Differences in Self-Esteem among the Eighth Grade Students of Different Genders and Their Impact toward Students' Speaking Skills (A Case Study at SMPN 19 Palembang)

Dhia Fitriah[1]
dhiafitriah@gmail.com
Rusman Roni[2]
rusmanroni@yahoo.com

Abstract: The objectives of the study were to find out if (1) there was any significant difference in self-esteem among the students of different genders, (2) there was any significant difference in speaking skills among the students of different genders, (3) there was any significant influence of self-esteem toward students' speaking skills, (4) how much the contribution of self-esteem toward the students' speaking. The study was conducted at SMPN 19 Palembang. The population and sample of the study was the eighth-grade students academic year 2019/2020. The data were collected by using questionnaire and speaking test which would be analyzed by applying the correlational and regression analyses using SPSS version 26.0. It was found out that there was no significant difference in self-esteem among the students of different genders where t-obtained (1.492) lower than the value of t-table (2.021) with df= 40. However, there was significant difference in speaking skills among the students of different genders where the value of t-obtained (4.052) higher than the value of t-table (2.021). It was also found that there was significant correlation between self-esteem and speaking skill. The Correlation Coefficient was 0.341 at (p) 0.031. Additionally, further analysis using the linear regression analysis revealed that self-esteem contributed 11.6% to speaking skills.

Keywords: *correlation, self-esteem, gender, speaking skills*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah (1) terdapat perbedaan yang signifikan antara harga diri siswa dengan gender yang berbeda, (2) terdapat perbedaan yang signifikan dalam keterampilan berbicara di antara siswa dengan gender yang berbeda, (3) terdapat pengaruh yang signifikan pada harga diri terhadap keterampilan berbicara siswa, (4) seberapa besar kontribusi harga diri siswa terhadap keterampilan berbicara siswa. Penelitian dilakukan di SMPN 19 Palembang. Populasi dan sampel penelitian adalah siswa kelas delapan tahun ajaran 2019/2020. Pengumpulan data dilakukan dengan menggunakan angket dan tes berbicara yang kemudian dianalisis dengan menerapkan analisis korelasional dan regresi menggunakan SPSS versi 26.0. Ditemukan bahwa tidak ada perbedaan yang signifikan pada harga diri dengan nilai *t* diperoleh (1.492) lebih rendah dari nilai t-tabel (2.021) dengan df = 40. Namun terdapat perbedaan yang signifikan keterampilan berbicara pada siswa dengan gender yang berbeda, dimana nilai *t* yang diperoleh (4.052), lebih tinggi dari nilai t-tabel (2.021). Ditemukan juga bahwa terdapat hubungan yang signifikan antara harga diri dan keterampilan berbicara. Koefisien korelasi yang ditemukan adalah 0.341 pada (p) 0.031. Selain itu, analisis lebih lanjut menggunakan analisis regresi linier mengungkapkan bahwa kepercayaan diri berkontribusi 11,6% terhadap keterampilan berbicara.

Kata-kata kunci: *korelasi, harga diri, gender, keterampilan berbicara*

_____
[1] *Student of Universitas PGRI Palembang, South Sumatera*
[2] *Lecturer of Universitas Tridinanti Palembang, South Sumatera*

In language teaching today, the academic interaction with the students individually and the effort to learn more about the students' profiles provide the language teachers with additional advantages for achieving the curriculum goals and objectives. Experts believe that understanding the styles of personality will help teachers apply students' approach assignments appropriately. Puji and Ahmad (2016, p. 289) stated that "educators understanding on learning styles has indirectly brought them to understand the students' characteristic and purposes of what they need". Therefore, understanding student personality seems to be important in the success of the teaching and learning process

In the field of psychology, personality is closely related to self-esteem. As stated by Robins et.al (2001, p.3), "self-esteem may play a critical role in shaping personality processes". In relation to learning outcomes, it is recognized now that the construct of self-esteem is something that teachers need to pay attention to. According to Brown (cited in Gustaman, 2015), without a degree of self-esteem no positive cognitive or affective operation can be done. High self-esteem makes people inclined to take an active part in group's approach, while low self-esteem makes people less willing to contribute. Therefore, self-esteem as one important factor of human affective domain has been found to play an extremely important role in second language acquisition.

A large number of studies have examined that manifestations of self-esteem are influenced by gender. Nevertheless, the findings resulting from various literatures were found to vary. Sar Abadani Tafreshi (cited in Lawer, et al., 2016), in his research entitled "The relationship between academic achievement, Self-Esteem and Gender with Axity of Computer among Postgraduate of Students in University of Tabeiyat Moallem Tehran", found that there is significant difference in self-esteem between males and females. However, Hossaini (cited in Munanu & Kobia, 2016) found that gender is not a predictor of self-esteem of pre-university of students. These results still lead to a continuing debate whether or not gender affects self-esteem in relation to language teaching and learning.

A number of studies also found that self-esteem affects academic performance in English. Concerning the relationship between self-esteem and achievement in second language acquisition, self-esteem has

roles in academic achievement especially speaking skill. During the teaching and learning process, to have the transactional and interpersonal conversations, students need the ability to speak spontaneously. According to Wadison (2017, p.35), "students who have low self-esteem will be less motivated to speak and tend to have slower development in speaking because they are frequently reluctant to speak, shy, and not sure to say particular words in English". Still, the possible impact of self-esteem on speaking skill needs to be deeper investigated whether gender also plays roles in this connection.

Female and male seem to follow essentially the same life span trajectories. For both genders, self-esteem is relatively high in childhood, drops during adolescence, rises gradually throughout adulthood before it tends to decline in old age (Orth & Robins, 2014; Robins & Trzesniewski, 2005; Wagner, Gerstorf, Hoppmann, & Luszcz, 2013, as cited in Bleidorn et. al, 2016). Self-esteem typically remains balanced within the individual. For instance, "people who get higher self-esteem at one point eventually tend to get higher self-esteem years after; also those with poor self-esteem earlier in time tend to have low self-esteem later" (Robins and Trzesniewski, 2005, p.158). Within various periods of time, self-esteem is more balanced than others.

Gender appears to be an issue in self-esteem. Mulalic et al. (2009) examined the learning styles of students, and the differences in their learning styles according to their gender and ethnicity. In choosing the strategies of learning, Jamiah et al (2015) found that males overwhelmingly chose compensation strategies while women favored social strategy. Female students like debating English while studying and they performed well in social thought and interaction, which can be classified as social strategy. Male students, on the other hand, are active in expressing their ideas, logical and better in coordination, which is characterized as compensation strategy.

As a practical output, "speaking has so many barriers such as psychological, physiological, physical, systematic and attitudinal" (Gurler, 2015, p.15). A degree of self-esteem cannot be eliminated in the discussion of personality factors in second language acquisition. According to Gustaman (2015), self-esteem and speaking performance are related to each other when one with a high self-esteem becomes more successful oral communication learners as

well.

Self-esteem is an affective domain a person has that will affect his/her attitude, behavior and the way he/she deals with life. This domain of human affects both feeling about own self and feeling about others he or she in contact to. It is also influential in learners' readiness to put value to the communicative act involved in interpersonal exchange in communication.

In conclusion, self-esteem can be one of the factors that improve students' motivation to speak. High self-esteem makes students tend to take an active part in their social group, while low self-esteem makes them less willing to speak up in their social group. Baldwin (2011) explained that speaking in front of people is one of the most popular phobias students face, and feeling nervous, leaving their minds blank or forgetting what to say. Therefore, it can be assumed that self-esteem is the personality factor of oral performance which is speaking skill.

An interview done by the researcher with the English teacher of SMP N 19 Palembang showed that female students have more concentration when receiving instructions than male students. In oral activities, female students also tend to be more active in speaking. Although the learning outcomes scores obtained by female and male students are on average the same, the learning process that is dominated by female may lower male students' self-esteem, which results in their reluctance to take an active role in the classroom. Since the result only showed data from short interview, data from a larger population with deeper observation was needed to give strong results and understanding.

Therefore, an investigation was necessary to find out whether there was any significant difference in self-esteem between female and male students in SMPN 19 Palembang. Furthermore, there was also a need to find out whether there was any significant impact of self-esteem toward students' speaking skill. This study might reveal that English teachers might need different treatment for each gender in the learning process to achieve English language success if significant difference is found. Therefore, the researcher needed to explore the issue further through a research entitled: "Differences in Self-Esteem among the Eighth Grade Students of Different Genders and Their Impact toward Students' Speaking Skills (A Case Study at SMPN 19 Palembang)".

The research questions are formulated as; (1) was there any significant difference in self-esteem among the eighth grade students of different genders at SMPN 19 Palembang?, (2) was there any significant difference in speaking skills among the eighth grade students of different genders at SMPN 19 Palembang?, (3) was there any significant influence of self-esteem toward the eighth grade students' speaking skills at SMPN 19 Palembang?, (4) how much the contribution of self-esteem toward the eighth grade students' speaking skills at SMPN 19 Palembang?

METHOD

The aim of this study was to find out gender difference in self-esteem among eighth grade students and the impact of self-esteem toward students' speaking skills at SMPN 19 Palembang. In this study, the researcher applied the correlation study with a descriptive method. Fraenkel, Wallen & Hyun (2012, p.142) stated that "the correlational study involves collecting data in order to determine the degree to which". Descriptive method in this study was particularly the descriptive statistic approach due to quantitative method. In this method, the researcher did not attempt to control or manipulate the variables as in an experiment; instead, she examines the relationship among the variables relate using statistical analysis.

This study was conducted to the eighth grade students at SMPN 19 Palembang. At this school there were ten eighth grade classes, so the researcher used all these ten classes as the population of the study. The total number of the population is 317 students. Since this school had a large number of classes, the researcher believed that by choosing the participants from each class will better represent the sample. According to Arikunto (2006, p.134), "if the population is big number, the number of students can be taken between 10-15% or 20-25% or more". The researcher took 40 students as the sample from 317 students.

Technique for Collecting Data
Self-Esteem

To measure students' self-esteem, the researcher used the Questionnaire of Self-Esteem (QSE) by Hyde (1979 in Bagheri et al., 2012). This questionnaire was related to female and male students' self-esteem toward speaking. The QSE was ready-made and consisted of twenty close-ended questions.

The researcher distributed the questionnaire consisting of twenty items related to students' situational self-esteem. The items showed how students' self-esteem correlated with oral communicative proficiency. This questionnaire was rated by using Likert-Scale with four options: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree).

Speaking Skill

In this study, the researcher used speaking test to determine the female and male students' speaking skill. In this test, the students was tested individually. The researcher prepared two topics related to the standard and basic competence in curriculum of Indonesia for Junior High School. Before taking the test, the students chose one from two available topics. Each student was given maximum three minutes to present. The researcher recorded the students' performance for transcript document.

The researcher chose two raters who rated students' speaking skills. To analyze the students' speaking skill, a speaking scoring rubric was needed as the guidance for the raters to give the scores to the students' performance. The speaking scoring rubric adapted from Testing English as a Second Language by Brown (2004).

The total score of speaking test for each student was counted by summing up the four aspects of speaking (vocabulary, grammar, pronunciation, and fluency). To interpret the students' individual score, the range that was used as follows:

80-100	: Excellent
70-79	: Good
55-69	: Fair
45-54	: Poor
< 44	: Very Poor

FINDINGS
Differences in Self-Esteem of Different Genders

Based on the calculation done by SPSS 26.0 version, the value of t-obtained was 1.492 lower than the value of t-table which was 2.021 at the significance level $p<0.05$ in two tailed testing with df= 40. It means that based on the calculation, there was not any significant difference in self-esteem among the eighth-grade students of different genders at SMPN 19 Palembang. In other words, self-esteem in both female and male students are rated in the same level.

Table 1. Self-Esteem of Different Genders

Variable	N	t-obtained	t-table	Conclusion
Self-Esteem	40	1.492	2.021	Ho accepted

Differences in Speaking Skills of Different Genders

The value of t-obtained was 4.052 higher than the value of t-table which was 2.021 at the significance level $p<0.05$ in two tailed testing with df= 40. It means that there was significant difference in speaking skills among the eighth grade students of different genders at SMPN 19 Palembang.

Table 2. Speaking Skills of Different Genders

Variable	N	t-obtained	t-table	Conclusion
Speaking Skills	40	4.052	2.021	Ha accepted

The Correlation between Students' Self-Esteem and Speaking Skills

The result of the correlation analysis between students' self-esteem and their speaking skills revealed that the Pearson Product Moment Correlation coefficient was 0.341. It was positively correlated which means that the two variables went to the same direction. This positive correlation suggested that the higher students' self-esteem, the better students' speaking skills. According to the guidance from Creswell (2008), the relationship between the two variables was in very week correlation since the significant at the level (p) 0.031<0.05.

Table 3. Students' Self-Esteem and Speaking Skills

Variables	Pearson Correlation Coefficient	Sig. (2-tailed)	Conclusion
Self-Esteem Speaking Skills	0.341*	0.031	Ha accepted

The Contribution of Students' Self-Esteem to Their Speaking Skills

In order to determine the contribution of students' self-esteem to their speaking skills, the linear regression analysis was used.

Table 4 showed how much the percentage contribution of self-esteem to speaking skills could be seen from the value of R^2 (*adjusted R square*) was 0.116. It means that students' self-esteem contributed 11.6% to speaking skills and 88.4% was contributed from other

factors.

Table 4. Students' Self-Esteem to Their Speaking Skills

Independent Variable	R	R2	F	p
Self-Esteem	.341	.116	.093	7.672

DISCUSSION

Based on the findings discussed in chapter IV, it was found that there was not any significant difference in self-esteem of different genders of the eighth grade students at SMPN 19 Palembang. It was found that the t-obtained was lower than t-table, so Ho accepted. This result examined the findings by Jamiah et al (2015) which stated that both female and male students had a level of willingness to speak that is not significantly different even with different strategies. Jamiah et al (2015) found that females performed well in social thought and interaction while males students are active in expressing their ideas, logical and better in coordination.

Previous researchers also found that there was a significant relationship between gender and speaking skills. Nassab and Motlag (2017) found that female students spoke without interruption with so many words, adjectives, coordinators, but the males had too many interruptions in their vocabulary, and often their pronunciation and grammar were incorrect with more vocabulary markers. It was confirmed in recent study that it was also found that there was a significant difference in speaking skills of different genders. It could be concluded that the difference level of speaking skills between female and male students was exist.

Although there was no difference in self-esteem between female and male students, the correlation analysis revealed that there was a correlation between self-esteem and speaking skills. Baldwin (2011) explained that speaking in front of people is one of the most popular phobias students face, and feeling nervous, leaving their minds blank or forgetting what to say. The students with high self-esteem of ability toward speaking tended to be better speaker, had high desire to learn more, and obtained higher achievement in their speaking than the students with low self-esteem of ability toward speaking. These students had performed well in their speaking test. They carried out four aspects, which are vocabulary, pronunciation, grammar, and fluency. When the students had self-esteem,

their speaking skills improved. The result examined that self-esteem and speaking performance are related to each other when one with a high self-esteem becomes more successful oral communication learners as well (Gustaman, 2015). In other words, the better students' self-esteem, the better students' speaking skills.

The result of the questionnaires showed that the students gave positive perception and responses to themselves. The students were asked to indicate their level of agreement or disagreement with each statement in the questionnaire. The item of the questionnaires showed how students perceive their ability range. The result of the students' speaking skills showed that the speaking skills tended to be at high level for female students, and average level for male students.

In addition, the linear regression analysis was used to determine the contribution of self-esteem to speaking skills. Self-esteem contributed 11.6% to students' speaking skills. The researcher assumes that there are some other factors which might contribute to speaking skills.

CONCLUSION

The aim of this study was to investigate the prevalence of self-esteem and speaking skills in different genders and to study the relationship between students' self-esteem and their speaking skills. The obtained results were in accordance with the review of literature and in the direction of present study hypotheses. Four conclusions were drawn in this study;

1. There was not any significant difference in self-esteem among the eighth grade students of different genders at SMPN 19 Palembang.
2. There was significant difference in speaking skills among the eighth grade students of different genders at SMPN 19 Palembang.
3. There was significant influence of self-esteem toward the eighth grade students' speaking skills at SMPN 19 Palembang.
4. The contribution of self-esteem toward the eighth grade students' speaking skills at SMPN 19 Palembang was 11.6%.

From the conclusions above, the researcher could state that students with high self-esteem would have a high level of speaking skills, while students' of lower self-esteem attain a low level of speaking skills. Moreover, self-esteem is one of the factors

that cannot be neglected in learning the oral skill of a foreign language.

REFERENCES

Baldwin, C. (2011). *How to overcome shyness during oral presentation.* Retrieved from http:www.ehow.com

Bagheri, M. S., & Faghih, M. (2012). The relationship between self-esteem, personality type, and reading comprehension of Iranian EFL students. *Theory and Practice in Language Studies, 2*(8), 1641-1650.

Bleidorn, W., Arslan, R. C., Denissen, J. J. A., Rentfrow, P. J., Gebauer, J. E., Potter, J., & Gosling, S. D. (2016). Age and gender differences in self-esteem—A cross-cultural window. *Journal of Personality and Social Psychology, 111*(3), 396-410.

Fraenkel, J R., & Wallen, N.E. (2012*). How to design and evaluate research in education*. New York, NY: McGraw, Hill, Inc.

Gurler, I. (2015). Correlation between self-confidence and speaking skill of English language teaching and English language literature preparatory students. *Curr Res Soc Sci, 1*(2), 14-19.

Gustaman, W. W. (2015). The Correlation between students' self-esteem and their English speaking competencies (A study of eleventh grade students at a public senior high school, Thesis of Sriwijaya University).

Jamiah, Mahmud, M., & Muhayyang, M. (2015). Do female and male students learn differently? *ELT Worldwide*, *2*(2), 110-125.

Lawer, P. K., Isaac, A. A., Seth, A. A., & Nashiru, N. K. (2016). Effective classroom management, self esteem and academic achievement. *International Journal of Social Science and Humanities Research, 4*(1), 292-299.

Mulalic, A., Parilah M. S., & Fauziah A. (2009). Perceptual learning styles of ESL students. *European Journal of Social Sciences*, *7*(3), 101-113

Munanu, S. K., & Kobia, P. J. (2016). Relationship between school-type and secondary school students' self-esteem in nairobi county, Kenya. *International Journal of Education and Research, 4*(3), 1-10.

Puji, R. P., & Ahmad, A. R. (2016). Learning style of MBTI personality types in history learning at higher education. *Social Science and Ecinomics, 3* (6), 2356-2536.

Robin, R. W., J. L. Tracy., and K. Trzesniewski. (2001). Personality correlates of self esteem. *Journal of Research in Personality*, *35*, 463-482.

Robins, R. W., & Trzesniewski, K. H. (2005).Self-esteem development across the lifespan. *Current Direction in Psychological Science, 14,* 158-162.

Wadison, E., & Maryansyah, Y. (2017). Picture of students' self-esteem in learning speaking. *Advances in Social Science, Education and Humanities Research (ASSEHR), 110*.