

## Students' Self-esteem and Their English Achievement

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Article Info	Abstract
<p><b>Article history:</b> Received 5 Oktober 2022 Publish 13 November 2022</p>	<p><i>The purpose of this study was to find the level of students' self-esteem and is intended to see the level of students' English achievement. Moreover, this study aimed to find out whether there was any significant correlation between students' self-esteem and their English achievement. This study, which focused on self-esteem and English achievement, might give some practical contributions to the teaching and learning process. It can help English teachers to realize the capability of the students who have high self-esteem and low self-esteem in relation to students' English achievement. About this, English teachers may help, guide, or give motivation to students who have problems with their studies. This research focused on the area of student's self-esteem and English achievement. This study involved the grade XII science one and social one student of SMA Unklab who enrolled in the second semester of the 2015/2016 academic school year. The level of students' English achievement was good, which means that they understand clearly what their teacher taught them in the classroom, and they are interested in learning English. Unfortunately, the result showed that there was no significant correlation between students' self-esteem and their English achievement. It means that students' English achievement was not associated with their self-esteem.</i></p>
<p><b>Keywords:</b> English achievement High self-esteem Low self-esteem Self-esteem</p>	
<p><b>Info Artikel</b></p>	<p><b>ABSTRAK</b></p>
<p><b>Article history:</b> Received 5 Oktober 2022 Publish 13 November 2022</p>	<p><i>Tujuan dari penelitian ini adalah untuk mengetahui tingkat harga diri siswa dan dimaksudkan untuk melihat tingkat prestasi belajar bahasa Inggris siswa. Selain itu, penelitian ini bertujuan untuk mengetahui apakah ada hubungan yang signifikan antara harga diri siswa dan prestasi bahasa Inggris mereka. Studi ini, yang berfokus pada harga diri dan prestasi bahasa Inggris, mungkin memberikan beberapa kontribusi praktis untuk proses belajar-mengajar. Hal ini dapat membantu guru bahasa Inggris untuk menyadari kemampuan siswa yang memiliki harga diri tinggi dan harga diri rendah dalam kaitannya dengan prestasi bahasa Inggris siswa. Guru bahasa Inggris dapat membantu, membimbing, atau memberikan motivasi kepada siswa yang memiliki masalah dengan studinya. Penelitian ini berfokus pada area harga diri dan prestasi bahasa Inggris siswa. Penelitian ini melibatkan siswa kelas XII IPA 1 dan IPS 1 SMA Unklab yang terdaftar pada semester 2 tahun ajaran 2015/2016. Tingkat pencapaian bahasa Inggris siswa adalah baik, yang berarti mereka memahami dengan jelas apa yang diajarkan guru mereka di kelas, dan mereka tertarik untuk belajar bahasa Inggris. Sayangnya, hasilnya menunjukkan bahwa tidak ada hubungan yang signifikan antara harga diri siswa dan prestasi bahasa Inggris mereka. Ini berarti bahwa prestasi bahasa Inggris siswa tidak terkait dengan harga diri mereka.</i></p>
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### 1. PRELIMINARY

English is an international language that people use it to communicate with other people in different parts of the world. Talebinezihad (2001) stated that English is used by people of different nations and different cultures to communicate with one another. Thus, English is the link language. When people can use and understand English well, they could be anywhere they like.

One of the factors which determine students' success in learning is from one's self-esteem and it reflects in students' academic achievement. According to Rosenberg (1965), there are two types of self-esteem: low self-esteem and high self-esteem. Bauman, (2012) stated that "self-esteem can affect students' abilities to make and keep friends which also can have an impact on educational achievement due to behavioral problems". Moreover, Lilienfield, Lynn, Namy, and Woolf (2009) stated that "high self-esteem individuals see themselves as more intelligent, attractive, and likable than do low self-esteem individuals". In other words, students with high self-esteem can help them to believe more about themselves.

Students with high self-esteem have a strong belief in their capability of themselves. This statement is supported by Lilienfield, et al (2009) said that students with high self-esteem can see themselves as more intelligent, attractive, and likable than those with low self-esteem. Besides, Delacourt (1997) said that "self-esteem is one of the essential catalysts of education to enable learners to reach the highest potential of development in all spheres of life, social, intellectual, moral, and physical" (p. 136). Interestingly, Ahmad, Zeb, Ullah, and Ali (2013) stated that self-esteem is "the ability of an individual to deal with different challenges of life" (p. 163). Therefore, students' self-esteem is connected to their academic outcomes.

The study of Loni and Bohang (2011) about students' self-esteem and English language learning achievement of the first-year students at SMP Advent labor Unklab, found that there was no significant correlation between students' self-esteem and their English achievement. The study of Andu (2014) about student self-esteem and their English achievement in tenth grade at SMAN 1 Kauditan, found that there was no significant correlation between students' self-esteem and their English achievement. Diversely, Ahmad et al., (2013) found in their study that there was a significant correlation between the self-esteem of the students and their academic achievement. Since there is a mismatch in the previous findings, the researcher is interested to study students' self-esteem and their English achievement.

The purpose of this study was to find the level of students' self-esteem and is intended to see the level of students' English achievement. Moreover, this study aimed to find out whether there was any significant correlation between students' self-esteem and their English achievement. This study, which focused on self-esteem and English achievement, might give some practical contributions to the teaching and learning process. It can help English teachers to realize the capability of the students who have high self-esteem and low self-esteem in relation to students' English achievement. About this, English teachers may help, guide, or give motivation to students who have problems with their studies.

This research focused on the area of student's self-esteem and English achievement. This study involved the grade XII science one and social one student of SMA Unklab who enrolled in the second semester of the 2015/2016 academic school year. The population of this study was SMA Advent Unklab. The sample of the study was grade twelve of science one and social one classes at SMA Advent Unklab, who enrolled in the second semester of the school year 2015/2016.

### **Self-esteem**

Self-esteem is important since it discusses positive feelings and positive behavior of a person (Rosenberg, 1965) it assumes that if a person has high self-esteem that person may be happy to learn. In this case, that person may be happy to learn English, and the effect might be in getting a good grade in English subject. According to Juls and Krizan (2005) "people have positive feelings about themselves, then they should also show a preference for anything associated with the self" (p. 84). Moreover, the positive feeling can improve a person's self-esteem. Masters and Wallace (2011) said that "positive self-esteem results from finding the positive in your life-academic success, self-control, self-acceptance, and optimism about the future" (7). Thus, the academic success of students depends on how they see themselves.

Self-esteem can lead to the academic success of the students. Coon and Mitterer (2008) said that "self-esteem tends to rise when experience success or praise a person who is competent and effective and who is loved, admired, and respected by others will almost always have high

self-esteem" (p.390). Moreover, one will feel happy and believe on himself when he got praise from the teachers and others. Every person has valued himself differently. Rosenberg (1965) defined self-esteem into two types: low self-esteem and high self-esteem.

#### Low Self-esteem

A low self-esteem is a person who valued himself low. Santrock (2008) stated that "low academic achievement could cause low self-esteem and self-esteem as much as low self-esteem causes low academic self-esteem" (p. 228). It can be said that students' academic achievement depends on the student's self-esteem. According to Rosenberg, Schooler, Schoenbach, and Rosenberg (1995) "children with poor academic self-concepts are often described as having low self-esteem" (p. 143). So, students with low self-esteem have poor academic achievement. Moreover, students with low self-esteem will get some difficulties in learning. If it is so, students may feel unhappy in learning. According to MacDonald (2013) "low self-esteem has been linked with protective self-presentation strategies that function to aid in the avoidance of losses in approval and acceptance that cause unhappy feeling" (p.17).

#### High Self-esteem

Students with high self-esteem tend to see themselves as capable. It can be said that they may achieve better in whatever goals they set. Aryana, and Mohammad (2010) said that high self-esteem help individuals view themselves as active and capable persons to promote changes through effort and set higher goals which causes learning new things. Moreover, Coon and Mitterer (2008) stated that positive self-esteem is the result of being positive in self-control, self-acceptance, and optimism about the future. "People with good self-esteem are likely to be working deliberately to strengthen and improve themselves" (Master & Wallace 2011, p. 7). So, students with high self-esteem see and accept themselves as what they are. A person with positive feelings leads to high self-esteem, and according to Rosenberg (1965) when a person has an important task, and he is happy to do it he will be called a person who has high self-esteem. It assumes that he values the task, and he values himself.

#### English Achievement

Students in school valued the grades they got from the tests. The higher the scores they got means the higher success they may have. According to Snowman and Biehler (2008) "the fact that students with high self-esteem scores tend to have high grades is not sufficient grounds for concluding that high self-esteem causes high achievement. (p. 382). Therefore, students with high self-esteem can get better grades. Rosila, Yaacob, and Mahadi. (2015) stated that a high level of self-esteem brings a high level of confidence, the ability to solve problems, and high grades for academic purposes. Thus, for this study, a student who has a high level of self-esteem may be successful in achieving a high grade in English subject. A study conducted at Banaras Hindu University, India by Joshi and Srivastava (2009) found that there was no significant difference in self-esteem between urban adolescence and rural adolescence. But there was a significant difference between girls' adolescence and boys' adolescence where girls were higher self-esteem. Moreover, urban adolescence has higher grades in academic achievement than rural adolescence.

## 2. RESEARCH METHOD

This study was a descriptive-correlative design. Descriptive studies are used to find out the level of student's self-esteem and the level of students' English achievement. Fraenkel and Wallen. (2003) stated that the "descriptive method is a method used to explain, analyze, and describe or classify, something through various techniques, survey, interview, questionnaire, and test" (p. 37). The correlative design was used to find the correlation between students' self-esteem and their English achievement. Fraenkel and Wallen (2012) mentioned that "correlation research aims at investigating the existence and the degree of a relationship between two or more quantitative variables"

To collect the data, the researcher used a questionnaire as an instrument. The questionnaire was adapted from Loni and Bohang, (2011) where the researcher got permission to use it for this study. A self-esteem questionnaire was used to collect the data on students' self-esteem. It only

focuses on English mid-term test results. This study discusses self-esteem, which is high and low self-esteem. It also discusses the correlation between students' self-esteem and their English achievement. At last, the framework of the study is presented.

The quantitative data were analyzed and interpreted by using the Statistical Package of the Social Science (SPSS) 20 version program. The statistical data was described as follows:

1. Descriptive analysis of mean was used to answer research question number 1 which stated: "what is the level of student's self-esteem?"
2. Descriptive analysis of the mean was used to answer research question number 2 which stated: "what is the level of students' English achievement?"
3. Pearson Product Moment Coefficient Correlation was used to answer research question number 3 which stated: "is there any significant correlation between students' self-esteem and their English achievement?"

### 3. RESULT AND DISCUSSION

#### 3.1.Result

##### The Level of Students' Self-esteem

The mean score of students' self-esteem was 3.50 (see table 4.1). The mean score fell between 3. 50-4. 49. This indicated that students at SMA Advent Unklab had a high level of self-esteem. Those students for example are brave; they enjoy and be willing to speak English as much as possible.

Table 1. The Mean score of Students' Self-Esteem Descriptive Statistics Minimum Maximum

	N	Minimum	Maximum	Mean	Std. Deviation
X	81	2.56	4.31	3.5031	.32081
Valid N (listwise)	81				

##### The Level of Students' English Achievement

The finding showed that students' English achievement was 81.88 (see Table 4.2). It showed that students had good English grade according to the interpretation of Departemen Pendidikan Nasional Republik Indonesia Grading System for Laporan Hasil Belajar SMA. Based on the result, it could be interpreted that students at SMA Advent Unklab have a good understanding of how to use English.

Table 2. The mean score of students' English achievement Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X	81	33	100	81.88	16.639
Valid N (listwise)	81				

##### Students' Self-esteem and Their English Achievement

The results showed that there was no significant correlation between students' self-esteem and their English achievement with  $p = .083$  and  $r = .462$  (see Table 4.3). Therefore, the null hypothesis stated that there was no significant correlation between students' self-esteem and their English achievement was accepted. Based on the result, indicated that it does not matter whether students had high or low self-esteem and should not be associated with their English achievement.

Table 3. Correlation between Students' Self-Esteem and Their English Achievement Correlations

		Self-esteem	achievement
	Pearson Correlation	1	.462
Self-esteem	Sig. (2-tailed)		.083

	N	81	81
	Pearson Correlation	.462	1
Achievement	Sig. (2-tailed)	.083	
	N	81	81

**3.2. Discussion**

The purposes of this study were to find out the level of student's self-esteem, and the level of students' English achievement, and to find out if there was a significant correlation between students' self-esteem and their English achievement. This was a descriptive-correlative research design. The respondents were 81 twelve-grade of science I and social I students of SMA Advent Unklab who enrolled in the second semester of the 2015/2016 academic school year. The convenience sampling method was used to collect the data. The instrumentation for this study was adapted from Loni and Bohang's (2011) questionnaire.

The result showed that students at SMA Advent Unklab had a high level of self-esteem since the mean score was 3.50, the level of students' English achievement was good with a mean score of 81.88, and there was no significant correlation between students' self-esteem and their English achievement.

**4. CONCLUSION**

Students at SMA Advent Unklab have a high level of self-esteem. It means that they value themselves highly. They can appreciate and reward themselves well. The level of students' English achievement was good, which means that they understand clearly what their teacher taught them in the classroom, and they are interested in learning English. Unfortunately, the result showed that there was no significant correlation between students' self-esteem and their English achievement. It means that students' English achievement was not associated with their self-esteem. Based on the findings, there are several recommendations of this study: first, students should maintain and increase their English grades from good to a very good level so their performance will make others (teachers, parents) proud of them. Second, teachers need to create the learning in the classroom to be more conducive by appreciating their students when they participate in the classroom. Third, for future research, it is suggested to do the same study, with a different school, different respondents, and a different subject of study.

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