

THE CORRELATION BETWEEN SELF-CONCEPT AND COLLAGE STUDENTS' SPEAKING SKILL

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Abstract

This study investigates the correlation between students' self-concept and their English-speaking skills. This study is correlational research. Thirty-two students majoring in the English education department at a university were involved as the samples in this study. Spoken tests were used to collect data on students' speaking skills, and questionnaires to collect data on students' self-concept. Spearman rank analysis is used to test the data. Based on the results of the correlation analysis between students' self-concept and students' English-speaking skills. The data shows that the sig. (2tailed) $0.012 < 0.05$, which means there is a correlation between students' self-concept and their English-speaking abilities. A correlation coefficient score shows 0.440, which is classified as a "moderate correlation" between the range of 0.400 - 0.599. The result of this study is expected to move educators at all levels of education to raise awareness of students' positive self-concept by providing constructive feedback, providing support, and creating a supportive environment, especially to optimize students' English-speaking skills.

Keywords: *correlation, university students, self-concept, English-speaking skill*

Introduction

One of the challenges for Indonesian Students in learning is English; even for students at the university level, they are at least required to study English from the secondary to undergraduate level, and many elementary schools in Indonesia have included English in their curriculum. Based on the 2021 English Proficiency Index data released by EF Education First, Indonesia is in the low category, scoring 466 points from the global EPI average score of 503.

Many studies have revealed factors that make learning difficult for students, including the psychological aspect. Many Indonesian students feel that English is difficult to understand because it has different linguistic characteristics from their first language, and they tend to doubt their ability to speak English. They admitted they were not confident speaking English and were embarrassed or worried about making mistakes when speaking English in front of others.

Students' beliefs about how well they are able to do something are the realm of self-concept. Self-concept is a person's view or perception of how good he is. Landsmen (1962) stated that self-concept is a collection of feelings and attitudes of individuals

regarding themselves as good, valuable, capable, or vice versa. A positive self-concept will tend to make someone motivated and optimistic about doing something, whereas if it is negative, then anxiety will arise. Apart from that, the reason for the importance of one's view of oneself was put forward by (Karlen, et al., 2021), namely that one's personal statement of one's abilities might explain how some students are more enthusiastic in self-regulated learning than others, besides that they also stated the importance of mindset. And self-concept in learning and academic achievement. In learning effectiveness, self-motivation is an influential psychological factor that has been widely proven empirically. Meanwhile, it is believed that self-concept is the root of motivation. In other words, a positive self-concept can spur someone to continue developing their skills and knowledge because they are confident in their ability to grow and develop.

Psychological theory generally states that biological and environmental factors influence self-concept, but environmental factors play a crucial role because self-concept results from a person's reflection on his interactions with the environment. Several studies prove that there is a positive relationship between self-concept and social interaction, Ambarwati (2016); Hart (2017); Diswantika (2019).

Social interactions, in an educational context, are between teachers and students. In this case, teachers and educators have an essential role in helping students develop a positive self-concept, such as providing constructive feedback, providing support, and creating an environment that supports students' self-development. Thus, developing a positive self-concept is essential in creating an effective learning environment and motivating students to reach their full potential.

At the university level, students should be at a relatively mature level of cognitive development and interaction processes, in addition to studying English for approximately six years. The relationship between university students' self-concept, especially in Indonesia, and their ability to speak English prompted the author to conduct this study.

Method

This research is correlation research using Spearman rank analysis. It involved 32 students at a private university in South Sulawesi from a total population of 286 students. The spoken test was used to collect data related to students' speaking skills, where students were asked to tell their best experiences for approximately five minutes in front of the class, which the researcher recorded, while the questionnaire was used to see the level of students' self-concept in English, the questionnaire consisted of 20 question items.

Results and Discussion

Self-concept

Show the result of the research. Differentiate results and discussion. The discussion involves a comparison with other research findings.

Do not refer to the location as you refer to the picture, table, or graphic. Refer to a number of the table of figures.

Table 1. The Mean Score of the Students' Self-Concept

Item	Scored	Classification
Self-concept (X)	3.24	High

The frequency and percentage of student self-concept can be seen in Table 2 below:

Table 2. The Frequency and the Rate Percentage of the Students' Self-concept

Score	Classification	Frequency	Percentage
4	Very High	1	3.1%
3	High	24	75%
2	Low	7	21.9%
1	Very Low	-	-
Total		32	100%

From this table, 3.1% of students are classified as having very high self-concept, 75% as high, and 21.9% as low. The majority of students' English-speaking self-concept is high. Khan et al. (2016) stated that a high self-concept and a sense of self-worth counteract mental health impacts such as depression or anxiety, which can be considered critical indicators of self-development in adulthood.

Students' English-speaking Skill

Based on data from the English-speaking test, it was found that the average student score was 3.2 in the good category with a standard deviation of 0.365 and a mean standard error of 0.18, which can be seen in Table 1 below:

Table 2. The Mean Score of the Students' English-Speaking Skill

Item	Scored	Classification
English Speaking	3.2	Good

The frequency and percentage of students' English-speaking ability can be seen in table 2 below:

Table 3. The Frequency and Rate Percentage Students' English-Speaking Skill

Score	Classification	Frequency	Percentage
4	Excellent	2	6.3%
3	Good	9	28.1%
2	Fair	19	59.3%
1	Needs Improvement	2	6.3%
Total		32	100%

From this table, 36.3% of students are classified as very good at speaking English, 28.1% are good, 59.3% are sufficient, and 6.3% are low. The majority of students' English-speaking self-concept is quite good. The results of the study show the challenges of Indonesian students in speaking English; Ratnasari (2020) stated that there are four main challenges for Indonesian students in speaking English, namely lack of vocabulary, unsupportive environment, anxiety, and grammar knowledge. Psychological factors are only one of many factors that contribute to the success of learning English.

The Correlation between Self-concept and Students' English-Speaking Ability

Based on the data from the self-concept and their English-speaking ability as shown in the following table:

Table 3. The Correlation between Students' Self-concept and Students' English-Speaking Ability

Correlations			Self-concept	Speaking
Spearman's rho	Self-concept	Correlation Coefficient	1.000	.440*
		Sig. (2-tailed)	.	.012
		N	32	32
	Speaking	Correlation Coefficient	.440*	1.000
		Sig. (2-tailed)	.012	.
		N	32	32

*. Correlation is significant at the 0.05 level (2-tailed).

The table shows the results of the correlation analysis between students' self-concept and their English-speaking ability. The data shows that the sig. (2tailed) test results are $0.012 < 0.05$, which shows that there is a correlation between students' self-concept and their speaking ability, with a correlation coefficient of 0.440, which is classified at the "medium correlation" level, where the standard correlation is between 0.400 - 0.599. Many studies have been conducted regarding the correlation between self-concept and English language skills with varying levels of correlation.

Conclusion

The conclusion can be drawn that there is correlation between students' self-concept and their English-speaking skill, Sig.(2tailed) is $0.012 < 0.05$ with score of correlation coefficient shows 0.440 which is classified as "moderate correlation". From the results of this study, it expected that educators at all levels of education realize their important roles in helping students develop a positive self-concept by providing constructive feedback, providing support, and creating a supportive environment, in this case to elevate students' English-speaking skill. For better results, future research is expected to involve a larger sample to measure the correlation between students' self-concept and English-speaking skills.

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