



A Study on the Relationship among EFL Students' Self-esteem, Motivation, Attitude, and Speaking Performance: In the Case of Selected Secondary Schools in Addis Ababa City, Grade 11 in Focus

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Abstract

This study used the Pearson-product moment to examine the relationship between the self-esteem, motivation, attitude, and speaking performance. 87 Ethiopian grade 11 students served as the sample population. The researcher employed self-esteem questionnaires that were modified from Rosenberg's (1979) work. Gardner's (1985) adaptation of the Attitude Motivation Test Battery served for the development of motivation and attitude surveys. Data were also acquired utilizing speaking tests. The analysis showed motivation, attitude, self-esteem, and speaking performance have a significant relationship. The correlation coefficient between speaking performance and attitude was found to be 0.828, with a P value of =0.000. The outcome showed that speaking performance and motivations had a relationship, with a significant value of 0.449. The result indicated that there was a significant relationship among self-esteem and speaking performance with a significant value of 0.384. Therefore, the results indicated that the null hypotheses were rejected and alternative hypotheses were accepted.

Keywords: *Attitude; Motivation; Relationship; Self-esteem; Speaking Performance*

1. Introduction

English as a Foreign Language (EFL) learning involves a complex relationship of various psychological factors that influence students' language acquisition and performance. Self-esteem,

motivation, attitude, and speaking ability are among these variables that are particularly important because of their profound effects on learning. To create effective language acquisition interventions and support mechanisms, educators and policymakers must have a thorough understanding of the links between these variables. Self-esteem can be defined as an individual's general sense of self-worth and how they view their capacity for language learning. Coopersmith (2007) defines self-esteem as an individual's subjective assessment of their deservingness, which is reflected in their attitudes toward themselves. Brown (1994) states that both internal and external emotional factors contribute to language learning success and the development of pedagogy. According to his 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, Harmer (2007) clarified 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.

Success in learning a language is positively correlated with high self-esteem because confident people are more inclined to communicate and stick with language-learning activities. Conversely, poor self-esteem might impede language development by causing fear and a reluctance to engage in speaking activities. Low self-esteem can have detrimental effects on language learners, as Rubio (2007) explains. Learners may avoid taking the required risks to become communicatively competent in the target language, feel extremely insecure, or even quit out of the program. According to Ormrod (2011), students who are enthusiastic about learning a foreign language may also be able to actualize themselves. This is consistent with Maslow's hierarchy of needs theory, which holds that people must first satiate their physiological needs before addressing their needs for safety, love and belonging, and self-esteem. Stated differently, before pupils can truly produce a discourse in a foreign language, they need to have a high sense of self-worth.

Moreover, self-esteem has a great influence on the L2 learning process. According to Brown (2000), 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 (Ariyanti, 2016).

Without a certain level of self-esteem, self-assurance, self-awareness, and self-belief, neither cognitive nor affective activity can be successful. Rosenberg (1965), 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.

The second variable, in this study is motivation which is one of the significant features of second language acquisition. If the learner does not have a desire to learn a language, it is very problematic to teach a second language. 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 here under. 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, 2014). 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-confidence in communication. Motivation is defined by Babby (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.

The third variable that contributes to speaking performance is attitude; it is also related to speaking performance. According to Gardner, Lanlonde, and Moorcroft (1985), one of the factors influencing learning a foreign language is attitude because it has an impact on the amount of effort pupils put into acquiring the language. As a result, students who view speaking English positively will engage in

speaking activities more and may try to use more coping strategies to get through challenging conversations; students who view speaking English negatively will be less likely to engage in speaking activities.

Academics from a wide range of disciplines, including psychology, communication studies, linguistics, and education, have researched attitudes and speaking performance in great detail. Additionally, Oller (1979) states that attitude is one of the factors that lead to motivation to learn a foreign language and helps in obtaining proficiency in the language. Furthermore, attitude is defined by Dorney and Ushioda (2011) as learners' general assessment or sentiment on language acquisition, taking into account factors like motivation, curiosity, confidence, and perceived utility of the language.

Another point that is to be included in this paper is speaking performance which is relevant in this study. The performance is diverse and exhibits the capacity to switch between several semantic registers. According to Carlson (1996:4), achieving success and excellence in anything one does requires performing to a high standard. Brown (2000) asserts that speaking performance, motivation, attitude, and self-esteem are significantly correlated, especially while learning a second language.

By the same token, although orientations, attitudes, and L2 proficiency were planned to be directly causally correlated in Gardner and Lambert's (1972) initial model, Gardner's subsequent conceptualization postulated that motivation was a mediating factor in this relationship (Gardner, 1985, p. 150). Students with higher self-esteem take part in language-learning activities more actively, talk with greater confidence, and overcome obstacles in their language-learning journeys. Improved motivation has been associated with improved language learning results, such as improved speaking ability. Motivated students are more likely to look for communication chances and practice speaking. Additionally, attitudes toward language learning impact motivation, which in turn affects language learning success, particularly speaking performance, according to Gardner and Lambert (1972). Linguistic experts discuss whether language matters in the study of performance and whether performance should not be limited to competence. Chomsky (1965) defined performance as the practical use of language in everyday contexts, while Newby (2011) defined competence as the linguistic knowledge of the learner.

2. Statements of the Problem

Speaking skill plays a vital role in different aspects of personal and academic development and it is a tool for communication. In his explanation of the importance of speaking in educational settings, Brown (2003) believes that one of the key language skills that aids in students' acquisition of language competency is speaking. Nunan (2003) 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. It is critical for educators and policymakers to comprehend the relationship between speaking ability and these psychological factors self-esteem, motivation, and attitude if they hope to improve educational outcomes and promote learners' holistic development.

According to Brown (2000), 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 (2000). 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), more motivated learners tend to speak English more effectively than those who are less motivated. Students with a positive attitude are eager to master the English language. On the other hand, students with a negative attitude lack eagerness for language learning. According to Promoduru (1992), an effective learner approaches the target language with positivity.

According to Azizifar (2014), successful students are those who have a positive attitude to learning a language. This indicates that students with a negative English-speaking attitude are likely to have low speaking proficiency.

From the researcher's experience of teaching students in high schools and universities students' speaking performance is low and a very serious concern as speaking is important for daily communication and even to get jobs. Some teachers and instructors have heard that though speaking is given as a course in universities and colleges and as a skill in English textbooks of high schools, it could not achieve its objective. 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, motivation, and attitude are the main factors for poor performance of students' speaking performance. Although numerous studies have been conducted globally on the relationship among self-esteem, motivation, attitude, and speaking performance, still there is a gap to be bridged in the Ethiopian context.

In this regard, two social psychologists globally, Gardner and Lambert (1972), carried out a series of investigations on L2 motivation and attitudes toward L2 proficiency. A study titled 'The Correlation between Students' Self-esteem and Students' Speaking Ability in Grade 11 was conducted by Aisyah (2020). Rizqi Nur also (2022) conducted a study on the relationship between students' self-esteem and their speaking ability. Additionally, Kirli (2019) conducted a correlational study on students' motivation, self-esteem, and speaking performance in Indonesia. Moreover, Lisanti Okta (2012) researched the correlation between students' attitudes toward learning English and their speaking ability in the case of grade 11.

Concerning local studies, Tamene (2000) states that there is a debate among teachers and researchers that secondary school English language proficiency is less than adequate to carry out numerous academic activities. 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: Amanuel (2015) who researched the problems that affect students' English speaking skills and Mitiku (2021) conducted a study on the relationship between EFL Students' Speaking Strategies Use and their Speaking Proficiency. Tamene (2000) asserts that in oral communication students are forced to use their first language as an alternative. Taye (2008) and Jenenew (2006) conducted studies on how oral skills are taught. Taye made a comparative study of televised and non-televised speaking skills teaching techniques. Jenenew conducted a survey study on teachers' and students' roles in the implementation of EFL-speaking classrooms. Furthermore, Taye (2015) conducted his research on the Effects of Cooperative Learning on EFL Students' Speaking Skills at the Tertiary Level. However, even if the studies mentioned above were conducted on speaking skills they are not correlational studies which are the relationship among self-esteem, motivation, attitude, and speaking performance.

It is expected that self-esteem, motivation, and attitude have a relationship with students' speaking performance. Speaking is one of the four macro skills that has a significant role in communication as exemplified above. To make speaking performance successful students should have good self-esteem, motivation, and attitude. Many EFL students face problems in learning English speaking which is related to psychological aspects of the students. In this study self-esteem, motivation and attitude will be 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, attitude, 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, attitude, 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 are also different.

Even though numerous studies suggest significant correlations between these variables, others present disagreeing findings or inconclusive results. For instance, Ananda (2017) investigated a study on the relationship between speaking abilities and students' self-esteem. She conducted a study by administering questionnaires of self-esteem and speaking tests. The findings indicated that there is no relation between students' speaking abilities and their self-esteem. Additionally, Lisanti (2021) conducted a study on the relationship between students' attitude and speaking ability in 11th grade of Senior High School 1 Ukui. The findings of this study revealed that there is no significant correlation between students' attitude in learning English and their speaking ability.

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 and it is to disprove previous studies that claimed there was no relationship among students' self-esteem, motivation, attitude, and speaking performance.

3. Research Questions

The following research questions were addressed in this study.

- 3.1. What is the relationship between students' self-esteem and speaking performance?
- 3.2 What is the correlation between students' motivation and speaking performance?
- 3.3 What is the correlation between students' attitudes and speaking performance?
- 3.4 Can EFL students' self-esteem, motivation, and attitude predict speaking performance?

4. Hypothesis

Based on the research questions above the following hypotheses were formulated to predict the relationship.

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

5. Research Methodology

5.1 Research Design

This study employed the correlational research design to determine the relationship among the students' self-esteem, motivation, attitude, and speaking performance. Self-esteem, motivation, and attitude are the predictor variable 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 possibly reflect the status of the nation. Secondly, the researcher hoped that reliable information could be obtained from this city and that the distribution of the schools would make 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, a systematic sampling approach was 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 Instruments and Data Collection

Two techniques were used to collect the data, these are questionnaires of self-esteem which were developed by Rosenberg (1979), motivation and attitude questionnaires which were developed by Gardner (1985) based on Motivation and Attitude Test Battery (AMTB), and attitude questionnaires were used which was developed by Gardner (1985) was used by using Likert scale and speaking test which was developed from grade 11 students' textbook was used. Self-esteem questionnaires are classified into two categories, which are 5 positive and 5 negative (Rosenberg, 1979). The motivation questionnaire which comprises 20 questions and the attitude questionnaire which includes 30 questions were 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, motivation, and attitude questionnaires were employed since they are more valid to get more reliable data for these variables than other data-gathering tools. The researcher used Cronbach Alpha SPSS version 24 to investigate the reliability of the questionnaires.

Speaking tests which were adapted from grade 11 students' English textbook was used to measure students' speaking performance. Those speaking tests were developed from students' textbook from each unit. 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). Dependability, consistency, and reproducibility across time, instruments, and responder groups comprise reliability (Cohen, Manion, and Morrison, 2007, P.146). For the study to persuade others, it must be reliable.

To ensure the validity and reliability of the study the following ideas were taken into consideration. The speaking tests were administered in the quiet classroom at Addis Ketema High School. The students were kept in another room waiting 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 but rather leave the exam hall immediately and they were tested individually on their speaking performance. In this regard, their performance in speaking was recorded by the examiners, and each student was given marks on four components (grammar and vocabulary, pronunciation, discourse management, and interactive communication) based on the scoring rubric developed by Brown (2004). Before administration, this test was seen by the supervisors of the study. Moreover, the students were also tested by the same examiners, and the students' name was kept confidential and coded when their score was given.

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. Multiple regression was employed as the number of predictor variables is 3 and the criterion variable is 1. The researcher analyzed and interpreted the data quantitatively. Creswell (2012) states that correlational design allows predicting scores and describing 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.

6. Normal Distribution of Data and Alt Text

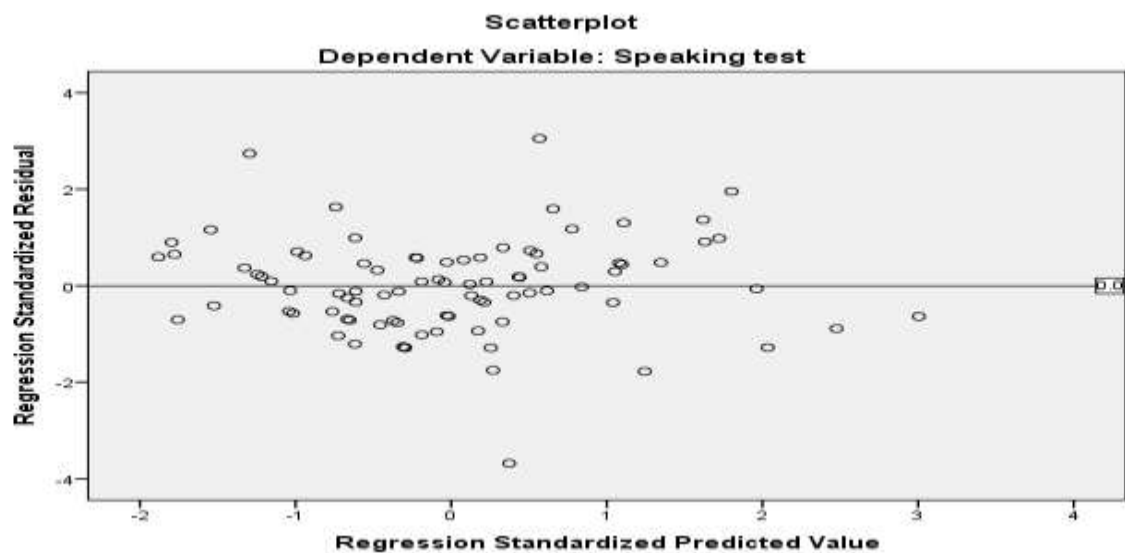


Figure 1 Caption: Scatter Plot

Figure 1 Alt Text:

This scatter plot in Figure 1 indicates that the distribution of the data is normal as the data are distributed above and below the fit line. Hence, the figure depicts data that are normally distributed to conduct correlation and regression.

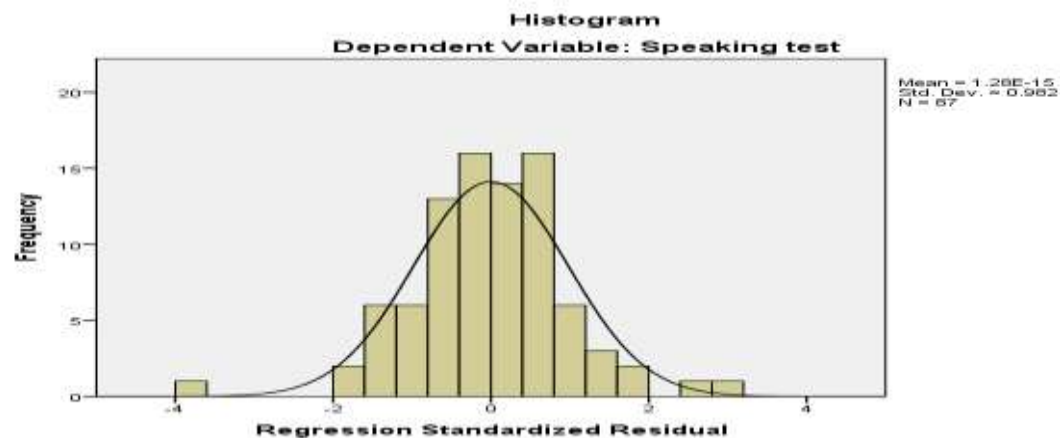


Figure 2 Caption: Histogram of self-esteem, motivation, attitude, and speaking performance.

Figure 2 Alt Text:

The histogram in Figure 2 also depicted the normal distributions of the variables and it implies that data are normally distributed.

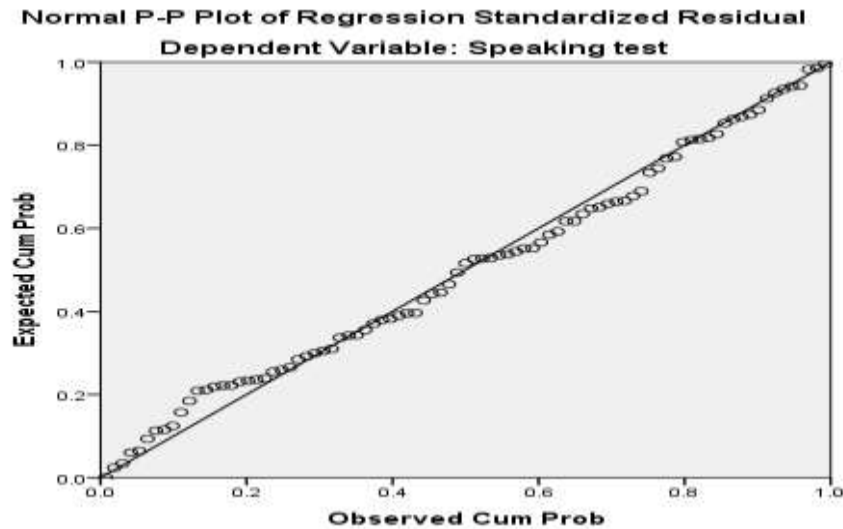


Figure 3 Caption: P-P plot

Figure 3 Alt Text:

The P-P Plot in Figure 3 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.

7. Results and Discussion

7.1 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 was 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.

7.2 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		
	1.00-2.00	17	19.55%	Negative		
	2.01-3.00	39	44.82%	Negative		
	3.04-3.74	9	10.34%	Positive		
	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.

7.3 Analysis of Attitude

Table 3. Descriptive Statistics means students' attitude						
	N	Minimum		Maximum	Mean	Std. deviation
	87	1.73		4.37	2.9	0.53
	Score for items (range)	Participants	Percent	Classification of self-esteem judgment Range of score \geq 3.0 positive self-esteem, \leq 3.0 negative self-esteem		
1	1.73-2.80	39	44.83%	Negative		
2	2.83—3.00	15	17.24%	Negative		
3	3.03-3.27	14	16.09%	Positive		
4	3.30-3.73	13	14.95%	Positive		
5	3.8-4.37	6	6.89%	Positive		
	Total	87	100			

Table 3 shows motivation of the students was obtained, and it was found that the mean is 2.9 and the standard deviation is 0.53. The results also revealed that 62.07% of students were negative in speaking performance. In contrast, 37.93% of students were positive in attitude of speaking performance.

7.4 Analysis of Speaking Performance Test range of score

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

Table 4. The system of students' scoring scale				
	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 4 above 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.

No.	Table 5. 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 Table 5 above the mean of the speaking performance test was 58, and the standard deviation was 8.877.

7.5 Descriptive Analysis of Speaking Performance

Descriptive data in Table 6 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 variables' scores and the mean), and the range of each variable describing the minimum and maximum values.

Table 6. 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 6, 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.

Additionally, Descriptive data in Table 6 above 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 variables' scores and the mean), and the range of each variable describing the minimum and maximum values.

Additionally, the table also reveals that the lowest score got by discourse management was 9 points the maximum was 21 and the mean score 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%.

8. Descriptive Statistics and Correlation Among Self-Esteem, Motivation, Attitude, and Speaking Performance

8.1 Descriptive statistics

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

Table 7, above depicts that the total population of the students is 87, and mean score of the speaking test is 14.50 and the mean score of self-esteem is 3.16. Moreover, the standard deviation of speaking performance and self-esteem is 2.12 and .437 respectively.

Correlations			
		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).

Table 8: The relationship between students' speaking performance and their self-esteem

As shown in Table 8 above, there was a statistically significant positive relationship between Addis Ketema high school 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 significance of a relationship is evaluated using this idea. Regarding correlation, r is useful since it represents the influence length's numerical degree, whose power can be interpreted following guidelines developed by Cohen (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. It can be concluded that there is a significant relationship between students' self-esteem and their speaking performance since the Pearson correlation is 0.384 and the P value <0.05.

8.2. Correlation between speaking performance and motivation

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

Table 9: Descriptive statistics of Addis Ketema high school students' speaking performance and their Motivation (N=87)

As depicted in Table 9 above, the total population of the participants is 87, the mean score of the speaking test is 14.5 and the mean score of motivation is 3.10. Additionally, it indicates that the standard deviation of speaking test and motivation is 2.135 and .741 respectively.

Table 10: The relationship between students' speaking performance and Motivation (N=87)

Correlations			
		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 10, 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. It can be concluded that there is a significant relationship between students' motivation and their speaking performance since the Pearson correlation is 0.449 and the significance value is =0.000 which is less than 0.05.

8.3 Correlation between Speaking Performance and Attitude

Descriptive Statistics			
	Mean	Std. Deviation	N
Speaking test	14.50	2.14	87
Attitude	2.90	.540	87

Table 11: Descriptive statistics of Addis Ketema high school students' speaking performance and their Motivation (N=87)

It is shown that in Table 11, the total population of the students is 87, the mean score of the speaking test is 14.5 and the mean score of attitude is 2.90. Moreover, the standard deviation of the speaking test is 2.14 and the standard deviation of attitude is .540.

		Correlations	
		Speaking test	Attitude
Speaking test	Pearson Correlation	1	.828**
	Sig. (2-tailed)		.000
	N	87	87
Attitude	Pearson Correlation	.828**	1
	Sig. (2-tailed)	.000	
	N	87	87

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

Table 12: The relationship between students' speaking performance and attitude (N=87)

It is indicated that in Table 12, there was a statistically significant positive relationship between students' speaking performance and their attitude which is $r = .828$ and the p-value is $=0.000$ which is less than 0.05 (<0.05). Hence, the correlation between attitude and speaking performance is effective with a coefficient correlation of .828 at a significance level of 0.01. The correlation coefficient value of 0.828 is shown in the output results above. It can be inferred from the above table that there is a relationship between speaking performance and students' attitudes.

The output results also show that the coefficient value is positive (0.828), signifying that there is a positive correlation between speaking performance and the attitude of the students.

According to the results shown above, the null hypothesis was rejected and the alternative hypothesis was accepted and it can be concluded that there is a significant relationship between students' attitude and their speaking performance as the Pearson correlation is 0.828. Accordingly, based on the findings shown above the relationship among self-esteem, motivation, attitude, and speaking performance was positive which is 0.384, 0.449, and 0.828 respectively. Therefore, there is a significant relationship among self-esteem, motivation, attitude, and speaking performance, all null hypotheses were rejected, and the alternative hypothesis was accepted. Moreover, the researcher conducted a regression analysis to know the influences between independent and dependent variables.

9. Regression Analysis and Interpretation

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

a. Dependent Variable: Speaking test

b. All requested variables entered.

Table 13: Regression in variables entered or removed.

Table 13 indicates that the variables entered are self-esteem, motivation, and attitude, and the dependent variable which is speaking performance.

Model Summary

Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853 ^a	.727	1.135

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

b. Dependent variable: Speaking performance test

Table 14: Model Summary of Regression Analysis

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 .853. R square in Table 14 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 .853, and $(.853)^2 = .727$. Hence, in this model .727 implies that 72.7% of the speaking performance of the students can be explained by attitude, motivation, and self-esteem.

In other words, the coefficient of determination R square indicates 72.7 % of the change in speaking performance was explained by the independent variables attitude, motivation, and self-esteem. However, the other 27.3% of the speaking performance of the students was not explained in this model. The SPSS adjusted R square for 71.7% of the variation was explained by the regression line.

Table 15: The results of ANOVA

Model		Sum of Squares	Df	ANOVA ^a		
				Mean Square	F	Sig.
1	Regression	285.209	3	95.070	73.8	.000 ^b
	Residual	106.916	83	1.288		
	Total	392.125	86			

a. Dependent Variable: Speaking test

b. Predictors: (Constant), Attitude, Self-esteem, Motivation

Table 15: The results of ANOVA

As shown above, in Table 15, the results of ANOVA reveal that the model reached statistical significance $F = 73.8$, and $p = 0.000 < 0.001$.

This means that there is a significant relationship between independent variables (attitude, motivation, self-esteem) and the dependent variable speaking performance.

The results of the ANOVA model also align with Table 10, above that in this model if we divide the sum of squares of the regression 285.209 by a total 392.125 the result is .727 which reveals the speaking performance of the students (72.7%) was explained by those variables attitude, motivation and self-esteem. This implies that 27.3 % was not explained in this model.

10. Discussion

The main objective of this research is to study the relationship among EFL students' self-esteem, motivation, attitude, 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, to identify the relationship between students' attitude and speaking performance, to identify whether the students' self-esteem, motivation and attitude 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 correlation between attitude and speaking performance is positive, with a 0.828 correlation coefficient at a significant level of 0.01. The degree of correlation between self-esteem and motivation with speaking was moderate while the degree of correlation between attitude and speaking performance was high. Hence, the null hypothesis that the self-esteem, motivation, and attitude of Ethiopian EFL students do not have a significant relationship with the speaking performance in this study was rejected. From these three independent variables attitude is the strongest predictor of speaking performance with a correlation coefficient of 0.828 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 amount of 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 2, examined the correlation between students' motivation and speaking performance. According to Krashen (1981), 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 in 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; Dörnyei & Csizér, 1998; Noels, 2001; Vibulphol, 2016; Woodrow, 2017). To answer research question number 3, to find out the correlation between students' attitudes and speaking performance the data collected from the Attitude Motivation Test Battery (AMTB) by Gardner (1985) which comprises 30 Likert-scale items and speaking performance tests were used. The correlation between students' attitudes and speaking performance was 0.828 which was significant at 0.01 (2-tailed) and all null hypotheses were rejected.

To answer question number 4, Can EFL students' self-esteem, motivation, and attitude predict speaking performance? Regression analysis was done to know whether self-esteem, motivation, and attitude 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, motivation, and attitude) revealed change explained 72.7% of speaking performance and the other 27.3% was not explained in the model of this study.

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). The third is a relationship between attitudes and speaking performance which indicates that there was a significant relationship between them and according to the research, the Pearson correlation is (0.828, the correlation is significant at the 0.01 level, 2-tailed). This indicates that attitude has a pivotal role in predicting speaking performance and it is the strongest predictor of speaking performance. Self-esteem, motivation, and attitude accounted for 72.7% of the variance in students' speaking performance; all other variables contributed to the remaining 27.3%. Even if the correlations among self-esteem, motivation, attitude, and speaking performance are identified, these interactions are complex. This is due to certain factors such as individual differences, situational contexts, and external influences which may affect the relationship to be low, medium, or high among these variables.

Implication

A study on the relationship among EFL students' self-esteem, motivation, attitude, and speaking performance may have some implications. The finding of this study indicated that there is a significant relationship among self-esteem, motivation, attitude, and speaking performance. Accordingly, some of the possible implications are described below. These are academic research and practical applications in language learning.

First, the study's findings can be used to inform the creation of instructional strategies that promote motivation, positive self-esteem, and attitudes toward language acquisition, all of which can result in better speaking performance. Additional research on this subject can also be conducted to enhance speaking performance concerning psychological factors.

Second, by examining the correlation between these characteristics, researchers and educators can learn more about the psychological aspects of speaking ability. With this knowledge, instructional strategies and resources can be adjusted to better suit the needs of the pupils. Thirdly, teachers will think about how motivation, attitude, and self-esteem affect speaking performance. Affective aspects are a concern that can inform teacher preparation programs and assist educators in creating effective techniques to support students in these areas. The next is that the study's insights can notify designing curriculum by highlighting specific areas that language programs can investigate to help students improve their overall speaking ability. For example, if the study finds that self-esteem, motivation, and attitude are related to speaking performance, then Ethiopian English language curriculum developers might think about incorporating self-esteem, motivation, and attitudinal components in the English language curriculum.

To sum up, research on the relationship among EFL students' self-esteem, motivation, attitude, 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.

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