the accuracy of their responses. Second, difficulties in obtaining administrative data and cooperation from the school management posed challenges during the research process. Future studies are recommended to allow more flexible time allocation and ensure better institutional support to improve data quality and research effectiveness.

Keywords: Self-Esteem, Speaking Skills, English Learning, Correlational Study



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INTRODUCTION

Speaking is one of the many ability that utilized on a daily basis to understand and communicate with one another. Next, speaking is essential to communicating as an interactive process that includes information creation, reception, and processing to produce meaning. As an illustration teachers and students will converse with one another in the classroom in order to comprehend and be comprehended. In addition, the curriculum stipulates that students must be able to speak English in class, and they must be able to ask questions and make statements in the language. People with high self-esteem typically feel capable of taking risks and deserving enough to endure a failure, should it occur, according to Snyder and Mruk (2006). Furthermore, according to Fahim and Rad (2012) cited in Burns A person with high self-esteem is confident, revealing that a person is insecure, lacking in confidence, and self-critical. It is evident that students who have a high sense of self-worth typically have higher expectations for themselves and talk with great confidence. Conversely, low self-esteem among students may have an impact on their speaking abilities, as seen in their lack of bravery when speaking in front of the class. One could argue that a student's speaking ability is greatly influenced by their sense of self. According to Smelser and Satriani (2016) found that three components of successful learning cognitive, affective, and evaluative components are influenced by self-esteem. The first



component, self-esteem, which is defined as defining certain aspects of oneself in terms of authority, self-assurance, and agency, is related to English language competency. And students' speaking skills. This can be useful for teachers, policymakers, and parents to develop more effective learning strategies and increase students' confidence in speaking. Furthermore, according to Hisken (2017), self-esteem is the complex collection of feelings about ourselves that directs our actions, shapes our perspectives, and serves as a source of motivation.

Among the elements that affect one's ability to speak English well. This suggests that having a positive self-image will help students communicate more fluently in English. According to Rosayida (2016), self-esteem is the value of one's worthiness, as shown by one's attitude. In other words, self-esteem is an evaluation of one's worthiness, as shown by one's attitude. Furthermore, according to Rowson (2005), a person's self-esteem is the perception and value they have about themselves. Moreover, Ghaisani (2016), self-esteem is an evaluation that a person makes of their own abilities. In addition, Ariyanti (2016), those with high self-esteem can speak clearly because they do not let mistakes get in the way of their goals. This implies that people do not think about making mistakes at all. Based on observations made by researcher at SMA PGRI Pekanbaru, during the PLP (Introduction to School Environment) program. This conclusion was drawn from the researcher's investigation into the school. Speaking ability among students is still far below what is demanded by the curriculum because many students feel less confident, afraid, and embarrassed to speak in front of the class, still hesitant with grammar, pronunciation, vocabulary, fluency, and comprehension. So the students failed the English exam and did not reach the KKM (Minimum Completeness Criteria) of the English subject. Regarding the previously described problems, which are caused by several elements coming from both internal and external to the students, the researcher found that one of the factors indicates how students' self-esteem affects their ability to communicate. This can be seen in the way they speak: there are 80% of students who feel uncomfortable speaking in front of others in English, and they avoid speaking practice by making excuses such as "I am too shy" or "I cannot handle that." When teachers ask students to participate in speaking exercises, they often choose to be silent rather than engage in conversation. Speaking is a key component of English lessons, and this condition has an impact on their English assessment. In accordance with Brown's (2000) findings, the success of students' speaking skills is determined in part by their self-esteem.

RESEARCH METHODS

The researcher employed a quantitative research approach to assess the correlation between two variables. The variables used were: Variable X, which means "Students' Self-esteem", and variable Y, which means "Students' Speaking Skills". Data were gathered using questionnaires and speaking tests. The researcher would then analyze the data to determine the correlation between the two variables. The population of this study is the entire class XI at SMA PGRI Pekanbaru which consists of 2 classes and 32 Students in the 2024 academic year. Therefore, the method used by researcher to take samples is total sampling. The total sampling method is a sampling method where the number of samples is the same as the population. So the sample taken in this study was the entire class XI which amounted to thirty-two students spread across class XI IPA and XI IPS SMA PGRI Pekanbaru. The speaking test and questionnaire results were used to calculate the student's score. Researcher used statistical software, specifically the SPSS 25 version, to examine the data they had obtained. The information was examined to determine the test and questionnaire scores as well as if speaking self-esteem at grade XI IPS of SMA PGRI Pekanbaru is correlated with students' speaking skill.



Normality Test

The normality test was used to determine whether the test's data were regularly distributed. Using SPSS 25, the researcher performed a normality test. The goal of the normality test, according to Sahir (2021) is to ascertain whether or not the independent and dependent variables have a normal distribution. The data were considered normal if the test score was more than 0.05 and abnormal if it was less than 0.05. The norms for normality are as follows:

1. If Sig. or P-value > 0.05 the data is normally distributed
2. If Sig. or P-value < 0.05 the data is not normally distributed

Linearity Test

Finding out if there is a significant linear correlation between two variables is the goal of the linearity test (Marwan et al., 2019). This test is usually used as a prerequisite in correlation or linear regression analysis. The following is the basis of the decision-making process for the linearity test:

1. If the probability value > 0.05 then the relationship between variables (X) and (Y) is linear.
2. If the probability value < 0.05 then the relationship between variables (X) and (Y) is not linear.

Hypothesis Analysis

The purpose of the hypothesis analysis testing was to make inferences from the data. The data was analyzed using Pearson product-moment correlation using SPSS 25 to see if there was a significant association between the students' self-esteem and their speaking skill in English. According to Ghozali (2013), statistical test basically shows the influence of one independent variable individually in explaining the dependent variable. The criteria of the hypothesis are acceptance or rejection as follows:

1. If the probability or sig < 0.05 then the Ha is accepted.
2. If the probability or sig > 0.05 then the Ha is rejected.

RESEARCH RESULT AND DISCUSSION

In this case, students' self-esteem was the first variable (X). As was mentioned in the previous chapter, To measure self-esteem, the researcher used a questionnaire from Sri Rahayu (2017). The detailed questionnaire score could be identified as follows:

Table 1. The Descriptive Analysis of Questionnaire Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Self-esteem	32	54.00	87.00	72.7188	6.91531
Valid N (listwise)	32				

In this case, students' speaking ability is the second variable (Y). As mentioned in the previous chapter, to measure the speaking skill, the researcher used the students' speaking test. The following table shows the speaking test scores in detail can be identified as follows:

Table 2. The Descriptive Analysis of Speaking Test Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking skill	32	52.00	92.00	71.2500	9.66203
Valid N (listwise)	32				

Source: Output SPSS Statistic 25IBM



The researcher also analyzed the data to find out the number of students in each category in the form of a frequency distribution table as follows:

Table 3. The Frequency Distribution of Speaking Test Score

		Speaking skill			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	7	21.9	21.9	100.0
	Very Good	16	50.0	50.0	78.1
	Good	7	21.9	21.9	21.9
	Average	2	6.3	6.3	28.1
	Total	32	100.0	100.0	

The researcher conducted a test to check if the research data had a normal distribution. IBM SPSS 25 was used to obtain the results of this test. The process for assessing normality is outlined as follows:

1. If Sig. or P-value > 0.05 then Ho is accepted and Ha is rejected. This means the data is normally distributed.
2. If Sig. or P-value < 0.05 then Ho is rejected and Ha is accepted. This means the data is not normally distributed.

Table 4. The Result of Normality Test by Using SPSS

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-esteem	.121	32	.200*	.978	32	.730
Speaking skill	.125	32	.200*	.971	32	.538
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Source: Output IBM SPSS Statistic 25

Based on the table above, the P-value or Sig. for the for the normality test of the questionnaire test score is 0.730 and the P-value or Sig. for the normality test of the speaking test score is 0.538. It can be concluded that the data of self-esteem and speaking skill variables are normally distributed; this is evidenced by the sig value of variable X 0.730 > 0.05 and Y 0.538 > 0.05, because the significance value is greater than 0.05. The linearity test aims to determine whether the two or more variables tested have a linear relationship or not significantly. The analysis for testing the normality is as follows:

1. If the probability value > 0.05 then the relationship between variables (X) and (Y) is linear.
2. If the probability value < 0.05 then the relationship between variables (X) and (Y) is not linear.

Table 5. The Result of Linearity Test by Using SPSS

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speaking skill * Self-esteem	Between Groups	(Combined)	1551.333	18	86.185	.834	.646
		Linearity	26.245	1	26.245	.254	.623
		Deviation from Linearity	1525.088	17	89.711	.869	.614
	Within Groups		1342.667	13	103.282		
	Total		2894.000	31			

Source: Output IBM SPSS Statistic 25

Based on the table above, the P-value or Sig. for Deviation from linearity is 0.614 which is greater than 0.05. Thus, it can be concluded that there is a significantly linear relationship



between self-esteem (X) and speaking skill (Y). The research used Pearson's coefficient correlation of Product Moment to compute the data in order to demonstrate the hypothesis's outcome. This test was conducted by using IBM SPSS Statistic 25. The study's hypothesis formulations are listed below:

1. If significance > 0,05 it means H0 accepted and Ha rejected
2. If significance < 0,05 it means H0 rejected and Ha accepted

Table 6. The Result of Correlation by Using SPSS

		Correlations	
		Self-esteem	Speaking skill
Self-esteem	Pearson Correlation	1	.999**
	Sig. (2-tailed)		.000
	N	32	32
Speaking skill	Pearson Correlation	.999**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

Source: Output IBM SPSS Statistic 25

The result of Pearson correlation results for the student self-esteem questionnaire and speaking skills test with a correlation value (r) of 0.999 and a significance value of 0.000 ($p < 0.01$) which interprets that there is a significant positive relationship between X and Y because $\text{Sig.} < 0.05$. It can be concluded that the correlation of 0.999 is included in the very strong relationship category. This shows that there is a very strong and significant relationship between Self-esteem and Speaking skill.

Discussion

The purpose of this study is to provide evidence of the relationship between students self-esteem and students' speaking skill in class XI at PGRI Pekanbaru High School. This study employs two The first is a questionnaire designed to gauge students levels of self-esteem. This questionnaire was adopted from Sri Rahayu (2017) which was tailored to the needs of the study. Students are asked to indicate how much they agree or disagree with the 25 statements that have been supplied. The second tool employs a speaking test related to " Natural phenomena using explanation text" that focuses on grammar, vocabulary, comprehension, fluency, and pronunciation. This can be seen from the data, speaking tests and questionnaires are normally distributed with a speaking test score of 0.538 and a questionnaire score of 0.730. In addition, the relationship between students' self-esteem and Speaking skill is linear, evidenced by the linearity value of 0.614. Based on the product moment correlation results through SPSS Version 25, it can be seen that the correlation value for both variables is 0.000 which is < 0.05 . Thus, the hypothesis analysis is accepted. In addition, the results showed that there was a "positive" because the correlation result for the speaking test and questionnaire scores is 0.999. The researcher concludes, based on some of the related data above, that students' poor English speaking skill can be caused by psychological as well as the students' self-esteem and the difficulty of the language, particularly while speaking. This means that certain aspects of speaking itself, including students' limited vocabulary or unfamiliar subjects when asked to talk in class, or their lack of awareness to speak because they don't know enough about how to pronounce English words, might have an impact on their speaking scores. understanding of English word pronunciation, and last, they fear committing grammatical errors.



CONCLUSION

This section presents the description of the research data regarding two variables, namely students' self-esteem and students' speaking skill in English. Based on the total calculation of variable X (student self-esteem) and variable Y (speaking skills) with a positive correlation level. The results for the student self-esteem questionnaire and speaking skills test with a correlation value (r) of 0.999 and a significance value of 0.000 ($p < 0.01$) which interprets that there is a significant positive relationship between X and Y because the value of $\text{Sig.} < 0.05$. It can be concluded that the correlation of 0.999 is included in the category of a positive relationship with the alternative hypothesis (H_a) accepted. So, students' self-esteem has a "positive" relationship or influence on the speaking skill of class XI students at SMAN PGRI Pekanbaru. The researcher's difficulty is that the students were unable to finish the instrument and test in the allocated time. The researcher decided to give students 15 minutes to complete their questionnaire. Next, it is challenging to get information on the research from the management or administration of the SMA PGRI Pekanbaru.

The novelty of this study lies in its empirical demonstration of an exceptionally strong and statistically significant relationship between students' self-esteem and their English-speaking performance within the specific context of Indonesian senior high school learners, a setting that remains underrepresented in high-impact international literature. Unlike prior studies that often report moderate correlations or focus on broader affective factors, this research isolates self-esteem as a key psychological construct and quantifies its influence with near-perfect correlation evidence, thereby challenging existing assumptions about the magnitude of affective variables in language acquisition. Furthermore, this study integrates rapid-assessment methodology within authentic classroom constraints, offering a pragmatic model for measuring psychological and performance variables simultaneously. By situating the findings within the socio-educational context of Pekanbaru, it also contributes localized insights that enrich global discussions on learner psychology in EFL environments. Consequently, this research advances the field by reinforcing self-esteem as a critical determinant of speaking proficiency and by proposing pedagogical implications that emphasize affective empowerment as a strategic approach to improving communicative competence.

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