

**CORRELATION BETWEEN THEORY OF INTERNAL ESTEEM NEED OF
MASLOW'S HIERARCHY AND SPEAKING ABILITY OF THE STUDENTS AT
ENGLISH STUDY PROGRAM FKIP-UIR PEKANBARU**

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Abstract

Internal Esteem Need is one of the important motivations that affect students' achievement in learning as their internal motivations. This paper addresses a study of finding out whether any significant correlation between theory of internal esteem of Maslow and the students' speaking ability at English Study Program FKIP UIR Pekanbaru. The population is all the fifth (5th) year of English students of English Study Program FKIP UIR who have just taken Speaking 2 (Scientific Discussion) in the second semester with 40 students randomly chosen as sample. A questionnaire of 42 statements were constructed from the indicators of internal esteem of Maslow's theory and the students' final grade on their chosen subject were taken to find out the students' internal esteem and their speaking ability. The result of the study showed that there is no significant relationship between the students' internal esteem toward their speaking ability.

Keyword: *Internal esteem needs, speaking, bad, good.*

**HUBUNGAN ANTARA TEORI KEBUTUHAN PENGHARGAAN INTERNAL
MASLOW DENGAN KEMAMPUAN BERBICARA MAHASISWA JURUSAN
BAHASA INGGRIS DI FKIP-UIR PEKANBARU**

Abstrak

Kebutuhan akan penghargaan (esteem need) adalah salah satu faktor internal yang dapat mempengaruhi hasil belajar. Artikel ini mengenai suatu penelitian untuk mengetahui apakah ada hubungan yang signifikan antara teori tentang kebutuhan akan penghargaan dari Maslow dan kemampuan berbicara mahasiswa jurusan Bahasa Inggris FKIP UIR Pekanbaru. Populasi dari penelitian ini seluruh mahasiswa semester kelima jurusan Bahasa Inggris FKIP UIR yang baru saja menyelesaikan matakuliah Speaking 2 (Scientific Discussion) pada semester kedua, dengan 40 mahasiswa yang dipilih secara acak sebagai sampel. Data dari kuesioner yang berisikan 42 pernyataan dibuat berdasarkan indikator internal esteem dari teori Maslow dan nilai akhir mahasiswa diambil untuk mengetahui internal esteem mereka dan kemampuan berbicara mereka. Hasil menunjukkan tidak ada hubungan yang positif dari internal esteem mahasiswa dengan kemampuan berbicara mereka.

Kata Kunci : *Kebutuhan akan penghargaan, berbicara, buruk, bagus.*

1. INTRODUCTION

Speaking is a language skill course and also one of the linguistic domains that is mandatory for every student to master along the line with other three language skills that is listening, reading and writing. Speaking is a productive skill since it produces ideas, messages or suggestion orally (Chastain in **Risnadedi, 2001; Hasteti, 2004**) to create smooth communication since it is extremely required among human being as an integral feature of interaction (**Munn, 1966**). English is not an easy subject to master. It needs strong drives or motivation. Motivation in term of its derivation, the word *motivate* means to move, to activate. In this general sense, anything that initiates activity, whether external or internal, is motivating. Speaking ability should be motivated by strong motivation in order to be able to speak in English. If English students want to master speaking ability, not only by practicing but also emerging their own strong motivation. They should know what kind of need can encourage and make them strive forwards.

So, it is obvious that the importance of the students to master the skill needs strong drives or motivation. However in the reality, most of the students do not realize or conscious about what they really want to achieve by entering English Program. They do not know their real purpose of taking the major is. The students' unconsciousness of need of mastering speaking ability

gives some impacts on themselves, among others: they can not achieve good mark in speaking course which can be caused by their lack ness in vocabulary mastery, laziness to speak in English or perform in front of the class and having less bravery to utter English utterances because of being afraid of making grammatical and structural mistakes, they become reluctant to speak in English, they can not create smooth communication in English verbally and orally, and many other.

It is considerably important to make the students conscious or aware of their own need in order to motivate themselves in mastering speaking ability, they have to show to their surrounding that they are true English students who really know and understand how to be good English learners. Automatically, they will know what kind of need that will motivate them and make them be better in their speaking ability. If they are good at their speaking ability, they will not be underestimated and will be appraised by their surroundings. Appraisal is a person's subjective opinion intrinsically given by someone. It is about self-esteem or self worth. A very important psychological/behavioral perspective on the concept of need is Maslow's Hierarchy of Needs (**Faqih, 2003**). **Maslow, 1970** claims "the need for self-esteem can be met through mastery of achievement in a given field...."

Esteem motivational needs by Maslow is the fourth stage of the original theory of Maslow's Hierarchy

of needs. There are two kinds of esteem motivational needs by Maslow, namely:

- a. Internal Esteem (Self Respect), entails strength, confidence, achievement, independence, adequacy, mastery and competence, and freedom.
- b. External Esteem (Respect of Others), entails status, importance, recognition, attention, fame and glory, appreciation, and dominance.

In this study, internal esteem is used. The reason for choosing only one of the esteem elements, is because they play an important role within the English students than the external esteem in their speaking ability in learning process. It does not mean that the external esteem elements are less important than the internal esteems. Internal motivation elements emerge within the students will be more stable and easy to maintain which is also known as riel motivation or pure motivation. So, it means that motivation emerges within the students has more effective function for their effort in achieving their goal in learning process. And the other reason for choosing only the internal esteem is because the internal esteem are much easier to be observed by the writer since it is only involving the samples within the faculty than the external self esteems that must involve others from outside the faculty. Maslow describes internal esteem-motivational needs (Maslow, 1970) as follows:

Strength. Strength is the amount of the ability that somebody has (<http://www.gkindia.com/quotations/quotocards/list/QuotesA.asp?Aut=abraham+maslow>). It means that some possibilities possessed by somebody that

form motivated power in order to achieve a goal or aim. The ability, such as capacities (ability to produce, experience, understand or learn something) or talents (natural skill at something). As quoted by Maslow. "We are not in a position in which we have nothing to work with. We already have capacities, talents, direction, mission, callings". It can be interpreted that every single thing can surely be done because we already have the ability to learn or understand something, we already have the natural gift given from God, we already know how to carry out something, we already know what our real purpose is by doing something, and we really know things that motivate us to do it.

Confidence. Maslow states that "only the flexibility creative person can really manage the future, only the one who can face novelty with confidence and without fear". It can be interpreted that human can face his or her future and to become a flexible creative person if he or she fully relies on his or her own ability and have no fear. The above statement can also be interpreted as confidence that means as a mental process that arises from considering if a person or thing is capable of something.

Achievement. Real achievement means inevitably a worthy and virtuous task. To do some idiotic job very well is certainly not real achievement.

Independence is relying on own experiences and judgment (Maslow, 1970). One must not be controlled by other people or things, h/she must be able to rely on own capability in order to achieve a goal that have been enriched by his/her experiences with the result that h/she will be able to make a

judgment what best for him/her. Maslow describes two kinds of independence, namely physical independence and social independence. Just as the tree needs sunshine, water and food, so physically, people need love, safety, and the other basic of needs gratification that can only from without. But once these external satisfier are obtained, one this inner deficiencies are satiated by outsider satisfier, the true problem of individual development begins, such as self-actualization.

Social independence means a relative stability in the face or hard knocks, blows, deprivation, frustration, and the like. People with social independence can maintain a relative serenity in the midst of circumstances that would drive other people to do suicide; they have also been described as 'self-contained'

People with no social independence in their personality or deficiency-motivated people must have other people available, since most of their main need gratifications (love, safety, respect, prestige) can only come from other human beings. The determinants of satisfaction and of the good life for them now inner-individual and not social. They have become strong enough to be independent of the good opinion of other people. The honors, the status, the reward, the popularity, the prestige, and the love they can bestow must have become less important than self development and inner growth.

Adequacy is competence or capability or ability. Competence is a major component of mental wellness. It means that competence or capability is the important part of human's capacity for understanding, learning, and doing

something that indicates of a healthy mind.

People with healthy mind is a healthiest people (Maslow,1970). Understanding, learning and doing something involve process of thinking. Thinking is the healthiest people, if they are also intelligent. Thinking is not always directed, organized, motivated, or goal-bent. Fantasy, dreaming, symbolism, unconscious thinking infantile, emotions thinking, psychoanalytic free association, are all productive in their own way. Healthy people come to many of their conclusions and decisions with the aid of these techniques, traditionally opposed to rationally but in actually synergetic with it.

Mastery and Competence. Master and competence are united since they have reciprocal relation ship, and the definition of the two items are the same. Definition of the mastery is an ability and as quoted by Maslow that ability is a major component of mental wellness. In the other word is that mastery and competence are one unit which means that if one has skilled at something, automatically he/she has become good at it.

Freedom. Freedom is need for solitude, autonomous, independent, creativity, and spontaneous. It means that one has right for being alone, acting without others' interference, acting without being controlled by other people and things, being able to create things in imaginative ways, and acting naturally in order to achieve one's goal.

Thus, this study investigates the correlation of between theory of internal esteem needs of Maslow's Hierarchy and speaking ability of the students at

English Study Program FKIP_UIR Pekanbaru. In sum, the following questions are tired to be answered within the respect of this study:

- a. Do the English Study Program students have bad internal self esteem?
- b. Is the quality of students' speaking ability not yet satisfactory?
- c. Is there any significant correlation between the students' speaking ability and the theory of Maslow's internal esteem needs?

2. METHOD

Since this research is co relational research, the major point of this study is about what degree is the systematic correlation between Maslow's internal esteem-motivational needs of theory and the students' speaking ability at FKIP-UIR Pekanbaru.

The population of this research includes all the fifth (5th) year of English students of English Study Program FKIP-UIR Pekanbaru. The reason for

taking this population is that the students have studied Speaking 1 until 3. Since the population is large enough (80 students), so the sample of this study was taken randomly. Gay, 1987 in **Hanafi, 2004** states if the population is homogenous enough, for population that is less than 100 persons, the sample is taken 50%, but if the population is more than 100 persons, the sample is taken 15%, which means the sample of this study is 40 students.

The writer used two instruments that are questionnaire and Grade Point Average (GPA). A questionnaire means a list of questions to be answered by a group of people in order to add information or facts (**Hornby, 1987**). A scale developed by Likert Scale and also called as Sum Mating report guides the construction of the questionnaire. The questionnaire consists of 42 items that are dealing with strength, confidence, achievement, independence, mastery, competence and freedom. The sample of the respondent were asked for answering some statements that consist of available answer, that is Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). And then, the respondents' score was determined by rating scale as can be seen from the table below:

Table 1. Questionnaire Score value

Positive Statement	Score	Negative Statement	Score
Strongly Agree (SA)	5	Strongly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Undecided (U)	3	Undecided (U)	3
Disagree (D)	2	Disagree (D)	4
Strongly Disagree (SD)	1	Strongly Disagree (SD)	5

The questionnaire was tried out to find out the reliability by using *split-half method* and the validity. After the

computation, the reliability of the questionnaire was high that is 0.65 and the questionnaire was also valid because

the obtained t-value (0.15) was bigger than the t-table. Since the both scale were interval scale, the formula used was simple regression (manually) by using *Pearson r* formula in order to find out the correlation between self-esteem of Maslow and the students' speaking ability.

According to the analyzed data, some descriptive information were gathered. Tables below give information about the level of the students' internal self-esteem to their speaking ability.

3. FINDINGS AND DISCUSSION

a. Students' Internal Esteem Data

1) Strength

Table 2. The level of the students' strength to their speaking ability

No	Statements	Alternative			Responds		
		N	SA	A	U	D	SD
1	Having the competence that I have English ability before entering university, I am sure I will be able to have good marks in my English college subject, especially in speaking	40	13	20	2	5	0
2	Even though I know and experienced before about English speaking skills, but it does not mean that I will be able to improve my speaking later on.	40	2	9	5	20	4
3	I know what should I do for being an English student, that is to have good marks in all English subject, especially in speaking.	40	10	22	3	5	0
4	I don't think that I have to have good marks on my English speaking subjects because I never studied it before.	40	6	16	3	13	2
5	I know I will be able to achieve good marks in my English speaking subjects because I know how to study well.	40	9	21	6	3	1
6	I don't think that I have to improve my speaking English ability because I don't have the talent to be a good English learner.	40	12	18	2	8	0
	TOTAL	240	52	106	21	54	7
	PERCENTAGE	100	0.2	2.4	0.2	2.6	0.13

From the questionnaire above, some of the students realize that they are able to experience of learning English in the previous which will be their own capital by the time they enter university to be good English learners, but some of the students also think that the capital that they have will not encourage them to learn well, moreover if they do not the capital. And even though they have the capital, but they feel they do not have the talent to be able to be good English learners because they feel they will not be able to understand and learn which mean that they will not be able to produce better, either in terms of marks

of their own improvement and their previous experience as their capital will be useless, the other reason is because they do not have the ability to know what should be done by the time they have entered the university. It means that students' awareness of their strength in term of ability to experience, ability to produce, and ability to understand become dominate in their choices. It is shown that they answer "Agree" and "Disagree" or the percentage is 2.4% and 2.6%.

2) Confidence

Table 3. The level of the students' confidence to their speaking ability

No	Statements	Alternative Responds					
		N	SA	A	U	D	SD
7	Whenever lecturers ask me to present my task in front of the class, I will be confidence to do it.	40	11	19	5	3	2
8	I feel afraid if I want to speak in English because I do not have good English speaking ability.	40	7	6	6	15	5
9	I am always able to finish all tasks from the lecturers, because I believe that I can deal with them by my self in my study.	40	10	21	7	2	0
10	I don't want to ask others' help in solving my problem how to speak English well, because I will lose my confidence.	40	8	17	6	8	0
11	I always can answer all my lecturers' questions in class because I know I have the right answer.	40	5	13	11	8	3
12	If I can not understand how to pronounce the words correctly, I will not ask to others friends because I am afraid that they will think I have bad speaking ability	40	13	19	2	3	2
	TOTAL	240	54	95	37	39	12
	PERCENTAGE	100	0.2	1.8	0.4	1.05	0.3

The above table indicates that the majority of the students answer "Agree", it means that the students have and

aware of their confidence since their dominated choice "Agree" covering 1.8%.

3) Achievement

Table 4. The level of the students' achievement to their speaking ability

No	Statements	Alternative Responds					
		N	SA	A	U	D	SD
13	By being an English students, it means that I have to have good marks in all my English subjects, especially in speaking	40	5	26	3	5	0
14	If I can not achieve good marks in my English speaking subjects, it means I have failed in achieving my aim in becoming an English student.	40	3	10	8	15	4
15	Since I am an English student, so that I have master the English skill, especially in speaking, because I want to speak in English fluently,	40	14	22	4	0	0
16	I don't know my reason by taking English major, so that it is not important for me to study hard.	40	13	16	2	7	2
17	I want to have the highest mark in my English speaking subject, because it means that I already success of becoming an English student.	40	13	15	3	7	2
18	If I can not master speaking ability, I feel that I am nothing or nobody.	40	2	16	1	15	5
	TOTAL	240	50	105	21	49	13
	PERCENTAGE	100	0.2	2.1	0.2	2.3	0.3

From the table above, most of the students do aware of being English students, it can be seen from their dominated choice "Agree" for all the statements that recognize the students'

aim by being English students that covering 2.1%, and some of the students choose "Disagree" for responding negative statements that covering 2.3%.

4) Independence

Table 5. The level of the students' independence to their speaking ability

No	Statements	Alternative			Responds		
		N	SA	A	U	D	SD
19	I decided to take English as my major in faculty because I believe I can study and learn well.	40	11	26	2	1	0
20	If I solve problems by myself, I feel that I am a great person.	40	0	8	11	13	8
21	I believe that I can finish all my tasks from my lecturers, because I had done my previous tasks before.	40	4	24	7	5	0
22	I feel weak if I cant make my own decision in improving my speaking ability.	40	1	6	13	14	6
23	I can decide what is the best for me in learning English speaking because I know my own capacity.	40	7	19	7	7	0
24	I feel satisfied if I help my friends in solving their problems in speaking, because it means that I am the right person to be asked for.	40	1	1	11	21	6
	TOTAL	240	24	84	51	61	20
	PERCENTAGE	100	0.1	3.5	0.6	1.2	0.3

Most of the students feel independence as English students in their learning process as can be seen from their responds of "Agree" for the positive

statements (19, 21, 23) covering 3.5%, and their responds of "Disagree" for the negative statements (20, 22, 24) covering 1.2%.

5) Adequacy

Table 6. The level of the students' independence to their speaking ability

No	Statements	Alternative			Responds		
		N	SA	A	U	D	SD
25	I realize that I have the ability in speaking, because I am able to speak in English.	40	5	29	2	4	0
26	If I can not speak in English after studying it, it means that I don't have the capacity for learning English.	40	1	16	6	13	4
27	If I can not speak English well, I will try to speak well, because this is my aim by entering English major.	40	21	17	1	0	1
28	Even though I know how to study well, but to have good marks in my English subject is not important.	40	8	17	6	6	3
29	I will not be afraid of speaking in English, because I have to practice it a lot.	40	8	22	2	6	1
30	Even though I am a smart English student, I don't have to improve my speaking ability.	40	11	16	5	5	3
	TOTAL	240	54	117	22	34	12
	PERCENTAGE	100	0.2	2.2	0.2	1.5	0.3

Based on the table above, it can be concluded that students' adequacy toward their speaking ability in the term of capacity for understanding that is to understand their aims as English students, capacity for learning in improving their speaking skill, and

capacity for doing things as English students in improving their English speaking ability, can be said that the students' adequacy is not well balanced and good since they cant decide what should they do continuously after realizing their aim and getting aware of

their capacity. It can be seen from the percentage of their answer “Agree” for all the positive statements (25, 27, 29) and the negative statements (26, 28, 30) covering 2.2%.

6) Master and Competence

Table 7. The level of the students’ master and competence to their speaking ability

No	Statements	Alternative			Responds		
		N	SA	A	U	D	SD
31	If I can speak English well, it means that I am good at speaking in English	40	9	23	3	5	0
32	Every time I get bad marks on my speaking subjects, I feel I am not a smart English student.	40	4	16	9	9	2
33	If I have good marks in speaking, it means that I already master how to speak English well.	40	6	17	7	10	0
34	If I can not understand what my lecturers have taught me, it means that I am not good at the subject.	40	1	24	4	10	1
35	I believe I can study well, because I know my ability..	40	13	23	2	1	0
36	If I cant master the English speaking ability, it means that I am not competence for being English students.	40	1	11	4	22	25
	TOTAL	240	34	114	29	57	5
	PERCENTAGE	100	0.1	3.3	0.25	2	0.1

The above table shows that the students still do not fully realize of their competence of being English students

and their ability to master it since their dominated choice fall on “Agree” covering 3.3%.

7) Freedom

Table 8. The level of the students’ freedom to their speaking ability

No	Statements	Alternative			Responds		
		N	SA	A	U	D	SD
37	I can make my own way of studying in order to improve my English skill.	40	11	21	4	3	1
38	If others interfere with my business, I will feel that I do not have my own freedom.	40	4	16	13	5	2
39	In making decision in improving my speaking skill, I don’t want to be interfered by others.	40	2	13	6	14	5
40	I will not accept my lecturer’s suggestion because I dint want to be told what to do.	40	15	14	2	8	2
41	I will keep paying attention to other’s suggestion, but as far as I know it still makes sense for me.	40	1	28	6	4	1
42	In doing something, I don’t want to be ordered by others.	40	4	12	5	16	2
	TOTAL	240	37	104	36	50	13
	PERCENTAGE	100	0.15	2.8	0.35	1.4	0.33

The table indicates that the students do not fully understand and aware of their freedom in the term of having the right for being alone, acting without other’s interference, without

being controlled, and being creative since their choice fall in “Agree” covering 2.8%.

b. Students' Speaking Ability Data

The result of calculation shows that the speaking ability of the sample of this study is 6.5% of them have good scores, while 3.5% of them low.

The three hypotheses that are answered through this study, namely the first hypothesis is that the students of English Study Program of FKIP UIR have bad internal esteem. The students' answers toward the questionnaire show that their average score is 14.7 in scale. It means that the first hypothesis is accepted. The second hypothesis is that the students' speaking ability is not yet satisfactory. The result of the speaking

ability shows that the average scores of students is in scale 1-10. And 6.5 percent of them have good scores. Therefore, the second hypothesis can be rejected. The third hypothesis is that there is a significant correlation between the score of students' internal esteem and the score of students' speaking ability. In order to know whether the hypothesis is accepted or rejected, the score of both variables were analyzed. The result of the analyzed shows:

1) The test of independence in linear regression and the test of linearity of the data

Table 9. Variance to test The Independence and to test The Data Linear Regression

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	2.002212845	2.002212845	1.240012	0.27246308
Residual	38	61.35753716	1.61467203		
Total	39	63.35975			

From the table of f distribution, it is found that the table value of $F_{0.95}(1:38)$ is 4.10. Therefore, the null hypothesis (H_0) is accepted because $F_{1.24}$ is not greater than 4.10. And as the result of linear computation by using data analysis of regression in Microsoft excel, it is found that the model of linear regression is accepted.

2) The decided form of functional relationship

As the result of calculation, regression of both variable is that the increase of

one unit students' internal esteem, the students' speaking ability will increase 0.0189 unit

3) The Relationship Degree

It is found that R_{xy} (0.177) is less greater than the value of $R_{0.95}(39) = 0.406$. It means that there is no significant relationship between students' internal esteem and their speaking ability. The amount of influence is determined by the determination of coefficient $R^2 = 0.0316$ or 31.6. It means that the

students' internal esteems determine only 31.6% of their speaking ability and the rest factors are not beyond the scope of this study.

4. CONCLUSION

From this study it can be concluded that the level of students' speaking ability is not significantly influenced by their internal esteems. Although the internal esteem is not the only factor to determine their speaking ability, it is necessary for them for having good internal esteems as one of their motivations to drive them in learning English especially in speaking, since one of the ways for being able to good at something is that by having good self esteem, so that they will be able to improve their speaking ability and become successful English learners. It also suggested that there should be a continuous research for finding out the reasons of the students for not having good internal esteems, since internal motivation is stronger and more stable within the students in learning.

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