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Undergraduate Students' Self-Esteem and Motivation in Relation to Their English-Speaking Proficiency

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ABSTRACT

This study aimed to investigate whether the combination of students' self-esteem and students' motivation significantly explains their English-speaking proficiency, both separately and simultaneously. For this purpose, 38 students were selected among the undergraduate students of the Islamic Study Faculty, University of Muhammadiyah Prof. Dr. Hamka, Indonesia. A quantitative analysis was applied. To measure the students' self-esteem and motivation, modified questionnaires were used, while their English-speaking proficiency was evaluated by two raters. The result showed a significant influence of the combination of the two variables on the dependent variable; English speaking proficiency. It indicated from the calculation by using SPSS version 17.00 which showed that the value of F-observed 11.463 is more than F-critical (3.27). The multiple correlation jointly between X1 and X2 and Y (Ry12) by 0.629 is significant. Moreover, the R-squared value of 0.396 can be interpreted that self-esteem and motivation together account for 39.6% of the variation in students' English-speaking proficiency.

INTRODUCTION

Speaking skill in foreign languages, such as English, is very important because they enable us to express our ideas and give responses or comments on what we hear or read orally. According to Celce-Murcia (2001), among other language skills, mastery of speaking is the basic means of human communication. Unlike other skills, speaking performance could have an immediate impact on us. One of the unconducive situations can be seen when we are trying to speak English in an open place, there will be a lot of

eyes staring at us suspiciously (Istiara et al., 2023). This is a hindrance to expressing ourselves freely. Related to this, Nunan (2009) explains that there are a variety of factors that cause students' reluctance to speak i.e. cultural factors, linguistic factors, and psychological/affective factors. Affection and cognition are two inseparable aspects of language learning but supplement each other. In foreign language teaching, especially in speaking proficiency, the students' affective state may have a direct influence on the learning process and results (Hastomo et al., 2024). With respect to this study, the researchers are interested in investigating the affective factors, specifically on self-esteem and motivation related to the students' English-speaking proficiency.

Based on what was mentioned above, this study attempts to investigate the following questions:

1. Does the combination of students' self-esteem and students' motivation significantly explain their English-speaking proficiency?
2. Does the students' self-esteem significantly explain students' English-speaking proficiency controlling for the students' motivation?
3. Does the students' motivation significantly explain students English speaking proficiency controlling the students' self-esteem?

Based on these questions, the following hypotheses were formulated: First, students' self-esteem and motivation together do not significantly explain students' English-speaking proficiency. Second, when controlling for students' motivation, self-esteem alone does not explain their English-speaking proficiency. Third, when controlling for self-esteem, students' motivation alone does not explain their English-speaking proficiency.

LITERATURE REVIEW
English Speaking Proficiency

Speaking, as a way of communication is very important in our life because it is used to make a relation with other people. In relation to speaking proficiency, Celce-Murcia (2001) stated that the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. It is a skill that needs a lot of practice, such as how to pronounce the words correctly, what the words mean, and so on (Utami et al., 2020). As identified by Lawtie (2006), one of the problems in learning English as a second language is that the learners often think that speaking is a hard subject. They tend to be afraid to make mistakes and feel underestimated by their classmates which give rise to low motivation to speak English in their class.

Concerning speaking proficiency, Nunan (1991) stated that to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversational in the language". Thus, speaking proficiency must have been

given more attention since human beings communicate and interact with others using that language proficiency. Then, Harmer (2001) states that language learners need to distinguish that speaking involves three areas of knowledge: mechanics (pronunciation, grammar, and vocabulary), function (transaction and interaction), and social and cultural rules and norms (turn-taking, rate of speech, and pauses).

Self-Esteem in English Language Learning

Self-esteem has been considered an essential component of good mental health. It is a concept widely used and popular in language and psychology. Self-esteem is a basic need in human life. Branden (2001) defined self-esteem as the experience of being competent to cope with the basic challenges of life and being worthy of happiness which consists of self-efficacy and self-respect. Mruk (1999) stated that self-esteem is the evaluation that the individual makes and customarily maintains concerning himself/herself. It expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable. Based on this approach, there is a relationship between self-esteem and behavior such as anxiety or depression. Moreover, there is a focus on personal experiences more than social functions. It is believed that self-esteem or lack of it can be learned.

In studying foreign languages, students are mostly filled with a lot of information about vocabulary and grammatical rules. However, when they are exposed to English-speaking activities, they find it difficult to communicate what they want to share with others (Sari et al., 2023). It is a common difficulty shared by language learners to apply their knowledge of English to active usage. Although the students already have good English knowledge, they still often feel embarrassed and shy to say something that they want to convey. They are afraid of making mistakes in front of many people and are also worried about being laughed at. This fear adds to their nervousness and makes them more difficult to express what they really want to say (Hastomo & Septiyana, 2022).

The situation above is not merely due to their lack of cognitive aspects. The reasons that students acquire low speaking proficiency are no doubt various and multiple. Among them is the students' self-esteem. Self-esteem, as one of the affective factors plays a significant role in foreign language learning. Ebata (2008) argued that it can provide students with the motivation and energy to become positive about themselves. It also creates the drive in them to acquire the target language, enjoy the learning process, and experience real communication.

Motivation in Language Learning

The success of any action usually depends on the extent to which individual strive to attain their purpose, along with the desire to do so. In general, people have come to refer to this psychological factor as motivation. The most influential model

of language learning motivation was developed by Canadian psychologist R.C Gardner and his associates. Gardner's (1985) theory of second language motivation defines motivation as the extent to which an individual works or arrives to learn the language because of a desire to do so and the satisfaction experienced in this activity. It is concerned with the question of why an organism behaves as it does and additionally, it must involve four aspects i.e a goal, an effortful behavior, a desire to attain the goal, and favorable attitude towards the activity in question

In relation to language learning, Gardner and Lambert (1972) introduced the notions of instrumental and integrative motivation. In the context of language learning, integrative motivation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community (Andewi & Hastomo, 2022). It means there is a desire to increase the affiliation with the target community. Meanwhile, instrumental motivation is a more utilitarian orientation. It refers to learners' desire to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career. He further argued that an integratively oriented learner would likely have a stronger desire to learn the language, have more positive attitudes toward the learning situation, and be more likely to expend more effort in learning the language.

Motivation is of particular interest to both teachers and researchers because of the crucial role it plays in second or foreign language learning. The importance of motivational theory to education is at least some of the reasons why people learn, why certain behaviors are engaged, or why learners' attitude matters (Hasbi, 2013). According to Maslow, referring to Brown (2001), "True motivation is intrinsic". In other words, the extrinsic motivators (money, reward, etc.) are used to encourage learning when the less intrinsic motivation to learn is present. Thus, the use of external/extrinsic motivators to encourage learning will ultimately de-motivate the students, because when they are no longer present or become meaningless, there will little desire to learn. The extrinsic motivators will have replaced the innate intrinsic desire to learn.

METHOD
Research Design

The method of this study is a quantitative analysis with applying a survey. The main purpose of this research was to explain the influence of two independent variables i.e. self-esteem and motivation on one independent variable i.e. English-speaking proficiency. For this aim, the statistical analysis used is the multiple regression. This was employed in order to investigate the influences of independent variables; self-esteem and motivation on dependent variable; the English-speaking proficiency.

Population and Sample

The population was 150 students of undergraduate students in the seventh semester of Islamic Study faculty, University of Muhammadiyah Prof. Dr Hamka, Jakarta, Indonesia in the academic year of 2023-2024. It consists of 4 classes; A, B, C and D. One class was selected by using cluster random sampling method. In this study, Class B which had 38 number of students was selected randomly and then was used as the sample of the study.

Data Collection

In order to measure the students' proficiency in speaking, a speaking test was conducted. The test was intended to measure the students' speaking performance. The speaking assessment criteria for speaking proficiency test were based on the criteria proposed by Harris (1969). The test is Criterion-Referenced Test with the scoring system covering five criteria i.e. pronunciation, grammar, vocabulary, fluency and comprehension. The criterion-referenced test was more suitable to be used in this study because the purpose was to examine individual performance in relation to certain criteria. The speaking test was around 11-14 minutes for each student. There were two raters to administer the test. The final score of speaking proficiency was taken from the average score between two raters.

Two questionnaires were used in this study, namely Self-Esteem questionnaire and Motivation questionnaire. The Self-esteem questionnaire was modified form the adult version of the Self-Esteem Inventory developed by Dr. Stanley Coopersmith (2012). It was necessary to be modified because the questionnaire was originally intended to measure a person's self-esteem globally only. The other questionnaire was students' motivation questionnaire. It was based on the theory of R.C Gardner (2004). He created an inventory named Attitude/Motivation Test Battery which was intended to investigate the students' attitude and motivation in learning English as a foreign language. The questionnaire was also modified to relate it to dependent variable in this study; students' English-speaking proficiency. The items within these two questionnaires were scored by using Likert-type scales that ranges from 1 to 5.

Data Analysis

The data gained from the research instrument was computed using statistical package SPSS. In analyzing the data, multiple regression model was used. Multiple regression analysis is a statistical technique for predicting the value of dependent variable (Y) from the value of the two predictor variables (X1) and (X2). After running the SPSS, we can see the result from the statistical table.

RESULTS AND DISCUSSION
Results

Hypothesis testing was done to determine whether the hypothesis

proposed rejected or accepted. The researcher tested the null hypothesis by using both p-value approach and critical value approach to know the influence of self-esteem and motivation on students' English-speaking proficiency. To examine the purposes, the researcher used multiple regression technique. In multiple regression, the coefficient of determination is represented by R^2. The coefficient of determination in multiple regression can range from 0 to 1.00. R^2 indicates the proportion of the variation in the ability to translate that can be accounted for by the variation of the combined predictor variables; students' self-esteem and students' motivation. Below each hypothesis and its result will be discussed separately.

1. **Jointly, students' self-esteem and students' motivation do not explain the students' speaking proficiency**

Concerning this main question, multiple regression test was run. Table 1 shows the results.

Table 1. Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	190.274	2	95.137	11.463	.000[a]
	Residual	290.495	35	8.300		
	Total	480.770	37			

Firstly, the researcher tested the null hypothesis by using critical value approach. The ANOVA Table shows that the regression is statistically significant F (df1: 2, df2: 35) = 11.463. It is higher than the value of F-critical table at alpha 0.05 (3.27). Secondly, the null hypothesis was tested by using p-value approach. The table indicated that the Sig (p-value) was 0.000 which means it was less than ὰ. Both testing approach showed that the decision was H1 was accepted or H0 (Null hypothesis) was rejected.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.629[a]	.396	.361	2.8809	1.414

Table 2 (Model Summary) shows the multiple correlation coefficient denoted as capital R, a value of 0.629 and the squared multiple correlation R^2: 0.396. It shows the two explanatory variables; self-esteem and motivation, together account for 39.6% of the variance in students' English-speaking proficiency.

The value of R-squared (R^2) is calculated to know the contribution of the students' self-esteem combined with students' motivation on their English-speaking

proficiency. The result of the coefficient determination between independent variables and dependent variables was 39.6%. It means that the combination of students' self-esteem and motivation jointly gave contribution of about 39.6% to the students' English-speaking proficiency. The other 60.4% of the total variation in the students' English-speaking proficiency may be influenced by other factors.

2. Students' self-esteem does not explain the students' English-speaking proficiency controlling for students' motivation

Table 3. Analysis of Students' Self Esteem

Model		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
1	(Constant)	-5.972	5.485		-1.089	.284	-17.107	5.163
	self-esteem	.109	.049	.345	2.220	.033	.009	.208
	Motivation	.223	.093	.374	2.405	.022	.035	.412

Table 3 shows that t-observed = 2.220 is more than t-critical/table (1.689). So, the decision was rejecting H0 or accepting H1. Furthermore, the value of correlation coefficient probability is 0.033. It means that the correlation was statistically significant or at beyond alpha level 0.05. The regression coefficient for students' self-esteem is 0.109. it suggests that for each additional point of students' self-esteem should increase by 0.109 (controlling for students' motivation). Furthermore, the t-observed with students' self-esteem is 2.220 (p-value = 0.05). We are 95% confidence probability of the two parameter is between 0.009 and 0.208. The fact that this range doesn't include zero tell us the same thing as the significant level of b; for a probability of 0.05, the variable of students' self-esteem is statistically significant predictor of the students' English-speaking proficiency.

3. Students' motivation does not explain their English-speaking proficiency controlling for the student's self-esteem

To answer the third hypothesis, the Table 3 was used. Based on the finding, the t-observed = 2.405 is higher than the t-table (1.689) at the significance level α 0.05. The value of correlation coefficient probability is 0.022. It means that the correlation is statistically significant at or beyond alpha level α 0.05. From Table 3, it can also be seen that the regression coefficient for students' motivation is 0.223. It means that if students' motivation increases by one point, their English-speaking proficiency by 0.233 point controlling for students' self-esteem. Furthermore, the last test was using

95% confidence interval. The result of 95% confidence interval showed that the lower bound and upper bound for motivation were 0.035 and 0.412 respectively. So, the researcher is confident that the regression coefficient between 0.035 and 0.412. In other words, zero value was not in range between lower bound and upper bound, so the Null Hypothesis (H0) is rejected or the Alternative Hypothesis is accepted.

Discussion

The finding of the research showed that all the three hypotheses (H1) were accepted and the null hypotheses (H0) were rejected. This means that (1) Students' self-esteem and motivation jointly significantly explain students' English-speaking proficiency; (2) Students' self-esteem significantly explains students' English-speaking proficiency controlling for students' self-esteem; and (3) Students' motivation significantly explains students' English-speaking proficiency. This finding indicated that generally, of the seventh semester student of Islamic Study Program of the University of Muhammadiyah Prof. Dr. Hamka, there are some contributions from the students' self-esteem and motivation to their English-speaking proficiency. The result of analysis and hypotheses testing confirmed that the two independent variables give account together for 39.6 % of the variance in students' English-speaking proficiency. The positive correlation between these three variables indicates that there is significant relationship between affective factors; self-esteem and motivation particularly in this study, with English speaking proficiency. In other words, there is strong evidence to conclude that the affective factors play a crucial role in determining the students' oral proficiency.

The finding corresponds with the related research conducted by Mohammadi et al. (2012) which found that 39% of variance for achievement of English learners can be explained by motivational subscales containing intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy and test anxiety. Although the study is slightly different in terms of sample size and number of variables being investigated, the result indicated the same conclusion that that the affective factors are significant predictor for English achievement, in this study specifically English-speaking proficiency. It is also supported by the study of Iranian researcher Koosha et al. (2016) who investigated the relationship between self-esteem, age, and gender on the speaking skill. Specifically, it was found out that fluency was the factor which was significantly affected by self-esteem. It means that those who have higher levels of self-esteem are more sociable, risk-takers, unafraid of making mistakes, generally more talkative although they may make errors.

As an attempt to elevate students' speaking self-esteem and motivation, English teachers have made innovative moves such as implementing direct method (Utami et al., 2020), conducting pop-culture based activities (Hasbi, 2017), bringing interactive media such as videos (Sari et al., 2022; Islamiah & Yudha, 2021) and picture series (Islamiah & Nurhasanah, 2019), and integrating

interactive recent technology invention such as online applications (Hasbi & Nursaputri, 2024; Hasbi & Sari, 2021) and artificial intelligence (AI) powered platforms (Hasbi et al., 2024; Hasbi et al., 2024; Hastomo et al., 2024). All of these innovative recommendations have been reviewed positively by both teachers and students in their respective studies, and thus are very suggestible to be implemented in English speaking classrooms, as long as can be managed well (Sari, 2024).

CONCLUSION

Based on the explanation and findings mentioned above, the researcher can conclude that the affective factors, particularly self-esteem and motivation are essential issues in the language learning process. In other words, affective domain is no less important than the cognitive domain which is always considered on priority. Because affective domain is considered as emotional side of human behavior, it must be taken into account before any learning process taking place. When the students feel emotionally ready, confident and have positive attitudes, they will automatically focus on and enjoy the learning process which eventually affects the outcome considerably.

This study is hopefully to be useful for the lecturers of Speaking course. To enhance students' English-speaking proficiency, the educators should be aware of the existence of students who possess different level of self-esteem and motivation. By having this kind of awareness, teacher particularly can remind themselves that to educate students does not mean only giving them learning material and improve their cognitive aspects. On the other hand, to educate the students also means to enhance their emotional or affective factors. It is very necessary and urgent to build affective factors so that the students can feel spirited coming to class and motivated to improve themselves. This cannot be done by students themselves but need other people like teacher or parents who are close to them. Teachers can give some training to the students about self-esteem. Teacher must be able to create good atmosphere of learning environment, encourage them, and give them compliments or rewards. This emotional bond between teacher and students must be created before the learning process itself can take place effectively.

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