



Unlocking Potential: The Synergy of Self-Esteem, Motivation and EFL Students' Speaking Performance among Grade 11 Students in Addis Ababa City, Ethiopia

Dejene Melesse Mulatu*

*College of Social Science and Humanities, Department of English Language and Literature, PhD candidate in TEFL
Hawassa University, Hawassa, Ethiopia*

*Corresponding author

Elias Woemego Bushisso

Associate professor of TEFL, College of Social Sciences and Humanities, Department of English Language and Literature, Department Head Hawassa University, Hawassa, Ethiopia

Eskinder Getachew Degaga

Assistant Professor of TEFL, College of Social Sciences and Humanities, Department of English Language and Literature, Hawassa University, Hawassa, Ethiopia

Berhan Demeke Abeba

Assistant Professor of TEFL, College of Social Sciences and Humanities, Department of English Language and Literature, Post Graduate Coordinator Hawassa University, Hawassa, Ethiopia

Abstract

This study investigated the unlocking potential which is the synergy of self-esteem, motivation, and EFL speaking performance using Pearson-product correlation. Data was collected from 87 Ethiopian grade 11 students at Addis Ketema Sub-city High Schools in Addis Ababa city, using questionnaires adapted from Rosenberg's self-esteem of 1979. Motivation Questionnaires were developed from Attitude Motivation Test Battery which was adapted from Gardner in 1985. Data were also gathered through speaking tests. The results of the Pearson correlation revealed that there was a significant relationship among motivation, self-esteem, and speaking performance. The result indicated that there was a relationship between motivations and speaking performance which is 0.449 with a significant p-value of 0.000 and it is less than 0.05. Moreover, there was a positive relationship between self-esteem and speaking performance which is 0.384 with a significant p-value of 0.000 and it is less than 0.05. The result of multiple regression revealed that 26.6 % of the change in speaking performance was explained by independent variables. However, 73.4% of the speaking performance of the students was not explained in this model. The study revealed that there was a significant relationship among EFL students' self-esteem, motivation, and speaking performance. Therefore, null hypotheses were rejected and alternative hypotheses were accepted.

Keywords

EFL, Motivation, Relationship, Self-Esteem, Speaking Performance

1. Introduction

Understanding the relationship between self-esteem and motivation in EFL learning is crucial for educators and policymakers to design effective interventions and support mechanisms. Self-esteem refers to individuals' self-perception and abilities in language learning. Karacan (2009) defines self-esteem as an individual's subjective assessment of their deservingness, which is reflected in their attitudes toward themselves. Gustman (2015) according to Brown (1994) states that both internal and external emotional factors contribute to language learning success and the development of pedagogy. According to this theory, "self-esteem" is a crucial personality trait that affects the cognitive and affective processes involved in learning a foreign language. Self-esteem plays a significant role in creating successful L2 learning. Additionally, Yinger (1987) clarifies that a common explanation for students' reluctance to speak up is that they feel uncomfortable expressing themselves in public, particularly when asked for personal information or their thoughts.

High self-esteem positively impacts language learning success, as confident individuals engage in communicative activities, while low self-esteem cause anxiety and hinders language development and speaking performance. Low self-esteem in language learning can lead to insecurity and dropout, as Rubio (2007). Ormrod (2011) suggests that a desire to speak a foreign language may indicate students' potential, aligning with Maslow's hierarchy of needs theory.

Students must have a good level of self-esteem before they actualize themselves in producing a speech in a foreign language. Moreover, self-esteem offers a great influence on an L2 learning process. According to Brown (2004), the most persuasive component of human action is one's self-esteem. It was further noted that students who have a high sense of self-esteem are capable of speaking more fluently because they prioritize not worrying about making mistakes (Dincer & Yesilyurt, 2017). Tagarro & Galinha (2016) who is credited with creating the most widely used self-esteem evaluation scale, further defines self-esteem as the conclusion of an individual's ideas and feelings seeing themselves as an object. Having a high sense of value and respect for oneself, regardless of how others may feel about you, is a sign of having a high sense of self-esteem. According to this interpretation, Rosenberg (1979), dealing with self-esteem may not result in egocentric conduct; rather, the phrase refers to a balanced view of one's value, which allows one to complete any learning assignment without difficulty.

The second variable which is involved in this study is motivation which has a contribution towards students' speaking performance. If the learner does not have a desire to learn a language, it is very problematic to teach a second language in a learning environment. This concept indicates that motivation plays a pivotal role in learning any language skill. In this regard, some of the scholars' views concerning motivation are articulated in the following section.

In light of this, Nunan (1999) claims that motivation is a psychological desire that propels people to action. Motivation is a crucial component that affects students' learning outcomes, processes, and willingness when learning a language. It is also closely linked to learning success or failure ((Dörnyei, 1998). According to Gardner (1985:10), a crucial factor in assessing a student's readiness for communication is motivation. Sidik (2013, P. 13) claims that speaking has a connection to motivation and self-esteem in communication. Motivation is defined by Hoffman (2015:6) as the level of effort and intensity put forth to achieve a goal. "A process which cannot be observed directly, but can be inferred by behaviors as a choice of tasks, effort, persistence, and verbalization," is how Pintrich & Schunk (1996:4) define motivation.

Regarding speaking performance, individuals with high self-esteem tend to show confidence, and willingness to express their feelings and ideas. The theoretical perspectives refer to social comparison theory and self-affirmation theory suggests that self-esteem influences how individuals perceive themselves in comparison to others and how they respond to challenges or feedback.

The theoretical role of motivation implies the internal and external factors that make a learner ambitious to follow goals and be involved in specific behaviors. To be successful in speaking students should have motivation as it plays a vital role in speaking performance.

Another point that is to be included in this paper is speaking performance which is relevant in this study. Performance is wide-ranging and reveals the ability to migrate from one semantic register to another. The fact that this notion is a mobile one is also suggested by the new quantitative dimensions assigned by literature and practice. Experts of language argue that language issues with the study of performance and there is debate that performance should not limit itself to competence. Carlson (1996:4) also stated that performance is to do something up to a standard to succeed and to excel. Therefore, having consideration regarding performance has a close connection to speaking and helps students to use or produce the language. Chomsky (1965) defined performance as the practical use of language in everyday contexts. Self-esteem, a crucial personality trait, influences language learning success, with high self-esteem positively affecting communication and persistence, according to research.

Rubio (2007) states that in the context of language learning having low self-esteem can lead to serious consequences in which learners may avoid taking the necessary risks to acquire communicative competence in the target language and may feel deeply insecure and even drop out of the class. Ormrod (2011) added that a desire to speak a foreign language may indicate that students are realizing their potential, which is connected to Maslow's hierarchy of needs theory, which holds that people prioritize meeting their physiological needs before attending to their needs for safety, love and belonging, and self-esteem. Experts of language argue that language issues with the study of performance and there is debate that performance should not limit itself to competence.

2. Statements of the Problem

Speaking skill is crucial for personal and academic development, as it aids communication and is one of four language skills, despite students often facing communication challenges. There are a variety of reasons why we speak: to make friends; to get what we want; to respond to someone else; to express our thoughts or opinions; to exchange information; to allude to a past, present, or future action or event; to discuss the possibility of something happening; and so on (Junio, 2012). Nunan (2010) describes communication as an interactive process of meaning development that encompasses information production, reception, and processing. He states that speaking is a necessary component of communication.

Educators and policymakers must understand the connection between speaking ability, self-esteem, and motivation to enhance educational outcomes and foster holistic learning. According to (Brown, 2007) students who have

high self-esteem are better equipped to handle pressure, talk confidently in front of the class without coming across as bashful, and are less likely to be frightened to make mistakes. On the other hand, students with low self-esteem are reticent and uncomfortable, according to (Brown, 2007). Additionally, it keeps people from speaking with confidence and makes them fearful of making mistakes. According to Gardner (1985), a crucial factor in considering a student's readiness for communication is motivation. According to Wakgari (2022), learners who are motivated tend to speak English more effectively than those who are less motivated.

Students' speaking performance among high school and university students is low, despite being taught as a skill in English textbooks, which is crucial for daily communication and job opportunities.

Many students feel nervous or lack confidence when speaking, which can affect their fluency and coherence. From his experience, the researcher also witnessed that many students face problems in speaking and feel nervous, lack confidence, are unmotivated, stay reluctant, and keep silent during oral communication in classes. They frequently speak incoherently, pausing, repeating words, and making mistakes.

At best, their speech reaches the word limit and takes the shape of brief, and inaccurate, and even they do not pronounce words correctly. Regarding this, it is thought that low students' self-esteem and motivation are the main factors for poor performance of students' speaking. Although numerous studies have been conducted globally on the relationship between self-esteem, motivation, and speaking performance, still there is a gap to be bridged in the Ethiopian context.

Although numerous studies have been conducted globally on the relationship among self-esteem, motivation, and speaking performance, still there is a gap to be bridged in the Ethiopian context. In this regard, globally, (Gallagher-Brett, 2010), carried out a series of investigations on L2 motivation for L2 proficiency. A study titled "The Correlation between Students' Self-esteem and Students' Speaking Ability of Grade 11" was conducted by (Dewi et al., 2022a) and the researcher concluded that H1 was accepted and H0 was rejected, implying that there is a relationship between students' speaking abilities and self-esteem in the NCL Madiun Mover F class.

Moreover, Falah (2022) conducted a study on the relationship between students' self-esteem and their speaking ability.

Additionally, (Kusmartini, 2020) conducted a correlational study among the self-esteem, motivation, communicative approach, and Speaking achievement of the students, and the result indicated that there is a significant relationship among them. However, Ananda (2017) conducted a study on "The Relationship between students' self-esteem and Speaking Skills". The result reveals that there is no relationship between students' self-esteem and their speaking skills which is the inverse of the current study.

Concerning local studies, Welesilassie & Nikolov (2024) conducted a study on the relationship among EFL learners' motivational self-system, willingness to communicate, and self-assessed proficiency at an Ethiopian preparatory school and the result demonstrated a statistically significant relationship among L2 motivational self-system with each other and L2 willingness to communicate.

Additionally, other local studies have indicated that students face problems even after they complete secondary school in using speaking skills for real communication. Some of these local studies are: Tasisa et al., (2021) conducted a study on the relationship between EFL students' speaking strategies use and their speaking proficiency. However, none of the studies mentioned above related to the current study which is about the relationship between self-esteem, motivation, and speaking performance. It is expected that self-esteem and motivation have a relationship with students' speaking performance. Many EFL students face problems in learning English speaking which is related to psychological aspects of the students. In this study, self-esteem and motivation were considered as the affective variables that contribute to speaking performance.

So far, in the Ethiopian context, no study has been conducted into the relationships among EFL students' self-esteem, motivation, and speaking performance as far as the researcher's knowledge is concerned except that they were conducted on speaking skills by the above-mentioned researchers. Accordingly, this study is different from the above local studies due to the following reasons. First, this study differs from the studies mentioned above in bridging the gap that has not been filled yet. Second, the relationship among EFL (English as a Foreign Language) students' self-esteem, motivation, and speaking performance has been a topic of considerable interest and debate in the field of language learning and teaching. Thirdly, this research setting and the context where the study was conducted is also different.

Even though numerous studies suggest significant correlations between these variables, others present disagreeing findings or inconclusive results. For instance, Dewi et al., (2022b) investigated a study on the relationship between speaking abilities and students' self-esteem. The study was conducted by administering questionnaires of self-esteem and speaking tests. The findings indicate that there is no relation between students' speaking abilities and their self-esteem.

Therefore, as far as the researcher's knowledge involved the current study is the first to examine the relationship among the aforementioned variables and speaking performance in the Ethiopian high school setting.

3. Research Questions

The following research questions were addressed in this study.

1. What is the relationship between students' Self-esteem and speaking performance?
2. What is the correlation between students' motivation and speaking performance?
3. Can EFL students' self-esteem and motivation predict speaking performance?

4. Hypothesis

Based on the research questions above the following hypotheses are formulated.

H0: There is no statistically significant relationship among EFL learners' self-esteem, motivation, and speaking performance.

H1: There is a statistically significant relationship among EFL students' self-esteem, motivation, and speaking performance.

5. Research Methodology

5.1 Research Design

The researcher employed the correlational research design to determine the relationship among the students' self-esteem, motivation, and speaking performance. Self-esteem and motivation are the predictor variables and speaking performance is the criterion variable.

5.2 Setting

The study was conducted in high schools of Addis Ketema sub-city in Addis Ababa city, Ethiopia. The City was chosen as it can represent and possible to reflect the status of the nation. Secondly, the researcher hoped that reliable information can be obtained from this city and the distribution of the schools made the study accessible.

5.3 Participants of the Study and Sampling Technique

The total population in this study was 671 students and consisted of 9 classes of Addis Ketema sub-city High Schools of Addis Ababa city which were enrolled in grade 11 in 2024. Accordingly, 87 students were selected as the sample of this study.

A cluster sampling technique was used to choose the sample school. Frankel and Wallen (2009) state that cluster sampling differs from purposive sampling in that researchers only choose clusters, and it works more effectively if there are many clusters rather than a small number of individuals. Regarding students using a list of grade eleven students as a sampling frame, systematic sampling approaches were used to select participants from that school. Every *n*th person on the population list is chosen for the sample in a systematic sampling process (Frankel and Wallen, 2009).

5.4 Data Collection and Procedure

Two techniques were used to collect the data, these were questionnaires of self-esteem which were developed by (Ruddell, 2020) from (Rosenberg, 1979), and motivation questionnaires which were developed by Gardner (1985) based on the Motivation and Attitude Test Battery (AMTB) utilized by using Likert scale and speaking test which was developed from grade 11 students' textbook was used. The writer's attention to the use of the two questionnaires is because they have been used for research by the above-mentioned scholars globally in EFL contexts. Self-esteem questionnaires are classified into two categories, which are 5 positive and 5 negative (Rosenberg, 1979). A Motivation questionnaire which comprises 20 questions was used in this study. Each item of the questionnaire has a five-point Likert scale, strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The self-esteem and motivation questionnaires were scored by assigning a value of one to five points to the chosen response. A response indicating a low level of self-esteem and motivation receives one point, and those indicating a high level of motivation get five points.

A speaking test which was adapted from grade 11 students' textbook was used to measure students' speaking performance. Students' speaking performance was measured on four elements grammar and vocabulary (25%), pronunciation (25%), discourse management (25%), and interactive communication (25%). Regarding reliability and validity, the speaking test was checked. In research, reliability is the ability to score consistently across different research projects (Fraenkel, Wallen, and Hayun, 2012, P. 154). In essence, dependability, consistency, and reproducibility across time, across instruments, and responder groups comprise reliability (Cohen, Manion, and Morrison, 2007, P.146).

To ensure the reliability of the study the following ideas were taken into consideration. The speaking tests were administered in a quiet classroom in Addis Ketema sub-city High Schools. The students were kept in another room to wait for their turns and the researcher with other teachers was organizing the tests. To keep the test safe students who took the test were not allowed to go back to the waiting room, and rather leave exam hall immediately and they were tested individually on their speaking performance. Examiners recorded students' speaking performance, assigning marks on grammar, vocabulary, pronunciation, discourse management, and interactive communication using a scoring rubric developed by Brown (2019).

5.5 Data Analysis

The quantitative data was used to determine whether there is any positive correlation between students' self-esteem, motivation and students' speaking performance or not. It was entered into the statistical package for social sciences (SPSS) version 24 for data analysis. Additionally, multiple regression was employed as the number of predictor variables are 2 and criterion variable is 1. The researcher analyzed and interpreted the data quantitatively. Creswell (2012) states that correlational design gives an opportunity to predict scores and describe the relationship between variables. Accordingly, in this study the researcher employed descriptive and inferential statistics to analyze the quantitative data to describe the relationship between those variables.

5.6 Normal Distribution of Data

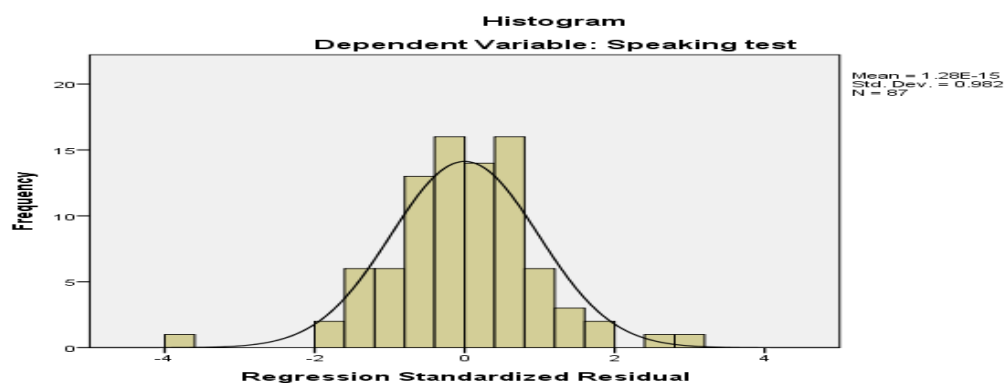


Fig. 1 Caption: The histogram distribution of data.

Figure 1 Alt Text : The histogram in Figure 1 depicts the normal distributions of the variables and it implies that data are normally distributed.

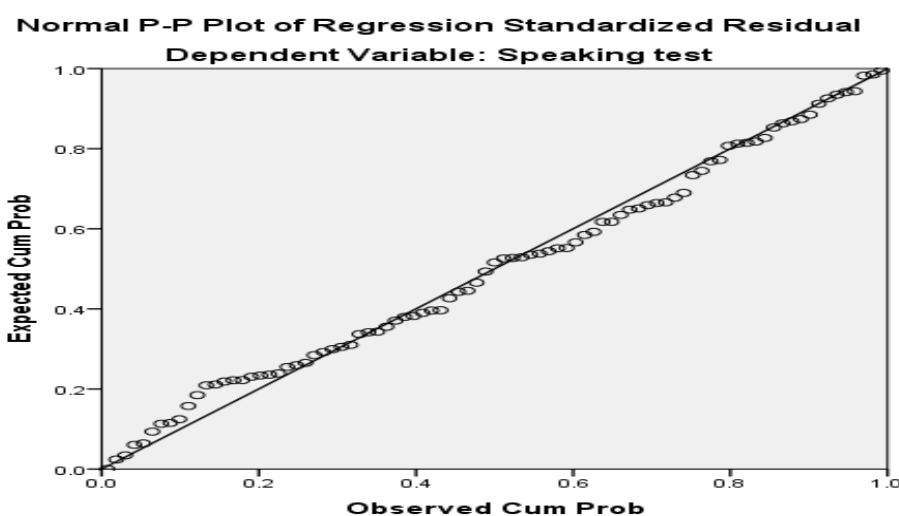


Fig. 2 Caption: P-P plot

Figure 2 Alt Text: The P-P Plot in Figure 2 depicted also normal distribution of the data. However, there are values roughly shouldered. Hence, the above figure reveals the normality of data which is near the fit line.

6. Results and Discussion

6.1 Analysis of Self-esteem

Table 1 Descriptive Statistics mean of students' self-esteem

N		Minimum		Maximum	Mean	
87		2.00		4.8	3.16	.78
Score for items (range)		Participants	Percent	Classification of self-esteem judgment Range of score ≥ 3.0 positive self-esteem, ≤ 3.0 negative self-esteem		
1	2.00-2.86	20	23%	Negative		
2	2.87-3.00	27	31%	Negative		
3	3.04-3.26	2	2.29%	Positive		
4	3.27-3.74	17	19.54%	Positive		
5	3.75-4.8	21	24.14%	Positive		
Total		87	100			

Table 1 illustrates the Self-esteem of the students obtained, and it was found that the mean is 3.16, and the standard deviation is 0.78. The results also revealed that 54% of students were negative in speaking performance. In contrast, 46% of students were positive in self-esteem of speaking performance.

6.2 Analysis of Motivation

Table 2 Descriptive Statistics means students' motivation

N	Minimum	Maximum	Mean	Std. deviation
87	1	5	3.1	.741

Score for items (range)		Participants	Percent	Classification of self-esteem judgment Range of score ≥ 3.0 positive self-esteem, ≤ 3.0 negative self-esteem		
1	1.00-2.00	17	19.55%	Negative		
2	2.01-3.00	39	44.82%	Negative		
3	3.04-3.74	9	10.34%	Positive		
4	3.75-5	22	25.29%	Positive		
Total		87	100			

Table 2 shows the motivation of the students was obtained, and it was found that the mean is 3.1, and the standard deviation is 0.741. The results also revealed that 64.37% of students were negative in motivation of speaking performance. In contrast, 35.63% of students were positive in motivation of speaking performance.

6.3 Analysis of Speaking Performance Test Range of Score

The students' speaking performance score scale was based on Brown (2004).

Table 3 The system of students' scoring scale

No.	Score range	Category	Score	Percent
1	96-100	Excellent	-	-
2	81-95	Very good	-	-
3	61-80	Good	29	33.34%
4	41-60	Fair	57	65.52%
5	21-40	Poor	1	1.14%
6	0-20	Very poor	-	-
Total			87	100%

As can be seen from Table 3 above table 33.34 % of grade 11 students were in the good category 65.52% of students in the fair category, and 1.14% of students in the poor category.

Table 4 Maximum, minimum, mean, and Std. deviation

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Performance test	87	37	80	58	8.877
Valid (listwise)	87				

Based on the Table 4 above the mean of the speaking performance test was 58, and the standard deviation was 8.877.

6.4 Analysis of Speaking Performance

Descriptive data in Table 5 below depicts the variables under consideration in the study. Four components of the speaking performance (100%) and their maximum and minimum mean of (25%) results were shown in the table. The results illustrate the means (average of variables' scores), the standard deviation (the difference between scores and the mean), and the range of each variable describing minimum, and maximum values.

Table 5 Descriptive Statistics of Speaking Performance Test

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar and vocabulary	87	10	20	14.6	2.313
Pronunciation	87	8	21	14.4	2.662
Discourse management	87	9	21	14.8	2.463
Interactive communication	87	8	20	14.2	2.420
Valid N (listwise)	87				

Table 5, indicates that the lowest score (minimum) obtained in grammar and vocabulary is 10 points, the Maximum is 20 and the mean score of 14.6 is also the average of all scores in grammar and vocabulary gained by each of the 87 students. The table also indicates that the lowest score obtained by pronunciation is 8, the maximum is 21 and the mean score of 14.4 is the average of all students' scores obtained by each of the students.

Moreover, the table also reveals that the lowest score got by discourse management was 9 points, the maximum was 21 and the mean score of 14.8 was the average of all students' scores gained by each of the students. The last was Interactive communication and the table shows that the minimum score obtained was 8 points and the maximum was 20. The mean score of 14.2 was the average of all students' scores obtained by each student. In this regard, the mean scores have fallen in –between 14.8 and 14.2 which are very near to each other. From the above table, it can be concluded that the average mean of the four components is 14.5% out of 25%.

6.5 Descriptive Statistics and Correlation among Self-Esteem, Motivation, and Speaking Performance

6.5.1 Descriptive Statistics

Table 6 Descriptive Statistics

	Mean	Std. Deviation	N
Speaking test	14.50	2.12	87
Self-esteem	3.16	.437	87

Table 6 above depicts the participants in the study were 87, the mean of speaking test is 14.50 and the mean of self-esteem obtained from Likert scale questionnaires is 3.16.

Table 7 Correlations between self-esteem and Speaking

		Speaking test	Self-esteem
Speaking test	Pearson Correlation	1	.384**
	Sig. (2-tailed)		.000
	N	87	87
Self-esteem	Pearson Correlation	.384**	1
	Sig. (2-tailed)	.000	
	N	87	87

**, Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 7 above, there was a statistically significant positive relationship between Addis Ketema sub-city high Schools students' speaking performance and their self-esteem with a correlation coefficient (r) =0.384 and $P=0.000<0.05$. The direction and degree of a link can be determined using the correlation coefficient. The concept of significance is used to assess the importance of a relationship. Regarding correlation, r is useful since it represents the influence length's numerical degree, whose power can be interpreted following guidelines developed by (Cohen et al., 2007).

The effect size is considered "small" when r is higher than 0.10 and lower than 0.30. Effect size is "medium" when r is larger than 0.30 but less than 0.50. The effect size is considered "large" when r exceeds 0.50. Any effect size that is less than 0.10 is regarded as insignificant. Hence, the correlation between self-esteem and speaking performance is effective with a coefficient correlation of .384 at a sizable degree of 0.01. Based on the aforementioned findings, the null hypothesis was rejected and the alternative hypothesis was accepted (P value <0.05).

6.5.2 Correlation between Speaking Performance and Motivation

Table 8 Descriptive statistics of Addis Ketema high school students' speaking performance and their Motivation (N=87).

	Mean	Std. Deviation	N
Speaking test	14.50	2.135	87
Motivation	3.10	.741	87

Table 8 shows that the participants of the study were 87 students. The mean of speaking test is 14.50 and the mean of self-esteem obtained from Likert scale questionnaires is 3.10.

Table 9 The relationship between students' speaking performance and Motivation (N=87)

		Speaking test	Motivation
Speaking test	Pearson Correlation	1	.449**
	Sig. (2-tailed)		.000
	N	87	87
Motivation	Pearson Correlation	.449**	1
	Sig. (2-tailed)	.000	
	N	87	87

**, Correlation is significant at the 0.01 level (2-tailed).

It is indicated that in Table 9, there was a statistically significant positive relationship between students' speaking performance and their motivation which is .449, and the p -value is =0.000 which is less than 0.05 (<0.05). Hence, the correlation between motivation and speaking performance is effective with a coefficient correlation of .449 at a significance level of 0.01.

Based on the findings mentioned above, the null hypothesis was rejected and the alternative hypothesis was accepted.

6.6.3 Regression Analysis and Interpretation

Table 10 Variables Entered/Removed.

Model	Variables Entered	Variables Removed	Method
1	Motivation ^a , Self-esteem ^b	.	Enter

a. Dependent Variable: Speaking test, b. All requested variables entered.

The above table indicates the variables entered are self-esteem, motivation, and the dependent variable which is speaking performance.

Table 11 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.516 ^a	.266	.248	1.851

a. Predictors: (Constant), Motivation, Self-esteem

Table 11 reveals R in a regression analysis is the correlation coefficient and it is defined as the correlation between an independent and a dependent variable which is .516. This correlation ranges from -1 and +1. There is also a positive relationship between speaking performance and the motivation and self-esteem of the students. R square shows the total variance or collective effect of all independent variables on the dependent variable. It ranges from 0 to 1 and is obtained by squaring the R-value. In this context, R is .516, and $(.516)^2 = .266$. Hence, in this model .266 implies that 26.6% of the speaking performance of the students can be explained by motivation and self-esteem. In other words, the coefficient of determination R square indicates 26.6 % of the change in speaking performance was explained by independent variables motivation and self-esteem. However, the other 73.4% of the speaking performance of the students was not explained in this model. The SPSS adjusted the R square for 24.8% of the variation explained by the regression line.

Table 12 ANOVA

Table 12 ANOVA						
ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	104.284	2	52.142	15.217	.000 ^b
	Residual	287.841	84	3.427		
	Total	392.125	86			

a. Dependent Variable: Speaking test, b. Predictors: (Constant), Motivation, Self-esteem

As shown above, in Table 12, the results of ANOVA reveal that the model reached statistical significance $F = 15.217$, and $p = 0.000 < 0.001$. This means that there is a significant relationship between independent variables (motivation & self-esteem) and the dependent variable speaking performance. The results of the ANOVA model also align with Table 12, above that in this model if we divide the sum of squares of the regression 104.284 by a total 392.125 the result is .266 which reveals the speaking performance of the students 26.6% was explained by those variables motivation and self-esteem. This implies that 73.4 % of the change was not explained in this model.

7. Discussion

The main objective of this research is to study the relationship among EFL students' self-esteem, motivation, and speaking performance of students of English as a foreign language in Ethiopia. The specific objectives of this research were: To find out the correlation between self-esteem and speaking performance, to examine the relationship between students' motivation and speaking performance, and to identify whether the student's self-esteem, and motivation can predict speaking performance. According to the correlation between self-esteem and speaking performance, the correlation coefficient is 0.384 at a significant level of 0.01.

The correlation between motivation and speaking performance is also positive with a correlation coefficient of 0.449 at a significant level of 0.01. The degree of correlation between self-esteem and motivation with speaking was low and moderate respectively. Hence, the null hypothesis that the self-esteem and motivation of Ethiopian EFL students do not have a significant relationship with the speaking performance in this study was rejected. In this study motivation is a stronger predictor of speaking performance with a correlation coefficient of 0.449 and a significance level of 0.01.

The first research question investigated the correlation between self-esteem and speaking performance. Hence, the Pearson product-moment coefficient suggested that the classification of self-esteem score depicted 54% of EFL students having negative self-esteem towards speaking performance and 46% of students having positive self-esteem (Table 1). Regarding students' speaking performance score 33.34% of students performance. The results of the study reveal that Ethiopian EFL students have moderate self-esteem toward speaking performance and the Pearson correlation shows a significant relationship between self-esteem and speaking performance which is 0.384. This moderate self-esteem has an impact on students' speaking performance. Accordingly, 65.52% of Ethiopian grade 11 students have scores below 60%. Therefore, it is important to foster the psychological aspect of students (self-esteem) to be effective in speaking which will mark a remarkable step forward in the study of the relationship between self-esteem and speaking performance.

The result of this study demonstrated that Ethiopian students learning English as a foreign language had not yet advanced to the point where they could perform the required speaking practice. The finding of this study indicated that students' high self-esteem has a positive impact on speaking performance. Self-esteem is a crucial factor in enhancing speaking performance. Gustaman (2015) states that students' self-esteem has an impact on how well they speak English. If students have high self-esteem, they will be good speakers of English as it has a significant impact on speaking skills. Generally, according to the findings of this study students with high self-esteem will have more speaking performance than students with low self-esteem.

Research question number 2, examined the correlation between students' motivation and speaking performance. According to Nattinger (2014), students who have strong self-esteem and high levels of motivation are more likely to succeed in learning foreign languages. The result of the study revealed that 64.35% of the Ethiopian EFL students' motivation level was low (Table 2). This implies that it is expected from teachers to advance students' motivation in speaking. Language teachers may be the only model of the target language that students encounter, which is consistent with the assertion made by motivational research that they are the most significant factor influencing students' speaking motivational levels in many EFL situations Dörnyei (2001).

To answer question number 3, Can EFL students' self-esteem and motivation predict speaking performance? Regression analysis was done to examine whether self-esteem and motivation can predict the speaking performance of the students. Based on the results of the study obtained from questionnaires and speaking test independent variables (self-esteem and motivation) revealed change explained 26.6% of speaking performance and the other 73.4% was not explained in the model of this study.

8. Conclusion

The following conclusion can be drawn from this study based on the discussion. The findings of this study suggest some useful conclusions: According to the findings of this study there is a positive correlation between self-esteem and speaking performance. It reveals that Pearson correlation ($r = 0.384$ and the correlation is significant at the 0.01 level, 2-tailed). This implies that students with higher levels of self-esteem tend to have better speaking performance as their self-reliance and self-assurance will be increased. Accordingly, the students have moderate positive self-esteem toward speaking performance. The performance level of the students in speaking was not good which was below 60 (65.52%). The second is the relationship between motivation and speaking performance. The study highlights the significant contribution of motivation in speaking performance and there was a significant relationship between them as the Pearson correlation is (0.449, the correlation is significant at the 0.01 level, 2-tailed). Self-esteem and motivation accounted for 26.6% of the variance in students' speaking performance; all other variables contributed to the remaining 73.4%.

A study on the relationship among EFL students' self-esteem, motivation, and speaking performance may have some implications. First, the study's findings can be used to inform the creation of instructional strategies that promote motivation, and positive self-esteem toward language acquisition, all of which can result in better speaking performance. Second, by examining the correlation between these characteristics, researchers and educators can learn more about the psychological aspects of speaking ability. Thirdly, teachers will think about how motivation and self-esteem affect speaking performance.

To sum up, by and large research on the relationship among EFL students' self-esteem, motivation, and speaking performance has the potential to inform both theoretical and practical applications in language education, ultimately resulting in more efficient teaching strategies and improved speaking abilities.

Acknowledgements

We are indebted to the Addis Ababa Education Bureau, the school directors, test-takers and respondents of questionnaires, and English Language teachers who participated in administering speaking tests and in supporting the study run smoothly and the data collecting to be accomplished.

Funding Information

This funding information did not find any specific grant from funding agencies in the public, commercial, or not for profit sectors.

Declaration of Conflict

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

References

- Aisyah, S. (2020). The Correlation Between Students' Self-Esteem and Students' Speaking Ability of Eleventh Grade at SMAN 7 Maros (A Descriptive Research).
- Ananda, R. (2017). *The correlation between students' self-esteem and students' speaking skill of the second year students at SMA Negeri 2 Bantaeng English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of Makassar*. 1–65
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson/Longman.
- Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Longman.
- Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge, Massachusetts: MIT Press.
- Cohen, A. D., Macaro, E., Learner, L., Stern, H., & Naiman, N. (2007). Language learner strategies: Thirty years of research and practice. *Tesol Quarterly*, Oxford 2003, 619–622. <http://www.amazon.ca/exec/obidos/redirect?tag=citeulike0920&path=ASIN/0194422542>
- David, N. (2010). Practical English Language Teaching International Edition 1 st Edition. *The International Journal of Research in Teacher Education*, 1(1), 65–72. http://ijrte.eab.org.tr/1/1/ayilmaz_stekir.pdf.

- Dewi, I. A., Widiyani, E., & Kurniawan, A. (2022a). The Relationship between Students' Speaking Skill and Students' Self-Esteem of Mover F Class of NCL Madiun. *JET (Journal of English Teaching)*, 8(2), 267–281. <https://doi.org/10.33541/jet.v8i2.3743>
- Dewi, I. A., Widiyani, E., & Kurniawan, A. (2022b). The Relationship between Students' Speaking Skill and Students' Self-Esteem of Mover F Class of NCL Madiun. *JET (Journal of English Teaching)*, 8(2), 267–281. <https://doi.org/10.33541/jet.v8i2.3743>
- Dicer, A., & Yesilyurt, S. (2017). *Motivation to Speak English: A Self-Determination Theory Perspective*.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117–135. <https://doi.org/10.1017/S026144480001315X>
- Falah, R. N. (2022). *The Relationship between Students' Self-Esteem and Their Speaking Ability (A Quantitative Correlational Study)*. 48
- Frankel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in education* (7thed.). McGraw-Hill.
- Fraenkel, J.R., & Wallen, N.E. (2012). *How to design and evaluate research in education* (8thed.). McGraw Hill.
- Gallagher-Brett, A. (2010). "Cool" but "nerve-wracking"? An exploration of language learners' motivational perspectives on speaking in an English secondary school ABSTRACT FACULTY OF HUMANITIES Doctor of Philosophy "COOL" BUT "NERVE-WRACKING"? AN EXPLORATION OF LANGUAGE LEARNERS' MOTIVATIONAL PERSPECTIVES ON SPEAKING IN AN ENGLISH SECONDARY SCHOOL.
- Gardner, R. C. *The Attitude/Motivation Test Battery: Technical Report* (1985) 1.
- Gustaman, W. W. (2015). The correlation between students' self-esteem and their English speaking competencies. *Journal of English and Education*, 3(2), 121–137
- Junio, C. De. (2012). *The importance of teaching listening and speaking skills*.
- Karacan, N. (2009). *The effect of self-esteem enrichment biblio-counseling program on the self-esteem level of sixth grade students*.
- Kusmartini, S. E. (2020). Relationships Among Self-Esteem, Motivation, Communicative Approach, and Speaking Achievement of the Students. *Holistic Journal*, 12(1), 9–24
- Nattinger, J. (2014). Some current trends in vocabulary teaching. In *Vocabulary and Language Teaching*.
- Nunan, D. (1999). *Second language teaching and learning*. Heinle and Heinle.
- Nunan, D. (2010). *Practical English Language Teaching International Edition 1st Edition*. *The International Journal of Research in Teacher Education*, 1(1), 65 http://ijrte.eab.org.tr/1/1/ayilmaz_stekir.pdf.
- Ormrod, J.E. (2011). *Educational psychology: Developing learners* (7thed.). Pearson.
- Pintrich, P. & Schunk, D. (1996). *Motivation in education*. New Jersey, USA: The good language Teacher English Teaching Forum, 29, 2, 2-7.
- Rosenberg, M. (1979). *Conceiving the self*. New York, NY: Basic Books.
- Rubio, F. (2007). Selfesteem and foreign languagem learning: An introduction. In F. Rubio (Ed.), *Selfesteem and foreign language learning* (pp.212). New York: Cambridge University Press.
- Ruddell, R. J. (2020). *Validity and reliability evidence for the Rosenberg self-esteem scale with adults in Canada and the United States*. August, 158. <https://open.library.ubc.ca/collections/24/items/1.0394068>
- Sidik, A. (2013). *Improving Students' Speaking Ability through Practice Rehearsal Pair of the Tenth Grade of Man Malang I*. Cambridge University Press.
- Tagarro, M., & Galinha, S. (2016). Adaptation of Rosenberg's Self-Esteem Scale and Ebeps- A© Self-Esteem Subscale on Portuguese Students. *The European Journal of Social & Behavioural Sciences*, 17(3), 188–197. <https://doi.org/10.15405/ejsbs.191>
- Tasisa, M., Seyoum, G., & Tiruneh, D. (2021). The Relationship between EFL Students' Speaking Strategies Use and their Speaking Proficiency: A Study on Wolaita Sodo University English Major Students. *East African Journal of Social Sciences and Humanities*, 6(2), 1–18
- Wakgari, H. G. (2022). The Matters That Hinder Students' Motivation in Learning Speaking Skills in Haro. *Journal of Positive School Psychology*.
- Welesilassie, M. W., & Nikolov, M. (2024). The relationship among EFL learners' motivational self-system, willingness to communicate, and self-assessed proficiency at an Ethiopian preparatory high school. *Heliyon*, 10(2), e24171. <https://doi.org/10.1016/j.heliyon> 2024.e24171
- Wulandari, W., & Id, G. W. C. (2015). ESTEEM AND THEIR ENGLISH SPEAKING COMPETENCIES (A Study of Eleventh Grade Students at a Public Senior High School in Cimahi). In *Journal of English and Education* (Vol. 2015, Issue 2).
- Yinger, R. J. (1987). Learning the Language of Practice. *Curriculum Inquiry*, 17(3), 293–318. <https://doi.org/10.1080/03626784.1987.11075294>