

## THE INFLUENCE OF SELF-ESTEEM AND TOEFL PBT SCORE TOWARD SPEAKING 4 ACHIEVEMENT OF THE EVEN SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM FKIP MUHAMMADIYAH UNIVERSITY OF PALEMBANG

**Sinta S**

STMIK Atma Luhur  
s.sinta195@gmail.com

### Abstract

This study investigated whether or not self-esteem and TOEFL scores can influence students' speaking 4 achievement. The population of this study was fourth, sixth, and eighth semester students of English Education Study Program, Muhammadiyah University of Palembang in academic year 2012/2013. The data were collected by documentation for speaking 4 achievement and TOEFL scores, and the data were collected by using questionnaire for Self-esteem. The data were analyzed by using F-test and regression analysis. There was significant Influence between Self-esteem and speaking 4 score ( $r=0.206>0.05$ ), TOEFL scores and speaking 4 score ( $r=0.123>0.05$ ), Self-esteem and TOEFL score on speaking 4 score ( $r=0.235>0.05$ ). It was assumed that a fairly correlation between students' Self-esteem and students' TOEFL scores on their speaking 4 achievement was caused from the internal factor of personal learner as a speaker or it might be untruthfulness of the students' Self-esteem when filling out the questionnaire and the limitation of their second language foundation and their reluctance in doing more speaking.

**Keywords:** Self-esteem, TOEFL PBT, Score Speaking Achievement

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### Introduction

Today the development in Indonesia, among others especially in Education, directed to improve the quality of human resources (HR). Qualified human resources in education are indispensable in nation-building especially in the field of development of education. In this era of globalization, qualified human resources will become the foundation of a nation's priority in order to compete.

In connection with this, formal education is one of the drives in building qualified human resources. English Language Education as part of the formal education should go on contributing in building the sources of high quality human resources.

The case of students whose major is in English and they study at Faculty of Teacher Training and Education are projected to become teachers of English. On the basis of the Degree no 14/2005 about "Teachers and Lecturers", it requires teachers and lecturers to have

professional competences. One of them is to be an expert in the field what they teach.

Self-esteem is an evaluation of the individual and habitual made view themselves, especially the attitude of acceptance, rejection, and an indication of the amount of confidence in the individual's ability, significance, and success (Coopersmith, 1998:35). According to Stuart and Sundeen (1998:64), self-esteem is an individual assessment of the results achieved by analyzing the extent to which the behavior meets her ideal. It means as an individual, a student faces two important points: they are studying and evaluating. What he or she studies are so closely interrelated. It is virtually impossible to work in either field without being constantly concerned with the other. Self-esteem must be constructed primarily as devices to reinforce learning and motivating and to motivate them as means of assessing their performance in language skills.

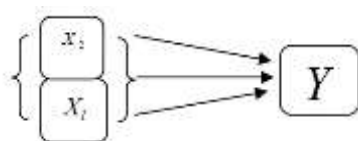
## Methodology

The quantitative descriptive method was used in this study. The data were obtained by questionnaire (self-esteem), documentation (TOEFL PBT scores) and documentation (Speaking scores). Both of two variables firstly were described, and then they would find the correlation, at the last they was found the determination of the independent variable on the dependent variable by simple regression technique. According to Hatch and Larazaton (1991:467), regression then is a way of predicting performance on the dependent variable via one or more independents variable.

Simple regression was useful when we needed to predict scores on a test on the basis of another test. The researcher of the study will be used this method because it is appropriate to describe the influence of the independent variable on the dependent variable. Variables were the condition or characteristics that the experimenter manipulates controls or observes (Best and Khan, 1993:137). There were two kinds of variables in this study, independent variable and dependent one.

Independent variables as the condition or characteristics that the experimenter manipulates and controls in his or her attempt to ascertain their relationship to observe phenomena. While dependent variables are those which appear, disappear, or change as the experimenter introduces, removes, or changes independent variables.

This study that used is a causal design to see the effect between the independent variables to the dependent variable. The variables in this study were:



Where:

Independent Variable ( $X_1$ ) = Self-esteem

Independent Variable ( $X_2$ ) = English Proficiency

Dependent Variable ( $Y$ ) = Speaking Achievement

This study to see the influence in partial of  $X_1$  to  $Y$ ,  $X_2$  to  $Y$  and then  $X_1$  dan  $X_2$  together to variable  $Y$ .

## Result and Discussion

### Finding and Interpretation

To establish multiple linear regression equation of Self-esteem ( $X_1$ ) and TOEFL scores ( $X_2$ ) simultaneously on students' speaking 4 achievement ( $Y$ ) need to analyze multiple regression coefficients. By using SPSS 17 program, the results of the analysis could be seen in table 1 as follows:

**Table 1: The Result of Analisis multiple linear regression and Significant Test The Influence ( $X_1$ ) and ( $X_2$ ) on ( $Y$ )**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	65,304	7,746		8,431	,000
Self_esteem	,085	,042	,201	2,034	,045
TOEFL_scores	,019	,016	,113	1,145	,255

a Dependent Variable: Speaking\_4

Further processing of the data showed that the results of the regression coefficients for each independent variable could be seen in table 4.16:

1. Self-esteem ( $X_1$ ) was 0.085
2. TOEFL scores ( $X_2$ ) was 0.019

From parameter regression coefficients for each independent variable could be made over a multiple linear regression equation as follows:

$$Y = 65.304 + 0.085 X_1 + 0.019 X_2 + e$$

This showed that the linear relationship between the Self-esteem ( $X_1$ ) and TOEFL scores variable ( $X_2$ ) simultaneously on students' speaking 4 Achievement ( $Y$ ). From this equation means that if there was an increasing the

value of the variable self-esteem ( $X_1$ ) and TOEFL scores ( $X_2$ ), the students' speaking 4 achievement ( $Y$ ) would increase, and vice versa, if a decline in self-esteem variables ( $X_1$ ) and TOEFL scores ( $X_2$ ), the students' speaking 4 achievement ( $Y$ ) would decline as well.

**Table 2 The Summary of  $X_1$ ,  $X_2$ , and  $Y$**

CORRELATION	R	R <sup>2</sup>	P	Status
Self-Esteem and Speaking 4 scores	.206	.043	.445	Fairly Correlation
Toefl Scores and Speaking 4 Scores	.123	.015	.486	Fairly Correlation
Self-Esteem and Toefl Scores on Speaking 4 Scores	.235	.055	.496	Fairly Correlation

### Interpretation

The insignificant influence between Self-esteem and TOEFL scores indicated that the data have been used were not associated directly with students' speaking 4 achievement in this study although. As a result, by collecting the data Self-esteem questionnaire and TOEFL scores of the students, students' speaking 4 achievement can be increased. Thus, insignificant influence in this study might be caused by Self-esteem have used by the student during speaking 4 class.

The low contribution of strategies for students' achievement in speaking 4 might be caused by the lack of background knowledge of students since it was found that there was small number of students using their good Self-esteem and join the test TOEFL PBT without prepare and most of the students' TOEFL score are lower than 500.

In simple words, the employment of TOEFL scores did not guarantee their speaking 4 achievement on account of the lack of background knowledge of the learners themselves will be good, especially the limitation of their linguistics knowledge or the lack of knowledge how the strategy should be used in join the test. It means strategies can influence students' performance in speaking as long as students having

schematic knowledge and having good prepare; both in their  $L_1$  and  $L_2$  and using appropriate strategies as well as knowing how to internalize them in particular speaking 4 class. Thus, this finding supported Nunan's statement that one of the possible students' failure in learning was inefficient strategies (1988).

Based on the correlation test, at the first part; there was no control variable, it was found that students' speaking 4 achievement Sig.  $0.206 > 0.05$  with  $df=98$ . It meant that variables were significant. Second part; there was control variable self-esteem, it was found that students' speaking 4 achievement Sig.  $0.123 > 0.05$ . It meant that variables were significant. It showed that TOEFL scores variable influenced correlating between self-esteem and speaking 4 achievement.

The test results partially  $X_1$  correlates with  $Y$  showed the amount of the correlation ( $R$ ) self-esteem ( $X_1$ ) on speaking 4 achievement ( $Y$ ) was 0.206 meant that the influence of variable self-esteem ( $X_1$ ) on speaking 4 achievement ( $Y$ ) showed fairly correlation was positive enough and that was equal to 20%. It showed that the coefficient of determination was denoted by R Square ( $R^2$ ) was 0.43. It could be said that speaking 4 achievement of the even semester of English education study program FKIP Muhammadiyah University of Palembang.

The test results partially  $X_2$  correlates with  $Y$  showed the amount of the correlation ( $R$ ) TOEFL score ( $X_2$ ) on students' English Achievement ( $Y$ ) was 0.123 meant that the influence of variable TOEFL score ( $X_2$ ) on students' English achievement ( $Y$ ) showed fairly correlation was positive enough and that was equal to 12%. It showed that the coefficient of determination was denoted by R Square ( $R^2$ ) was 0.015.

The test results simultaneously  $X_1$  and  $X_2$  correlates with Y Based on table 4.19 Sig.  $0.235 > 0.05$ , so  $H_0$  was accepted, it showed fairly correlation was positive enough and that was equal 23%. It showed that the coefficient of determination was denoted by R Square ( $R^2$ ) was 0.055.

Therefore, If it is shown from the result of students' response related to attitude, this study claims that the fairly correlation happened might be due to the lack of speaking practices of the students or they did not read a lot although they love speaking.

Then, the negative linear correlation between students' Self-esteem and speaking 4 achievement (Table 4.19) happened because there was reverse phenomena happened in this study.

In line with the problem of this study, it was found that out of the 100 students, only twenty one students (21%) having good achievement in speaking 4 comprehension.

In other words, there is no wonder if R square value between  $X_2$  and Y shows fairly contribution (15%) since the number of students getting low score with high score is higher than students having good achievement in speaking 4 comprehension with high speaking score.

A huge discrepancy of students' response from one indicator item to another item in questionnaire distributed which was actually related to each other made the researcher of this study assume that students didn't tell the truth about their Self-esteem toward speaking or students' speaking 4 comprehension can be improved as long as students provide themselves with the background knowledge about language skills since it was found that most of their TOEFL score was still low ( $< 450$ ) and motivate themselves to seek speaking practice opportunity because it

was found that about 70% of them was rare to do that opportunity.

## Conclusions

Based on the result of the study and the discussion in the previous chapter, six conclusions can be drawn. First, all students used all strategies written in Self-esteem questionnaire sheet but they had different intensity in its employment. Second, placing a new word in speaking one of the most frequent strategy employed by the students. Third, self-esteem had a fairly correlation to students' speaking 4 achievement. Fourth, TOEFL scores had positive enough correlation toward speaking 4 achievement. Fifth, the contribution of both self-esteem and TOEFL scores was fairly enough toward students' speaking 4 achievement. Sixth, although two predictor variables had very fairly correlation, findings showed that students' self-esteem was considered having higher contribution than their TOEFL scores.

According to the obtained results of the present empirical study, it is stated that:

1. Self-esteem plays an important role in the EFL learners' speaking comprehension.
2. Self-esteem has a more important role to play in speaking comprehension. This may be due to the fact that students are more affected by psychological affairs in language learning. The learners are more capable in English language speaking comprehension tasks than TOEFL test.

Based on conclusions above, there are still many unexplained factors or variables that may have contribution to students' speaking 4 achievement, except self-esteem and toefl scores.

In addition to that findings, the in-depth interview for both students and

teachers can also be carried out in order to know such things as how the teachers' view about the relationship of self-esteem and toefl scores on students' speaking 4 achievement and to dig some information how the way the teachers promote the employment of strategies and encourage students' self-esteem in speaking.

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