

## Self-Awareness and Speaking Skill of Vocational Students of Sinar Metta Batam

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### **Abstract**

*Speaking is the crucial part to master in English, it can help people to connected with other people around the world. But in fact, students face some difficulties to learning English. The difficulties caused of several things; teaching strategy, curriculum, environment or the learners themselves. There are several emotional matters that play the role and influence students ability in learning, one of them is self-awareness. The objective of the study was to find the correlation between self-awareness and students' speaking skill. The population of the study was the tenth grade of students at Vocational High School Sinar Metta Batam. The sampling technique was using census or total sampling because the population less than 100. The data obtained from questionnaire for self-awareness and speaking test. This research was using quantitative method to find out the result, where result of calculating  $r_{count} < r_{table} (0.27 < 0.497)$  was showed that there was no significant correlation between self-awareness and students' speaking skill. Therefore, it means that  $H_0$  accepted and  $H_a$  rejected.*

**Keywords :** *self-awareness, speaking skill.*

### **INTRODUCTION**

Learning a new language or a foreign language has same process when we learn our native language. It is started by listening, then speaking, then reading and writing. English is a foreign language that eventually became the language that must be known to all the population of the world. As of now, English has become the international language and use as the key in international communication. In English language there are 4 skills that must be mastered, they are listening, speaking, reading, and writing. Among these four skills, speaking is one of the important skills that we use to communicate and to understand each other in our daily activities. Furthermore, speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information.

According to Torky (2006:14) speaking skill is vital importance in EFL/ESL programs and part of the curriculum in language teaching and this make them an important object of assessment as well. Furthermore, it is stated in the curriculum that the students are expected to be able to speak English in the classroom along with their mother language, they also expected to be able to ask a question using English. But the fact was some of the students face some difficulties in learning English.

Al-Hosni (2014:24) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the teaching strategies, the curriculum, the environment, and the learners themselves. According to Goleman (1997:3) IQ is contributes only 20% for the success of someone and the rest is the result of emotional intelligence, in this case the success of the speaking is can be affected by the emotional intelligence itself. Mayer, Caruso & Salovey (1999: 267) in Mayer (2004) mentioned that emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence has some major areas according to Peter Salovey (Goleman, 1997:3), they are: self-awareness; managing emotions; motivation; recognizing emotions in others; and handling relationships.

Goleman (1998) in Arabsarhangi (2014:677) defined self-awareness as three aspects, they are: emotional self-awareness means recognizing one's emotions and their effects; accurate self-assessment means knowing one's strengths and limits; and self-confidence means sureness about one's self-worth and capabilities which allows us to have a positive and realistic perception of ourselves and our abilities.

The researcher tried to find out whether any significant correlation between the two variables; self-awareness and students' speaking skill at Vocational High School Sinar Metta Batam.

## **Self-Awareness**

According to Goleman (2002) in Kurniasih (2018:19) self-awareness is the ability of a person to know their feeling and use it to take a decision for themselves. Having a clear perception of their personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions, it is also the ability that makes people can take the consideration for their internal and external factors. Furthermore, according to Goleman (1997:3) emotional intelligence is contributed greater than intelligence quotient do for success life, and self-awareness is one of several part of emotional intelligence which is play in important role of the goodness and as a foundation for managing emotions, and self-awareness itself is ability to know one's emotions and the ability to control one's thought and mood for themselves and their performance in the society.

## **Components of Self-Awareness**

Goleman (1998) in Arabsarhangi (2014:677) divides three components of self-awareness, and they are:

1. Emotional self-awareness: Recognizing one's emotions and their effects.
2. Accurate self-assessment: Knowing one's strengths and limits.
3. Self-confidence: Sureness about one's self-worth and capabilities.

## **Classification of Self-Awareness**

Classification is process related to categorization, the process in which ideas and objects are recognized and differentiated. Fenigstein, Scheier, and Buss (1975:523) stated there are three conditions that classified self-awareness, they are :

- 1) High Self-Awareness

People with high self-awareness have characteristics; easy in doing meditation; good in communication with others; make good meaning related to the world; influences people with the way they lead

2) Low Self-Awareness

People with low self-awareness have characteristics; difficulty in calming their mind; lack of communication with people; lack of social relation, because of discomfort in the presence of others; follow other people and have no soul of leadership

**Levels of Self-Awareness**

As unique creation, human has differences of everything in their life, like appearance, behavior, interest, even personality, so in this case there are several levels of self-awareness that we can conclude according to Rochat (2003).

- 1) Level 0 : Confusion (Individual in this level cannot reflected themselves and experience confusion in recognize themselves)
- 2) Level 1 : Differentiation (This level shown some basic perceptual differentiation about self-reflection)
- 3) Level 2 : Situation (Individual capable systematically exploring between seen movement in the mirror and what is perceived on their own body)
- 4) Level 3 : Identification (Individual manifests recognition)
- 5) Level 4 : Permanence (A permanent self is expressed in represented individual over time and appearance changes)
- 6) Level 5 : Self-awareness (In this level the self is not only recognized from a first person perspective, but also in the perspective of other individual)

**Assessment of Self-Awareness**

Assessing self-awareness of the students in Vocational High School Sinar Metta Batam was using the assessment by Arabsarhangi (2014:683) who stated the

three components of self-awareness; emotional self-awareness; accurate self-assessment; and self-confidence to be the aspects of the measurements.

### **Speaking Skill**

According to Mastur (2016:5) speaking is an interactive process of building and sharing meaning that involves producing, receiving, and processing information. Speaking is a crucial part of second language learning and teaching. Today's world requires that the goal of teaching speaking should improve to follow the social and cultural rules appropriate in each communicative circumstance, students' need to be improve their speaking to the level communicative skills.

There are some aspects to mastering speaking subject, when speakers are speaking. That five speaking aspects and assessments are recognized in analysis of speaking process. They are pronunciation, grammar, vocabulary, fluency, and comprehension (Brown, 2001:406-407).

### **METHODOLOGY**

This research was conducted by using quantitative research method. According to Sujarweni (2014:39) quantitative research method is kind of research method that produce discoveries which achieved by using statistic procedures. In this research, the researcher uses questionnaire and oral test to measure the correlation between self-awareness (symbolized as x) and speaking skill (symbolized as y).

The research was held at Vocational High School Sinar Metta Batam with the population was 16 students in the tenth grade. As the amount of the population is less than 100 so the sampling technique used was census or total sampling which took all the population become the samples.

The data collection was using two steps; first, giving the questionnaire to the students to measure self-awareness and the second, ask the students to do speaking

test by pairing the students and ask them to do conversation based on the instruction of the test paper that researcher gave to them.

### **Self-Awareness Questionnaire**

Questionnaire is data collecting technique that conducted by giving written questions to the respondent to be answered, Sujarweni (2014:75). To determine the questionnaire score was using likert scale. Sugiyono (2018:152), mentioned that likert is scale can be used to measure attitude, arguments, and perception of person or group of person about social phenomena.

The data of students' self-awareness was obtained from questionnaire adopted from Arabsarhangi (2014:677) which contain 39 questions and split into three parts (emotional self-awareness; accurate self-assessment; self-confidence) with each part contain of 13 questions. The questionnaire was given to 16 students as the samples of this research. The highest score for each question is 5 (always) and the lowest is 0 (never). The result is classified into 4 categories (very low (1-25); low (26-50); high (51-75); very high (76-100)).

The scoring of self-awareness was done by using percentage obtained from applying the formula as follow :

$$\text{Score} = \frac{\text{the result of students}}{\text{maximum score}} \times 100\%$$

For the validity of the questionnaire was done by tested the questionnaire to 9 students and using Pearson's product moment with spss 22 and the reliability by applying following formula of Cronbach's Alpha (Ritter, 2010:7):

$$\alpha = \left[ \frac{k}{(k - 1)} \left( 1 - \frac{\sum \sigma_k^2}{\sigma_{total}^2} \right) \right]$$

Where :

$\alpha$  = reliability value

$k$  = number of items

$\sum \sigma^2 k$  = the sum of the  $k$  item score variances

$\sigma_{total}^2$  = the variance of scores on the total measurement

### Speaking Skill Test

This part of the research was obtained by asking the students to speak in front of the class with their pair to describing place as the instruction in the paper that provide by the researcher.

The assessment of students' speaking skill was taken from Rubiati with the assessment criteria; pronunciation, grammar, vocabulary, fluency, and comprehension

Validity of the test was by using content validity which was comparing the basic competence of syllabus (4.10) and the test instruction.

The correlation coefficient between the two variables was found by applying following Pearson's product moment formula (Sugiyono, 2018:273):

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$r_{xy}$  = correlation coefficient

$x_i$  = x value

$y_i$  = y value

$n$  = number of sample

### RESULT/ FINDINGS

Based on the measurements of self-awareness questionnaire, speaking test, and correlation coefficient, the result are as follow:

The result that obtained from the questionnaire shown on the table below:

*Table 1. The Frequency and Percentage of Students' Self-awareness score*

<i>Score</i>	<i>Classification</i>	<i>Frequencies</i>	<i>Percentage</i>
76-100	Very High	1	6.25%
51-75	High	15	93.75%
26-50	Low	0	0%
1-25	Very Low	0	0%
Total		16	100%

From the table above the researcher conclude that self-awareness of students in Vocational High School Sinar Metta Batam was high

Meanwhile, the result of students' speaking skill at Vocational High School Sinar Metta Batam shown that students' speaking skill was poor.

*Table 2. The frequency and percentage of students' speaking score*

<i>Score</i>	<i>Classification</i>	<i>Frequencies</i>	<i>Percentage</i>
90-100	Very Good	0	0%
80-89	Good	1	6.25%
70-79	Poor	8	50%
≤69	Very Poor	7	43.75%
Total		16	100%

While the result of correlation coefficient which obtained from applying Pearson's product moment formula between self-awareness and students' speaking skill was 0.27.



### Classification of level correlation

<i>Interval Coefficient</i>	<i>Correlation Level</i>
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Middle
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

Based on the data above, the researcher concluded that the correlation level between students' speaking skill and self-awareness was low with the  $r_{xy}=0.27$ ; it means that there was low correlation between students' self-awareness and students' speaking skill at Vocational High School Sinar Metta Batam. Then,  $r_{xy}$  was compared with  $r_{table}$  ( $0.27 < 0.497$ ) it is concluded that there was no significant correlation between the two variables. This means that  $H_a$  was rejected and  $H_o$  was accepted.

## DISCUSSION

People respond differently about something because they have different estimate of their capabilities. Most of the students had high self-awareness. But, have low score in case of their speaking skill. The research results showed that the students' self-awareness have low influence to their speaking ability.

On the contrary, their beliefs in speaking skill could be influenced by their own strategies and also their experiences. The students could use certain strategies or learn from their experiences. It helped them to give a good speaking.

Most of the students had many efforts to improve their abilities by trying many strategies which helped them to make a good speaking. They also believed

in their own strategies, although sometimes the result was not good enough. The students had high self-awareness in applying their strategies, especially to manage their speaking production, control the body movement, and deliver the content of the speaking.

In addition, experiences played a big role in the students' speaking in the speaking skill. Mastery experience is the one of the source of students' self-confidence (Wise & Trunnel, 2001: 269). Because succeeding at a task provides direct evidence about their capabilities, in this case is speaking. The success that someone has reached would bring them to the higher self-awareness. The failure of previous experience could be bring them to the lower self-awareness, especially if the failure happened in the beginning of the task and did not cause by lacks of effort or the external obstacles.

Most of the students were not sure they could handle their confidence to speak and perform in front of the class. Their less of confidence can come from unexpected situations that happened before their speaking or when they about to perform. Those unexpected situations happened when the researcher observed the respondents' class. For the example, a student who had good self-awareness observed a friend's speaking and the speaking was not good. His friend could not deliver the content of the speaking and did not get good responses from the partner. So, the student became nervous and lost their confidence.

In general, having high self-awareness may help and support the students in many aspects in speaking skill. Because the higher self- confidence they gain, the higher expectation they have for themselves to perform well, and thus there are better possibilities to get higher scores.

However, in this research students with high self-awareness did not always have good skill in speaking English especially in front of the class. It is proved by the result of testing hypothesis between self-awareness and students' speaking skill

that show  $r_{count} < r_{table}$  ( $0.27 < 0.497$ ) means that  $H_a$  was rejected and  $H_o$  was accepted and conclude that there was no significant correlation between the two variables.

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