

## CHAPTER II

### SELF-ESTEEM AND ENGLISH ACHIEVEMENT

#### A. The Nature of Self-Esteem

##### 1. Definition of self-esteem

The way people make themselves being recognised by the people, self-esteem is also like how people value themselves and how valuable they think they are to other people. According to Murk (20016: 3) said, “self-esteem is intensely personal, in part because it says something about who we are and how we live our lives.” On the other hand, explained by Luxmoore (2008: 25), “Young people develop a positive sense of who they are (‘self-esteem’) by being with other people, by seeing themselves mirrored in others, recognised and understood by others and by comparing themselves with others.” Besides, Luxmoore (2008: 79) also explained, “Self-esteem begins with being understandable and being understood.” The researcher concluded that a person need others to recognised their own level of self-esteem. Menwhile, people cannot decide their own level of self-esteem but other people who see them can value their level of self-esteem.

On the other hand, however people behave, their behaviour comes from a lot of factors whether from what they feel or what people think about them. Where those factors influence their behaviour, means that their level of self-esteem is also influenced. As explained by Harmer

(2007: 153) that “Self-esteem is influenced by a large number of factors. At the most basic level, it is very difficult to feel good about ourselves if we are not safe, or do not have food to eat or warmth or shelter. But once we have all those, we can still be both positively and negatively influenced by the people around us.”

## 2. Factors of self-esteem

Here are the factors of self-esteem according to Roberts (2006: 139), high self-esteem comes from:

- a. Realising that others like your ideas and will follow your lead.
- b. Always being warmly accepted as a person in your own world.
- c. People’s willingness to listen and take you seriously.
- d. Feeling that other people enjoy being with you; this feeling comes from frequently being enjoyed.
- e. Being acknowledged and appreciated for exactly who you are.
- f. Doing things that you find interesting and important.
- g. Knowing you can trust people to be concerned about your feelings and needs.
- h. Experiencing time and time again, year in and year out, that the important people in your life take time just for you – to listen, to explain things, to relax with you, to share

confidences, to find moments every day in which friendship can flourish.

On the other side, Roberts (2016: 140) said, “low self-esteem comes from realising that others do not like your ideas or do not follow your lead’ etc.” It explained that low level of self-esteem comes from the antipodes points from the factors of high self-esteem.

### 3. Indicator of Self-Esteem

In measuring the level of self-esteem, there are some aspects as the indicator. Since this research focuses in global self-esteem Harte Vivian And Smith Renee (2015: 44) stated five indicators of global self-esteem.

#### a. Success

People with healthy self-esteem are eager to imagine a wonderful future and take the steps to achieve that future. Setting goals and reaching them come naturally. Because they have so much confidence, they find it easy to reach out, learn new skills, and stand strong to follow their aspirations.

#### b. Competence

Along with success, competence is taken for granted. People with strong self-esteem know they have talents and skills that they can use in their work and for pleasure. They can ask for help and accept help from others. If they're

unfamiliar with something, they speak up and let others know and/or research until they find the answer.

c. Self-love

Those can't go around with negative thoughts about themselves all the time and have a strong sense of self-worth. People with a healthy sense of regard replace demeaning thoughts about themselves with constructive ones that build their self-confidence. In addition, they are adept at graciously accepting compliments. They know they can do things well, so they are happy to hear others acknowledge this, and they allow themselves to feel good about this recognition.

d. Relationship

People with strong self-esteem depend on themselves for their opinions rather than others. They don't worry about the reactions of others, and they can express their opinions with ease. How they feel about themselves is dependent on their own thoughts, not on what others say about them.

e. Assertiveness

People with strong or high self-esteem can easily deal with all situations they face. For examples, being served food that is cooked incorrectly or the wrong food in a restaurant can be frustrating. Getting home and finding out that the clothes they just bought don't fit them as well as they thought

can also be annoying. People who have healthy self-regard find it easy to deal with these situations. They're not shy, they speak up and get their needs attended to.

#### 4. The importances of self-seteem in process of learning

Self-esteem has it own role in process of learning. On the other hand, self-esteem is one of aspects which is controlling the process of learning. As stated by Larsen-Freeman (2001)in Hall (2011: 130) lists, “extroversion/introversion, self-esteem, anxiety, risk-taking, sensitivity to rejection, empathy, inhibition and tolerance of ambiguity as those key traits that are thought to facilitate or inhibit learning.” Here are the specifics of the importnace 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 make the owner think that they are good enough and qualified enough to do something. Additional explanation from Plummer (2015: 14), “Healthy self-esteem or ‘positiveself-regard’ is about feeling competent and feeling lovable or ‘approved’ of.”

There are positive things for people which have high level of self-esteem that can improve the quality of their life such as confidence, energy and optimism. As Roberts (2006: 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: 3) said “If you're feeling your life is out of control as a result of rapid and unexpected changes, developing self-esteem will help you to feel a sense of control and balance.” From this statement the researcher concluded that high level of self-esteem has a good effect for life. There is another explanation which prove that having high level of self-esteem is good for life. As explained by Cleghorn (1996: 66);

“Most people could learn to be successful at one or more of many things, depending on interest level and the level of self-belief and self-value. Over and over again on our programmes we see confidence and self-esteem as the decisive factor in success - both in getting started in the first place and in persevering with what needs to be done.”

In addition to that, Erikson (1950) in Jacoby (1991: 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 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: 54), “And if one suffers from a lack of

self-esteem, even the smallest hint of rejection causes hurt and pain.”

In addition to that, Plummer (2005: 19) said, “People with low self-esteem will invariably have problems in forming close attachments, partly because it is often so difficult for them to believe themselves worthy of a fulfilling relationship with another person.” It is can be concluded that people with low level of self-esteem will lost their confidence and always think negatively about what they do and what they think in their life.

## **B. English Achievement**

### **1. Definition of Achievement**

Achivement can be said as the result of students after experiencing their learning. Students’ achievement can be defided into some catagories based on student ifself. If students are good enough in their learning whether from attitude or their understanding about the materials, then their achievent also will be good. On the other side, students which poor in their learning, their achivement can be bad. Students’ level of achievement usually measured by examination. As explained by Deepa (2013: 103) that, “Academic achievement is defined as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goals measured by examinations.”

Another definition from Sequoya (1998) in Ganai (2013: 71) stated that “Achievement is the end product of learning experience.”

Therefore, a high level of academic achievement is what parent as well as teacher wishes for their children wards and students. For everyone, becoming student as situation where they want to be successful by learning in a school. Getting high score or good achievement is what students want, so that they can show people that they are qualified enough to do something big such a getting trusted or believable from people around them.

## 2. Factor of English Achievement

There are so many factors for achievement. It can be said there are two kinds of factor, where the first is internal factor which come from students themselves and the second is external factor which come from every side except the students. According to Trevino (2010: 4) explained that there are two kinds of factor in achievement, first is students itself and the second is school. From school variable, he found the most compelling factors that impact students' learning, they are; (1) school climate, (2) access to services at the school, (3) availability of computers, (4) school management by principal, (5) school infrastructure. Here are the most compelling factors from students variable; (1) grade repetition, (2) social economic and cultural status of students, (3) gender, (4) work, (5) preschool attendance, (6) indigenous.



a. School variable

1) School climate

The school climate is the educational variable that bears the most weight on student academic performance. A friendly climate among classmates and teacher respect for students are associated with higher achievement.

2) Access to services at the school

Access to services at the school is the second most influential factor in learning. It refers to the existence of basic services such as electricity, drinking water, bathrooms, sewage, and telephones. This indicates that it is fundamental that schools have basic operating conditions in order to focus on the processes that support learning.

3) Availability of computers

The availability of computers for students in the school is also associated with learning. While it is true that computers alone do not produce learning, the presence of this equipment can be interpreted as an indicator of the availability of educational materials that teachers may use as resources for teaching.

4) School management by principals

Learning also depends on school management by principals that fosters parent participation, teacher teamwork, harmonious

relations among school actors, and a sense of belonging and accomplishment among teaching staff.

#### 5) School infrastructure

School infrastructure has a positive impact on academic performance. Students tend to obtain higher achievement when the school they attend has a library, playing field, art room, and offices, among others.

#### b. Students variable

##### 1) Grade repetition

Grade repetition has a negative relation to learning. Children who repeat a year consistently have lower performance than those who have not repeated a grade. This suggests that repeating a grade does not ameliorate or improve learning.

##### 2) Social economic and cultural status of students

The social economic and cultural status of students is the variable that most influences learning performance. Students from families with less access to material and cultural goods, and whose parents have less schooling, tend to attain lower levels of academic achievement.

##### 3) Gender

Marked differences in performance exist in regards to gender. Girls tend to achieve higher performance in reading, whereas boys achieve greater performance in mathematics and

science. Evidence from outside the region shows that there are contexts in which gender does not affect learning levels, suggesting the existence of regional cultural characteristics that lead to these inequalities.

#### 4) Work

The need to work has a negative influence on learning. The participation of children in the labour market may signal their family's precarious economic situation and requires time and energy that could be devoted to learning.

#### 5) Preschool attendance

Preschool attendance is a positive influence on students' primary education learning. This finding coincides with other studies that indicate that participation in early education and preschool programmes helps children make the most of learning opportunities in primary school.

#### 6) Indigenous

Being a member of an indigenous group is a disadvantage for learning at schools in the region. Indigenous populations commonly live in conditions of extreme poverty, their culture may differ from what's taught through school socialisation. In addition, a widespread prejudice toward indigenous people may lead to discrimination or to lower expectations regarding their

scholastic performance. Such traits combine to create a series of formidable obstacles to learning.

On the other hand, regarding to the study, Roberts (2006: 111) said, “high self-esteem – or positive self-concept is reflected in the possession of a secure sense of identity, and an ability to acknowledge and value our own efforts and achievements.” It is explained that self-esteem is also one of the most important factor to the achievement.

### 3. Aspects of English Achievement

The main skills of English that should be mastered by the students in order to achieve the purpose of learning or to get high level of achievement are speaking, writing, listening and reading. As stated by Davison J., (2003:14) that, “In English pupils develop skills in speaking, listening, reading and writing”. The researcher takes the conclusion that the purpose of teaching English is to develop students’ speaking skill, listening, writing and reading. That the reason why the researcher concluded that those four skills are the main skills of English.

On the other hand, to fulfil English knowledge, structure and vocabulary should be taught to the students to support their ability in English. As Davison J., (2003:16) said that, “Pupils should be taught about how language varies, including:...the vocabulary and grammar of standard English and dialectal variation”.

### C. Preview of Related Studies

Self-esteem has a role in students' learning process, as stated by Harmer (2007: 394) The less enthusiastic learners, however, suffered from low self-esteem, had an ambivalent attitude to learner autonomy and spent less time in self-study than their peers. They were unlikely to continue studying on their own after the course had finished. By considering that, here the researcher provided some previous studies about the relationship between self-esteem and academic achievement; First is from Dr. K. Yeshodhara where conducted his research at University of Mysore, India in 2012. He found that higher self-esteem, higher will be the academic achievement, Yeshodhara (2012: 2). That study showed that self-esteem has a positive correlation to the academic achievement.

Therefore, related to English achievement, there are two studies, first is from Bushehr University of Medical Sciences, Iran that was conducted by Abdolahi and Khansir in 2014. They found that the study indicated that there is the relationship between self-esteem and writing achievements of Iranian male and female students, Abdolahi & Khansir (2014: 162). In addition to that, here is another study about the relationship between self-esteem and English achievement. The study was conducted in Indonesia, 2014 by Rahmawati. In her study, she found that there was correlation between self-esteem to the students' speaking achievement, Rahmawati (2014: 141).

The last related study in this research, the researcher provided a study about relationship between self-esteem and English achievement that was

conducted in University Sains Malaysia, Penang Malaysia by Mahadi (2015: 227). In the study, he found that there is no significant correlation between self-esteem and English achievement. Therefore, because of the ambiguity result of those studies where some said that there is significant correlation between self-esteem and English achievement, and some said that there is no significant among them, the researcher try to find out whether there is significant correlation or not between self-esteem and English achievement of students in SMA N 03 Ketapang in the academic year of 2015-2016.

#### **D. Rationales**

Self-esteem is naturally exist in every human. Self-esteem controls students' characteristics because the students are human. Students always bring their own characteristics in everywhere they are. Automatically, self-esteem also controls students' characteristics in their process of learning and it what makes students are different. Because of that, the way students take a note or recieve all materials from their teacher also different. That process can effect students' achievement. This research is made to find out how significant the correlation is between students' self-esteem and students' acievement.

This research absolutely can be conducted because there were similar research those have already conducted before. First was from Yeshodhara (2012). Yeshodhara conducted his research in India under title "Relationship between Self-Esteem and Academic Achievement in Secondary School Students" That study showed that self-esteem has a positive correlation to the

academic achievement. The second was From Malaysia by Mahadi (2015). He conducted his study under title “Self-Esteem and English Achievement among Religious School Students”. In the study, he found that there was no significant correlation between self-esteem and English achievement.

As the conclusion, this research can be conducted. Moreover, there are some statements in this chapter said about the relationship between self-esteem and English achievement. In spite, the researcher is going to find the realistics of the study on the population.

