

CORRELATION BETWEEN SELF-ESTEEM AND ENGLISH ACHIEVEMENT TO THE TENTH GRADE STUDENTS OF SMAN 03 KETAPANG IN THE ACADEMIC YEAR OF 2015-2016

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Abstract

This research was aimed to find out the correlation between self-esteem and students' English achievement. This research was conducted through correlational design. The sample was the tenth-grade students of SMA N 03 Ketapang in the academic year of 2015-2016. The sample was taken using disproportionate stratified random sampling which took five students each class from eight classes, there were forty students in the sample. This research used indirect communication as the technique of data collection. The tools of data collection were a questionnaire and school document. The data analysis used in this research was statistical analysis. To find out the relationship between both variables, Pearson Product Moment formula was used. It showed that there is a positive correlation between the two variables with the significant of correlation is 0.374 which is categorized as moderate correlation. Then, as the level of self-esteem increases, the level of students' English achievement also increases.

Keywords: Self-esteem and students' English achievement, correlational study.

INTRODUCTION

Many factors need to be considered in teaching students in a classroom. Each student brings their own personality to the classroom. The difference of students' personality causes some effects such as understanding material. It's because the strategy that is used by teachers only work as an appropriate strategy for some students and it does not for others student. As Harmer (1998) explains the problem of appropriateness strategy only work for some students and does not for others because each student brings a unique personality to the classroom. On the other hand, there is a relationship between students' personality and their learning process.

Students' personality can vary widely, but self-esteem has a big role in controlling that. As explained by Harmer (2007) that students' personalities are in line with their level of self-esteem, how their feeling about their condition and self-confidence they are experiencing. It means students' personality can be very variegated according to the level of their self-esteem. Therefore, as self-esteem has a role in controlling students' personality, so it is undoubted that students' self-esteem also has a relationship to students' learning process.

On the other hand, when students' self-esteem controls students' personality in the learning process, the effect of that is students' academic achievement. Yeshodhara (2012) found in his study that the students with a high level of self-esteem distribute a high level of self-confidence, have good solving problem abilities, assertiveness, and elevate a good performance or achievement. In other words, there is also a correlation between students' self-esteem and students' achievement.

In the case of this research, the researcher focused on students' English achievement in SMAN 03 Ketapang. To find out whether or not a correlation between students' self-esteem and students' English achievement. The reason for choosing SMAN 03 Ketapang as the population was because during teaching practice, the researcher saw that students were unique with their characteristics, and their achievement was also variegated. On the other side, a study from

Mahadi (2015) found it different, where students' achievement has a low correlation with self-esteem.

The two studies are known have a little bit different where the first research showed that self-esteem elevates the performance or achievement of the students, and the second showed that self-esteem has a low correlation to the English achievement. Because of the different findings above, the researcher decided to conduct a correlational study in SMAN 03 Ketapang in the academic year 2015-2016 under title "Correlation between Self-Esteem and the English Achievement to the 10th Grade Students of SMAN 03 Ketapang in the Academic Year of 2015-2016".

Statement of the problem

The present study aims at analyzing the relationship between self-esteem and the students' English achievement at the tenth grade students of SMAN 03 Ketapang in the academic year of 2015-2016. Thus, the problem is entitled as 'Correlation between Self-Esteem and English Achievement to the Tenth Grade Students of SMAN 03 Ketapang in the Academic Year of 2015-2016'.

Need and significant of the study

Self-esteem has been found to be associated significantly with the process of learning. The result of it absolutely affects the students' performance or achievement. Teachers and parents should pay more attention to the educational process of their children's self-esteem level.

Variables considered for the study

Self-esteem is considered as the predictor variable in the study, where the criterion variable is the students' English achievement.

Terminology

Self-esteem in the present study is the self-esteem represented by total scored obtained on the Rosenberg Self-Esteem Scale (RSES) by Rosenberg (1965).

Students' English achievement is the raw score from the students' semester examination on the first semester.

Hypotheses

1. There is no significant correlation between students' self-esteem and students' English achievement in the tenth grade students of SMAN 03 Ketapang in the academic year 2015-2016.
2. There is a significant correlation between students' self-esteem and students' English achievement in the tenth grade students of SMAN 03 Ketapang in the academic year 2015-2016

The nature of self-esteem

Definition of self-esteem

According to Murk (2016, p. 3) says, "Self-esteem is intensely personal, in part because it says something about who we are and how we live our lives." In line with that, Luxmoore (2008), says that self-esteem is the situation when people look at themselves as how others look at them, develop a positive sense of who they are by being with other people. Besides, Luxmoore (2008, p. 79) also explains, "Self-esteem begins with being understandable and being understood." The researcher concluded that a person needs others to recognize their own level of self-esteem. Meanwhile, people cannot decide their own level of self-esteem but other people who see them can value their level of self-esteem.

Factors of self-esteem

Here are the factors of self-esteem according to Roberts (2006), high level of self-esteem comes from a good confidence, always being accepted and appreciated by other people, people's trust, and being able to do what become the interests and focusses. On the other hand, Roberts (2006, p. 140) says, "low self-esteem comes from realizing that others do not like your ideas or do not follow your lead' etc." It explains that low level of self-esteem comes from the antipodes points from the factors of high self-esteem.

Indicator of self-esteem

In measuring the level of self-esteem, there are some aspects as the indicator. Since this research focuses on global self-esteem, Harte Vivian and Smith Renee (2015) state five indicators of global self-esteem.

- a. Success
People with a high level of self-esteem will always be eager to have a wonderful life. Having so much confidence always make them think everything is easy to reach out. They have motivation which makes them always learn something new, and stand strong to follow their aspirations.
- b. Competence
Along with success, people with a good self-esteem know they have talents and skills that they can use in their work and for pleasure. They are easy to accept help from others. They speak up to know something they do not know until they find the answer.
- c. Self-love
Those with a high level of self-esteem will feel pleasure when people acknowledge them as a person who can do things well. People with healthy self-worth will allow themselves to feel good when they accept a lot of compliments.
- d. Relationship
People with a high level of self-esteem will stand with their opinion and give no worry about others' reaction. They are easy to express their opinions. What they feel is more important than what others say about them.
- e. Assertiveness
People with strong self-esteem can easily deal with every kind of situation they face. They are not wasting their time to think every single mistake and error they found, they will speak up and take the action to fix it.

The importance of self-esteem in process of learning

Self-esteem has its own role in process of learning. On the other hand, self-esteem is one of the aspects which is controlling the process of learning. As stated by Larsen-Freeman (2001) in Hall (2011) lists that self-esteem is thought to facilitate or inhibit learning. Here are the specifics of the importance self-esteem according to its level;

- a. High level of self-esteem
High level of self-esteem will increase the value of self-confidence which makes the owner think that they are good enough and qualified enough to do something. Plummer (2015), states that a healthy self-esteem is about feeling competent, loveable and approved.
There are positive things for people which have a high level of self-esteem that can improve the quality of their life such as confidence, energy, and optimism. As Roberts (2006, p. 111) said that. "High self-esteem provides confidence, energy, and optimism." Having good self-esteem or high level of self-esteem can help someone to have a good life. Cleghorn (1996) explains when people feel if their life is out of control, then developing self-esteem can help them to feel a sense of balance and control. From this statement, the researcher concluded that high level of self-esteem has a good effect on life.

In addition to that, Erikson (1950) in Jacoby (1991, p. 52) said, "From a sense of self-control without loss of self-esteem comes a lasting sense of good will and pride; from a sense of loss of self-control and of foreign overcontrol comes a lasting propensity for doubt and shame." From those statements above the researcher can conclude that there are so many advantages in having a high level of self-esteem.

b. Low level of self-esteem

After seeing how high level of self-esteem works for people, the researcher concluded that people with high level of self-esteem are people those are good enough in their life. On the other side, people with low level of self-esteem will feel hard in their life. As explained by Jacoby (1991), says when someone is suffering from a low level of self-esteem, even the small mistake or a small rejection can cause hurt and pain. It can be concluded that people with low level of self-esteem will lose their confidence and always think negatively about what they do and what they think in their life.

METHOD

Respondents

The respondents of this research are the students of SMAN 03 Ketapang on the 10th grade in the academic year of 2015-2016. The researcher decided to use disproportionate stratified random sampling. "Disproportionate sampling means that the size of the sample in each unit is not proportionate to the size of the unit but depends upon considerations involving personal judgment and convenience" (Singh, 2006, p. 88). Based on the population, there are eight classes in the grade tenth where the number of students is up to 303 students. By stratified random sampling, the researcher took five students from each class so there are 40 students as the sample in this research.

Instruments

This study used indirect communication as a technique in collecting the data. Tools for collecting the data in this research were school's documents and questionnaire. For the instrument, the researcher used report card for students' English achievement. For students' level of self-esteem, the researcher adopted a questionnaire from Rosenberg Self-Esteem Scale (RSES). According to Owens T., (2001) states that Rosenberg's scale was designed to cover the global self-esteem of one that was not tied to any specific area. It is said that self-esteem can be measured generally by using Rosenberg's measure (RSES). For the criterion variable or students' English achievement data, the researcher took the data from the documents of the school where the students are studying. The data that measured as students' English achievement was the result of English examination for the first semester in the academic year of 2015-2016.

Procedures

The researcher started to collect the data both self-esteem and Students' English achievement on Monday, 11 April 2016. The sample was taken by using disproportionate stratified random sampling. The researcher took five students from each class thus there were 40 students as the sample and gathered in one class. Rosenberg Self-Esteem Scale is written in English, in helping students to understand the questionnaire, the researcher had translated the questionnaire into Indonesian and it was already validated by an expert. It meant the translation of the questionnaire was translated correctly. On the same day, after the students finished with the questionnaire, the researcher directly asked an English teacher about the students' English result of the final exam at the first semester due to complete the data for students' English achievement.

Data analysis

The questionnaire (Rosenberg Self-Esteem Scale). The higher the score, the higher the level of self-esteem. From the result, 0 – 15 was indicated as a low level of self-esteem, and 16 – 30 was

categorized as a high level of self-esteem. The second variable was about the level of students' English achievement. In answering this question, the researcher asked the English teacher in SMAN 03 Ketapang about the standard of the examination result. Therefore, from all representatives, the researcher has found out the students which high level or above the standard average of achievement and the students which low level or under the standard average of achievement.

The third question of the research was about finding out whether or not a correlation between students' self-esteem and students' English achievement. The researcher decided to use Pearson Product Moment to answer the question because the data both self-esteem and students' English achievement were normal after the researcher tested the data by using Kolmogorov-Smirnov test. The test was calculated by using SPSS. The criteria that were used to accept and refuse the normality of the data as follow:

If $p - \text{value} < \alpha$, the H_i accepted

If $p - \text{value} \geq \alpha$, the H_o accepted

Note :

H_i = the data population normal distributed

H_o = the data population not normal distributed

$\alpha = 0.05$

The last question was about knowing the significant of the correlation if there is any. Therefore, to answer the question, the researcher counted on the result of question number three. According to Singh (2006, p. 235), "The rejection or acceptance of a null hypothesis is based upon some level of significance as a criterion. In a psychological and educational circle, the 5 percent level of significance (.05) is often accepted as a standard for rejection". In order to decide what significant the correlation is, Urdan (2005) explained if correlation coefficients between -.20 and +.20 indicate a weak relation between two variables, when correlation coefficients between .20 and .50 (either positive or negative) represent a moderate relationship, and those larger than .50 (either positive or negative) represent a strong relationship. As the conclusion of the significant level, according to Urdan (2005), the table below shows the level of the significant.

Table 1. the level of significant

-.20 - +.20	Weak
0.20 – 0.50	Moderate
> 0.50	Strong

FINDINGS AND DISCUSSION

The level of students' self-esteem

Individual score

From 40 students, there were nine students which got score 15 and below. Those nine students are indicated as students with low level of self-esteem. For the rest 31 students got the score above 15 which are indicated as the students with high level of self-esteem.

Mean score

The calculation shows that the mean score is 18 (rounded). The score is categorized in a high level of self-esteem. Means, the level of self-esteem for the tenth-grade students in SMAN 03 Ketapang is high.

The level of students' English achievement

Individual score

There were 27 students which have score 70 and above, those students are indicated with a high level of English achievement. For the rest 13 students which have score under 70 are indicated with a low level of English achievement.

Mean score

The calculation shows that the mean score is 72.15 and the score $72.15 > 70$ means the level of students' English achievement for the tenth-grade students in SMAN 03 Ketapang is high.

The correlation between self-esteem and students' English achievement

The researcher did the normality test for both students' English achievement data and students' self-esteem in order to decide the formula to find out the correlation among them. The researcher used Kolmogorov-Smirnov to test the data. The calculation of the test was done by SPSS. The result of the test as follows;

Table 2. The normality test of students' English achievement

		EA
N		40
Normal Parameters ^{a,b}	Mean	72,15
	Std. Deviation	14,92
Most Extreme Differences	Absolute	0,152
	Positive	0,099
	Negative	-0,152
Kolmogorov-Smirnov Z		0,96
Asymp. Sig. (2-tailed)		0,315
-Calculated by the formula of One-Sample Kolmogorov-Smirnov Test		

The table 2 shows that the result of normality test for students' English achievement is 0.960. Where $0.960 > 0.05$ thus **H₀ is rejected**, the data from students' English achievement is normally distributed.

Table 3. The normality test of self-esteem

		SE
N		40
Normal Parameters ^{a,b}	Mean	17,98
	Std. Deviation	2,991
Most Extreme Differences	Absolute	0,103
	Positive	0,097
	Negative	-0,103
Kolmogorov-Smirnov Z		0,654
Asymp. Sig. (2-tailed)		0,787
-Calculated by the formula of One-Sample Kolmogorov-Smirnov Test		

The table 3 shows that the result of normality test for students' self-esteem is 0.654. Where $0.654 > 0.05$ thus H_0 is rejected, the data from students' self-esteem is normally distributed. Therefore, because the data is normal, the researcher decided to use Pearson Product Moment in order to find out the correlation between self-esteem and students' English achievement. The calculation of Pearson Product Moment was done by SPSS and the result as follows;

Table 4. The correlation between the two variables

		EA	SE
EA	Pearson Correlation	1	,374*
	Sig. (2-tailed)		0,018
	N	40	40
SE	Pearson Correlation	,374*	1
	Sig. (2-tailed)	0,018	
	N	40	40

-Calculated by the formula of Pearson Product Moment

Based on the calculation, the coefficient correlation between students' self-esteem and students' English achievement was 0.374. The correlation is positive and based on the level of significance, $0.374 > 0.05$. Hence the null hypothesis (H_0) is rejected, there is a correlation between self-esteem and students' English achievement to the tenth-grade students of SMAN 03 Ketapang in the academic year of 2015-2016. The result is in line with the study from Yeshodhara (2012) which was conducted in Mysore city, India. Means, as self-esteem increases, the English achievement also increases.

The significance of the correlation

The correlation between self-esteem and students' English achievement has been calculated by using Pearson Product Moment formula and the coefficient correlation is 0.374. According to Urdan (2005, p. 76), 0.374 is categorized as moderate correlation.

CONCLUSION

The calculation of the mean score from both self-esteem and students' English achievement showed that the tenth-grade students of SMA N 03 Ketapang are categorized high and the data were normally distributed. The result also showed that there is a positive correlation between self-esteem and students' English achievement in SMA N 03 Ketapang for the tenth-grade students in the academic year of 2015-2016. The correlation is categorized as moderate correlation. The finding shows the same result with the study by Yeshodhara in 2012 where as the self-esteem increases, the English achievement also increases.

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