

## TO WHAT EXTENT DO THE STUDENTS' SELF-CONCEPTS CONTRIBUTE TO THEIR ENGLISH ACHIEVEMENT?\*)

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### **Abstract**

*Most research that has been done on factors influencing academic achievement concentrate more on the cognitive domains, while the affective domain, such as self-concept, are oftentimes ignored or receive less attention. This correlational study tries to investigate 1) the level of the students' self-concepts (academic, social, and physical self-concepts), 2) the level of their English achievement, and 3) the relationship between both variables. The participants are 209 students of one of Islamic High School in Kediri, Indonesia.*

*The researchers distributed a questionnaire to obtain the data on the students' self concept and administered a formative test to measure the students' English achievement. Then, Pearson Product Moment formula was applied to know the correlation of both variables. The result reveals that 1) most students have high self-concept, 2) the highest percentage (42,6%) of the students are in fair level in their English achievement, and 3) both variables have a positive and significant reciprocal relationship.*

**Keywords:** self-concept, academic self-concept, social self-concept, physical self-concept, English achievement

### **Abstract**

*Penelitian tentang faktor-faktor yang mempengaruhi prestasi akademik kebanyakan berkonsentrasi pada ranah kognitif, sementara ranah afektif, semisal konsep diri, seringkali diabaikan atau kurang mendapat perhatian. Studi Korelasi ini mencoba untuk meneliti 1) konsep diri siswa (yang terdiri dari tiga dimensi, yaitu akademik, sosial, dan fisik), 2) tingkat prestasi Bahasa Inggris siswa, dan 3) hubungan antara kedua variabel tersebut. Subyek penelitian ini adalah 209 siswa salah satu Madrasah Aliyah Negeri (MAN) di Kediri, Indonesia.*

*Peneliti mendistribusikan angket untuk memperoleh data tentang konsep diri siswa dan melaksanakan tes formatif untuk mendapatkan data tentang prestasi Bahasa Inggrisnya. Selanjutnya rumus Pearson Product Moment diaplikasikan untuk mengetahui hubungan antara*

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*keduanya. Hasil penelitian menunjukkan bahwa 1) mayoritas siswa memiliki konsep diri yang tinggi, 2) prosentase tertinggi siswa (42,6%) memiliki prestasi bahasa Inggris pada level sedang, dan 3) kedua variabel memiliki hubungan timbal balik yang positif dan signifikan.*

**Key words:** konsep diri, konsep diri akademik, konsep diri sosial, konsep diri fisik, prestasi Bahasa Inggris

## **Introduction**

Self-concept is a variable widely used by psychologists in diverse areas, such as the educational, clinical, or employment fields (Elosua and Muñiz, 2010:58-67). Self-concept refers to self-evaluation or self-perception, and it represents the sum of an individual's beliefs about his or her own attributes. It reflects on how an adolescent evaluates himself or herself in *domains* (or areas) in which he or she considers success is important (Hadley, Hair, and Moore, 2008:1-6). Self-concept is a composite view of oneself and the totality of the individual's thoughts and feelings having reference to himself as an object (Bong and Skaalvik, 2003:1-40). Shavelson, Hubner, and Stanton, as cited by Bong and Skaalvik (2003), stated that self-concept is formed through experiences with the environment and is influenced especially by environmental reinforcements. It is in line with Slavin (2003) and Huitt's (2010) opinion that self-concept is perception of oneself about strength, weakness, state of mind, and value by social and environmental interactions.

Self-concept, according to Huitt (2011) is often considered as the cognitive or thinking aspect of self (related to one's self-image) and, according to Purkey as cited by Huitt (2011), it generally refers to "the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence". Several signs may indicate that an adolescent has a negative self-concept. These may include one or more of the following: a) doing poorly in school, b) having few friends, c) putting down oneself and others, d) rejecting compliments, e) teasing others, f) showing excessive amounts of anger, g) being excessively jealous, h) appearing conceited, or i) hesitating to try new things (Children's Hospital and Medical Center, US, 2013).

The theoretical model of self-concept most widely accepted among specialists is that proposed by Shavelson, who defines it as a multidimensional

construct in which four different dimensions can be distinguished: academic, emotional, social, and physical self-concept (Elosua and Muñiz, 2010:58-67). Meanwhile, according to Huitt (2011:1-6), the dimensions of self-concept are physical, academic, social, and transpersonal. However, in this research, the writer focuses on three dimensions of self-concept, i.e., academic, social, and physical self-concept and, respectively, they will be discussed below.

Academic self-concept, the first, refers to individuals' knowledge and perceptions about themselves in academic achievement situations (Wigfield and Karpathian, 1991: 233–261). It refers to the overall self-perception of the individual in an academic context (Coetzee, 2011). Thus, it is comprised of a set of attitudes, beliefs and perceptions held by the students about their academic skills and performance (Lent, Brown, & Gore, 1997:307-315). Bracken defines academic self-concept as how a person feels about himself or herself within a school or academic setting, or in relation to a student's academic progress (Bracken, 2009: 89-106). One's academic self-concept relates to how well the individual does in school or how well one demonstrates an ability to learn academic content (Huitt, 2011:1-6). The second is social self-concept. Literature has documented the importance of social self-concept for academic achievement (Patel, 2012:112-118). The social self-concept describes how one relates to other people (Huitt, 2011: 1-6). The third, the physical aspect of self-concept, relates to that which is concrete: what one looks like, his or her sex, height, weight, etc.; what kind of clothes one wears; what kind of car one drives; what kind of home one lives in; and so forth (Huitt, 2011: 1-6).

The plethora of studies have shown that in educational setting self-concept plays a pivotal role. As Tang's (2011:123-134) statement, a student's academic achievement is impacted by various factors including the multidimensional self-concept; academic, social, and physical. Academic self-concept, for example, has been extensively studied in relation to academic achievement (Marsh and Craven, 1997:131-198). A higher academic self-concept has been associated with better academic achievement (Marsh, 1990:646-656) and they show a reciprocal relation (Marsh, Byrne, and Yeung, 1999:154-157). Then, according to Myburgh et al. (1999:165-178), a positive social self-concept was also associated with a higher

level of academic achievement. In other words, learners who deemed themselves to be effective, were accepted, respected and appreciated by others in a social context experienced a high standard of academic achievement at school. In addition, the research conducted by Dambudzo and Schulze (2013:7-22) revealed that the learners who felt good and confident about their general wellbeing, physical fitness, participation and competence in sports had positive physical self-concepts which raised their academic performance. Similarly, learners who were satisfied with their physical appearance or body image in general tended to feel more confident in whatever they did including schoolwork.

Although some studies have shown that self-concept is one of contributing factors in determining academic achievement, studies which concentrates on self-concept and students' academic achievement in Indonesia, especially in English subject, receive less attention. Most research that has been done on factors that influence academic achievement concentrate more on the cognitive factors, while the affective factors seems to be ignored. Therefore, more investigation is needed on the self-concept and how this affective variable relates to students' academic work and their performance. This study tries to examine the relationship between students' self-concept and their academic achievement in English subject. To be more specific, academic achievement in this study refers to the students' English performance in the form of a numerical score as obtained in an examination or test.

Based on the theory and previous researches, the hypothesis is stated that there is a significant correlation between overall dimensions of self-concept of Indonesian High School students and their English achievement. For the purposes of statistical analysis, the significance of the relationships between self-concept and students' self concept was tested on the 1%- or 5%- levels of significance.

### **Self-Concept**

Since self-concept has been approached from different theoretical perspective, it is somewhat hard to find a unanimously accepted definition of the term. Referring to the opinion of some experts, however, self-concept can be defined as a composite view of oneself and the totality of the individual's thoughts and feelings having reference to himself (Bong and Skaalvik, 2003:1-40) about

strength, weakness, state of mind, and value by social and environmental interactions (Slavin, 2003 and Huitt, 2010) which is formed through experiences with the environment and is influenced especially by environmental reinforcements and significant others (Shavelson, Hubner, and Stanton, as cited by Bong and Skaalvik, 2003). Some education practitioners agreed that

According to Burns (in Gabriel et al. 2009:107), success or failure of someone in schoolwork or life appears to depend as much on how they feel about the qualities and attributes they possess. It therefore seems that achievement depends on the self-concept of the student. This statement emphasizes the importance of self-concept of an individual.

There is a different opinion among self-concept researchers in which some of them perceive self-concept as one-dimensional, but others think it as multi-dimensional. The one-dimensional model of self-concept is the oldest and most traditional way. In this view, self-concept does not consist of different dimensions, such as an academic or social self-concept, but of overlapping content areas, such as academic achievement or appearance, and each of these content areas is equally important. Research and literature, however, indicate that self-concept is not a one-dimensional construct, but a multi-dimensional. Byrne's (1986:173) study found that self-concept is multi-dimensional, hierarchically structured, and stable. This finding is supported by Sanchez and Roda (2003:97) in which they agreed that self-concept comprises a multi-dimensional nature. They state that self-concept is considered to comprise of various dimensions, areas or facets, some of which are more related to certain personality aspects (physical, social, emotional), while others appear to be more linked to academic achievement.

The attitude of the teachers or the negativity that is experienced in the classroom may affect a student's self-concept. As indicated previously that self-concept is a person's perceptions of himself, formed by environmental experiences and by significant others. In this case, a teacher can be considered as a 'significant other' in an academic context and classroom situation may be defined as an 'environmental experience', and both of them may have an influence on the academic self-concept of a student. Learners' self-concepts on their ability might be related to the feedback they receive from their educators. It is for this reason that

it is pivotal for the teachers to understand how they influence and affect students' self-concepts (Coetzee, 2011). So it is necessary for the teachers to note that they themselves, together with the classroom situation, play an important role in shaping the students' self-concept. A situation in which the students say that they would prefer not attend a class because of the teachers and his/her negative disposition towards them must not occur.

### **Academic Self-Concept**

The term academic self-concept has been an important educational and psychological construct in educational settings for several decades. It is one aspect of multi-dimensional self-concept. In general, academic self-concept is a psychological construct employed to describe a students' belief regarding their ability in a particular academic area. Cokley (2000:149) defines it as "...the attitudes, feelings, and perceptions related to one's intellectual or academic skills". It is an evaluation of one's perceived academic abilities and encompasses the global beliefs of self-worth associated with one's perceived academic competence. Marsh (1999) noted that in addition to having a cognitive component, academic self-concept also has a motivational and affective component. Additionally, it helps to create various cognitive and self-regulative strategies (Zimmerman, 2000), which reflect on academic performance (Schunk, Prinrich, & Meece, 2008). The terms 'academic self-concept', 'the ability of the self-concept' and 'the self-concept of ability' are used interchangeably in the literature (Byrne, in Du Plessis, 2005:80).

One of the major quantitative instruments employed to measure academic self-concept is Academic Self-Concept Scale or ASCS (Reynolds, 1988). Some instances of test items on ASCS are "If I try hard enough, I will be able to get good grades.", "Most of the time while taking a test I feel confident.", "I feel that I am better than the average college student.", and "I consider myself a very good student." These items are used to explore students' confidence in their academic capabilities. Taking into account that validity and reliability issues regarding the ASCS have been thoroughly examined, it makes this instrument widely used in social psychological research studies.

### **Social Self-Concept**

The social self-concept describes how one relates to other people (Huitt, 2011: 1-6). Social relationships can influence the way persons view themselves in learning and other situations. Kaur, Rana, and Kaur (2009) stated that the root of this self-concept lies in family experiences. The self-concept is not a finished product at birth but develops within the family with all the social norms, the education, and experiences of each individual (Kuppuswamy, 1954 cited in Kaur, Rana, and Kaur, 2009). Research with children in America and other places found that children with high self-concepts came from families where parents themselves had similar self-concepts and treated children as responsible individuals. Such parents were more accepting, more affectionate, and positive towards their children (Park, 2003).

Taking into account for the pivotal role of social self-concept, it is therefore worthwhile for the stake holders to understand the abilities and potentialities of the students before planning education delivery. Educators need to understand the students' cognitive and non-cognitive abilities such as intelligence, creativity, personality interests, aptitudes, and attitudes before they start teaching (Dambudzo and Schulze, 2013). It involves understanding of the learner's self-concept, academic achievement, and home environment.

### **Physical Self-Concept**

Physical self-concept is one of the non-academic dimensions of self-concept which is related to the perceptions about the physical abilities, interest in sport, appearance, sex, age, height, body size, complexion, clothes, home, *etc.* It is related to that which is concrete: what one looks like, his or her sex, height, weight, *etc.*; what kind of clothes one wears; what kind of car one drives; what kind of home one lives in; and so forth (Huitt, 2011: 1-6). At adolescence, the physical qualities of the individual can have a considerable effect on the development of a person's overall self-concept. In recent years, much emphasis has been placed on the physical appearance of both men and women in Western societies. Many people are concerned on their appearance and the media has contributed to this affair through

advertisements which suggests that physically beautiful people are considered as more desirable (Mostert, 1995, as cited by Dambudzo and Schulze, 2013b).

Dembo (1994:46-462) states that there is a strong correlation between self-image and body size. Possessing a good-looking body is regarded as an important for people. Reactions to one's body can lead to either a positive or a negative self-concept, which in turn can influence learning and academic achievement. For example, learners who are either too small or too big for their age group tend to be ridiculed by their peers thereby causing them to feel inferior and socially unacceptable and this can impact negatively on their self-concepts, learning and academic achievement.

### **Relationship between Self-Concept and Academic Achievement**

Studies on the relationship between self-concept and students' academic achievement in educational settings have been a major focus of research for many years (Hamachek, 1995). Most of the research supports the belief that there is a persistent and significant relationship between self-concept and academic achievement (Olatunde 2010:128). A review on self-concept conducted by Brogan (1998:1) reported that the learners' level of achievement may be related to the perceptions they have of themselves as learners. He pointed out that how learners feel about their abilities may consciously or unconsciously influence their academic achievement. The followings are some research findings on multi-dimensions of self-concept (academic, social, and physical) in relation to academic achievement.

A study done by House (1993) examined the relationship among five areas of academic self-concepts and the academic achievement of the students at the start of their studies at an American university, and followed their enrolment status at the university for four years. He found that students' academic self-concepts were the most important factors that determined whether they continued in school or not. When their academic self-concepts were negative, the students were more likely to drop out of school; and thus this is the indication of the importance of academic self-concept in an academic setting. Barker, Dowson, and McInery's (2005) study also shows that academic achievement and academic self-concept have moderate to strong correlations. Further, in a study conducted on 820 Grade 9 students,



Damrongpanit (2009:10) found an extremely strong relationship between self-concept and academic achievement. Huang (2011) who investigated the relationship between self-concept and academic achievement by analyzing 39 independent and longitudinal samples utilizing meta-analysis and path analysis procedures found that high self-concept is directly related to high academic performance.

The above findings point out that academic self-concept relates significantly to academic achievement. However, various studies have found no or a very small correlation between both variables. A study by Areepattamannil and Freeman (2008) on 573 Grade 11 and 12 students from two public secondary schools in the Greater Toronto area found only small to moderate correlations between academic self-concept and academic achievement variables for both immigrant and non-immigrant groups. These facts suggest that although some scholars think there is a significant correlation between academic self-concept and academic achievement, the contrasting findings exist as well.

In relation to social self-concept, Tracy's (2007) study shows that Academic achievement was found to have a significant relationship with self-concept and home environment influenced self-concept in one way or another (Foluke-Henderson, 2007). For example, learners who became discouraged in the face of social challenges such as bullying tend to have low self-worth and expectations of future success (Wiest, Wong, and Kreil, 1998). Support, good relationships, and feedback toward one's academic accomplishments by parents, educators, and friends contributed towards positive academic self-concept which then leads to greater motivation and higher scholastic performance (Kaur, Rana, and Kaur, 2009).

Related to physical self-concept, some previous research results pointed out that it relates to academic achievement. A positive body image or physical appearance may increase a person's self-concept which may in turn lead a person to feel good about his/her body. Women, particularly adolescents, are usually easily affected by how they or others view their bodies. It might be an initial indication that physical appearance has a strong relationship with self-concept. This in turn may influence other areas of a person's life such as academic achievement (Dembo,

1994:463). The result of Dambudzo's (2013b) study also revealed that the learners who felt good, felt confident about their general wellbeing, and had good physical fitness, usually tended to have positive physical self-concepts which raised their academic performance. Learners who felt satisfied with their physical appearance or body image in general tended to feel more confident in whatever they did including schoolwork. This finding, as if, recommends that schools should design physical education programs which in turn able to promote learners' physical self-concept. Meanwhile, research result of Mboya (1999:388) appears to be inconclusive. There was no significant correlation found between physical appearance and academic achievement in a study of 180 girls at two rural secondary schools although there was a significant correlation with social involvement and sports participation.

### **Research Method**

This study tries to measure the relationship between the students' self-concepts (academic, social, and physical) and their English academic achievement. Therefore, the present study employs correlational research as its design. The students' self-concepts are served as X variables (academic=X1, social=X2, and physical=X3) and the Y variable is represented by the students' academic achievement.

The subjects of the study are 209 first grade students of one of Islamic High School Students in Kediri, Indonesia. These students were in 6 parallel classes in which each class consisted of 34 to 35 students. The students are at the end of their second semester when this study is being conducted.

To address the research questions, the researchers used two kinds of instruments; questionnaire (to know the students' self-concepts) and an English formative test (to know the level of students' English Academic achievement).

The first instrument, questionnaire, comprises 40 statements that are divided into three parts in which each part respectively was used to get the data about the students' academic, social, and physical self-concepts. The first part of the questionnaire consists of 14 statements which focused on the students' academic

self-concept. The second part which focused on investigating the students' social self-concept was comprised of 13 statements. The third part focused on investigating the students' physical self-concept. It consists of 13 statements as well. Each statement in the questionnaire had five options in which each has and/or represents the score 5, 4, 3, 2, and 1. The students have to give a check sign (✓) on one of the options that best describe about themselves or about what they feel. To avoid misunderstanding, the questionnaire was written in *bahasa Indonesia*. To know the level of the students' self concepts, the scores of the questionnaire are then classified into four levels; *low* (1.00 to 1.90), *average/normal* (2.00 to 2.90), *high* (3.00 to 3.90), and *very high* (4.00 to 5).

Meanwhile, the second research instrument, an English formative test, consists of 40 questions. The test materials were taken from English subject taught in the second semester of the first grade of Senior High School. The 40 questions were in the form of multiple choice and 5 possible answers were provided for each question. The questions covered four main topics, i.e., short functional expressions (11 questions), short functional text (11 questions), monolog text (14 questions), and grammar (4 questions). To keep the validity and reliability, the researchers collaboratively arranged the test with the English teacher of the school. It took two weeks for the researchers to collect the data. In the first week, the researchers focused on getting the data on the students' self-concepts. It took 4 days to distribute the questionnaire since the students were in 6 parallel classes and the researchers had to adapt the school schedule. The researchers then gave an English test to the students to get the data about their English academic achievement at the following week. To know the level of students' achievement, the scores of the test are then categorized into six levels; *poor* (0-49), *unsatisfactory* (50-59), *fair* (60-69), *good* (70-79), *very good* (80-89), and *excellent* (90-100).

The researchers applied Pearson Product Moment Formula to investigate the correlation between students' self-concept and their English academic achievement. The Pearson Product Moment correlation determines the direction of a relationship between variables. Ferguson indicates that correlation is concerned with describing the degree of relation between variables (Vos, Strydom, Vouche, and Delport, 2005:240). In addition, correlation does not involve only weak or

strong direction, but also positive or negative (Vos, et al., 2005: 240). This is the most widely used measure of relationship (McMillan and Schumacher, 2006: 485). The Pearson Product Moment correlation coefficient varies between -1 or negative correlation through 0 or no correlation to +1 or positive correlation (Vos, et al., 2005: 244). In analyzing the data, the researchers were equipped with the software of Statistical Package for the Social Sciences or SPSS 18. Each dimensions of self-concepts are first and the overall dimensions then are correlated to the students' English academic achievement. To determine the correlation level between two variables, the researcher uses standard coefficient correlation as in table 1.

Table 1 Coefficient Correlation and the interpretation of its Level of Correlation

No	Coefficient Correlation	Level
1	0.800 – 1,00	Very High Correlation
2	0,600 – 0,799	High Correlation
3	0,400 – 0,599	Average/Moderate Correlation
4	0,200 – 0,399	Low Correlation
5	0,000 – 0,199	Very Low Correlation

## Analysis

### 1) Level of Students' Self-concepts

The data on the students' self-concepts were obtained through the questionnaire. The results were analyzed and presented in the form of simple percentage. Table 2 contains the data about the level of their self-concepts, in which it does not only cover self-concepts generally but also each dimension of them (academic, social, and physical).

The results show that most of the students have high self-concept either in each dimension or generally. In academic domain, 181 students (or 86,6%) out of 209 students have *high* self-concept or they evaluate and perceive themselves positively. They feel that, for example, they can do the assignment given to them, they do not easily give up in doing difficult task, they will study harder whenever their achievement decreased, they are actively engaged in classroom interaction, and so on.

Table 2. Level of Students' Self-concepts

Self-concept Dimension	Level	Number of Students (%)
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Academic	Low	0 (0%)
	Average/Normal	28 (13,4%)
	High	181 (86,6%)
	Very High	0 (0%)
Social	Low	0 (0%)
	Average/Normal	0 (0%)
	High	183 (87,6%)
	Very High	26 (12,4%)
Physical	Low	0 (0%)
	Average/Normal	2 (1%)
	High	193 (92,3%)
	Very High	14 (6,7%)
Overall Dimensions of Self-concept	Low	0 (0%)
	Average/Normal	0 (0%)
	High	209 (100%)
	Very High	0 (0%)

Related to their social interaction with others, most of them or 183 (87,6%) of the students have *high* and 26 (12,4%) have *very high* self concept. This data indicates they perceive their relationship with others is good. They feel they are not worrying about what others think. They believe that they are not afraid in expressing the opinion during the discussion, they active in the discussion forum, they are confident in leading the discussion, they are friendly in consorting with others, etc.

Next, the data reveals that 193 (92,3%) of 209 students have *high* and even 14 (6,7%) of them have *very high* self-concept. The data implicates that these students felt good and confident about their general wellbeing, physical fitness, competence in sports, etc. They also feel confident to deliver their ideas in front of public and never underestimate the instructional process in the classroom.

Although the students have a little bit various level in each dimension of self-concepts, if the scores are summed up, their scores will range from 3.00 to 3.90 which means that generally the level of their self-concepts is *high*. As shown in table 2, the overall dimensions of self-concept of all of them (209 students) are in *high* level, no students are in *low*, *average*, and *very high* level of self-concept. This implicates that most of them view their academic ability, social interaction, and physical wellbeing positively.

## 2) Level of Students' English Achievement

The results of the analysis addressing the data concerning the level of students' English achievement are presented in table 3.

Table 3. The level of Students' English Achievement

Range	Category/Level	Number of Students (%)
0-49	Poor	2 (1,0%)
50-59	Unsatisfactory	29 (13,9%)
60-69	Fair	89 (42,6%)
70-79	Good	62 (29,7%)
80-89	Very Good	22 (10,5%)
90-100	Excellent	5 (2,4%)

As demonstrated in the table, the levels of students' English achievement range from *poor* (1%), *unsatisfactory* (13,9%), *fair* (42,6%), *good* (29,7%), *very good* (10,5%), to *excellent* (2,4%). Although the highest percentage is in *fair* level, the result should spur on the English teacher to improve the students' achievement since the range of *fair* level is from 60-69 in which this score is quite low and it still has a big space to reach *excellent* level. Moreover, the analysis found that there are some students whose level of English achievement is *unsatisfactory* (29 students or 13,9%) and *poor* (2 students or 1,0%). These students need more attention and motivation from their English teacher in order to achieve better.

Besides, based on the item analysis, the researchers can infer that the students seem getting difficulty in comprehending the purpose of monolog text and in finding the main idea of the text. They also have a difficulty dealing with the vocabulary. It can be seen from the result of the analysis that there are some questions answered correctly only by a few students. For example, question number 14 (on the purpose of monolog text) is answered correctly only by 9,1% of 209 students, number 21 (finding out the main idea of descriptive text) by 7,7% of the students, and number 16, 22, and 29 (dealing with vocabulary) by less than 28% of the students. The result can be the valuable information for the English teacher that the students are perhaps yet having difficulty in comprehending the reading text and are still having low vocabulary.

### 3) Relationship between the Students' Self-concept and their English Achievement

### ***Students' Academic self-concept and English Achievement***

The magnitude of the correlation between students' academic self concept and their English achievement in this study is shown by the value of Pearson correlation provided by the model summary output of the SPSS in table 4.

The results showed that academic self-concepts of Indonesian Islamic high school students as variable X1 have a positive and significant relationship with their English academic achievement or variable Y. both variables have a significant relationship on the 1% level of significance as demonstrated by the value of sig. ( $0.000 < 0.01$ ). The correlation was 0.254 which means that, referring to the correlation coefficient, the variables have low positive correlation. However, it suggests that the higher the students' academic self-concept is, the higher their English academic achievement.

This result supported what has been found in a number of studies with regard to the relationship between the variables. A study conducted by Marsh et. al., for example, found that a higher academic self-concept has been associated with better academic achievement and they show a reciprocal relation (Marsh, Byrne, and Yeung, 1999:154-157). A similar result is also shown by McInerney et. al. (2012:249-269) in their research who found reciprocal relationship between academic self-concept and academic achievement.

Table 4 The Correlation between the Students' Academic Self-Concept and their English Achievement

		<b>Academic self- concept</b>	<b>English Achievement</b>
<b>Academic self- concept</b>	Pearson Correlation	1	.254**
	Sig. (2-tailed)		.000
	N	209	209
<b>English Achievement</b>	Pearson Correlation	.254**	1
	Sig. (2-tailed)	.000	
	N	209	209

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

Since the variables in this study have proven to have reciprocal relationship, educators should try to enhance students' academic self-concept, targeting the specific domain that is related to the intended achievement outcome. As suggested

by Marsh and Craven (2006:133-163), it is more effective for teachers to encourage students' positive self-concept as part of their normal classroom practices than implement separate self-concept interventions that are isolated from the setting where learning occurs. Craven et al. (2003:91-126) propose some proactive strategies for teachers to enhance students' self-concept. They include delivery of constructive feedback and judicious praise, provision of support to encourage students to make appropriate attributions for success and failure, and reinforcement for positive self-talk.

### ***Students' Social Self-Concept and English Achievement***

The correlation between students' social self-concept (as variable X2) and their English achievement (as variable Y) which were analyzed using SPSS 18 can be seen in table 5.

The quantitative results of this study have demonstrated a significant and meaningful relationship between social self-concept and achievement of Indonesian Islamic High School students in the study. Table 5 shows that both variables have a significant relationship on the 1% level of significance as demonstrated by the value of sig. (0.003<0.01). The value of Pearson correlation 0,203 indicates that both variables have a positive correlation which means that the higher the students' social self-concept, the higher their English academic achievement.

Table 5. The correlation between the Students' Social Self Concept and their English Achievement

		<b>Social self- concept</b>	<b>English Achievement</b>
<b>Social Self- Concept</b>	Pearson Correlation	1	.203**
	Sig. (2-tailed)		.003
	N	209	209
<b>English Achievement</b>	Pearson Correlation	.203**	1
	Sig. (2-tailed)	.003	
	N	209	209
**. Correlation is significant at the 0.01 level (2-tailed).			

Despite of the results appeared to contradict a research finding by Marsh (1992:35-42) who reported that non-academic self-concepts which include the social self-concept were not related to academic achievement, the result confirm a



research conducted in Gujarat by Patel (2012:112-118). He reported that the social self-concept was significantly and positively correlated with the academic achievement of adolescent learners. Social self-concept may play a significant role in the academic achievement of adolescent learners in secondary schools. Supportive role of parents, educators and peers in social relations at home and school appeared to motivate and improve the learner's confidence which lead to better English achievement. On the contrary, lack of collaboration with peers in the classroom has been described as having a negative effect on learning and overall academic performance. It is incumbent upon all educators, therefore, to cultivate cooperation and learning environments that are free from disruptive behavior for better results.

### ***Students' Physical Self-Concept and English Achievement***

Related to the relationship between variable X3 or students' physical self-concept and variable Y or English academic achievement, table 6 shows that they have a significant relationship on the 1% level of significance as demonstrated by the value of sig. ( $0.000 < 0.01$ ). The Pearson correlation 0,246 indicates that the variables have a positive correlation which means that the higher the students' physical self-concept, the higher their English academic achievement.

This result is in line with the finding of Dambudzo and Schulze (2013:7-22) revealing that the learners who felt good and confident about their general wellbeing, physical fitness, participation and competence in sports had positive physical self-concepts which raised their academic performance.

Table 6 The Correlation between the Students' physical Self-Concept and their English Achievement

		<b>Physical self- concept</b>	<b>English Achievement</b>
<b>Physical self- concept</b>	Pearson Correlation	1	.246**
	Sig. (2-tailed)		.000
	N	209	209
<b>English Achievement</b>	Pearson Correlation	.246**	1
	Sig. (2-tailed)	.000	
	N	209	209

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

Similarly, learners who were satisfied with their physical appearance or body image in general tended to feel more confident in whatever they did including schoolwork. Therefore, participation in school sporting activities might improve the learners' physical self-concepts and English academic achievements through good physical and mental fitness, time management, self-discipline skills and the confidence they gained. Thus, there appeared to be academic gains from well organized sports, and participation in school sports involving all the learners. In addition, schools that had physical education programmes for all the learners stood to benefit from better overall pass rates and better results for individual learners.

### ***Overall Dimensions of Students' Self-concepts and English Achievement***

The correlation between overall dimensions of students' self-concepts (variable X) and their English achievement (variable Y) can be seen in table 7.

The result of Pearson product moment computation shows that both variables have a significant relationship on 1% level of significance as indicated by the value of sig. ( $0.000 < 0.01$ ). The value of Pearson correlation 0,416 indicates that both variables have a positive correlation which means that the higher the social self-concept in general is, the higher their English academic achievement.

Table 7 The correlation between the overall dimensions of students' self concepts and their English achievement

		<b>Self Concept</b>	<b>English Achievement</b>
<b>Self-concept</b>	Pearson Correlation	1	.416**
	Sig. (2-tailed)		.000
	N	209	209
<b>English Achievement</b>	Pearson Correlation	.416**	1
	Sig. (2-tailed)	.000	
	N	209	209

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

The finding support the theory that the person who have positive self-concept frequently success in activities but easily fail in activities for who have negative self-concept. The knowledge from many educational researches clearly pointed out that self-concept was the important factor effecting in students'

academic achievement. Despite the reciprocal relationship between self-concept and academic achievement, it is equally important for teachers to work on skill development apart from self-enhancement, such that students' ability or achievement can be raised. It is believed that teachers should try to improve simultaneously students' self-concept and academic achievement of their students so as to produce positive changes in both constructs. As suggested by Damrongpanit et. al. (p.1-6), School administrators and teachers should emphasize to improve student positive self-concept both academic and nonacademic self-concept equally to improve students' academic development.

## **Conclusion**

The results of the study indicated that most students have *high* level of self concept not only in academic but also in non-academic domains (social and physical). The statistical analysis also shows that all students are in *high* level of their overall self-concepts. Meanwhile, their levels of English achievement vary from *poor* (1,0% out of 209 students), *unsatisfactory* (13,9%), *fair* (42,6%), *good* (29,7%), *very good* (10,5%), and *excellent* (2,4%). In relation to the relationship between the variables, all domains of students' self-concepts correlated in this study have positive and significant reciprocal relationship with their English achievement.

Since the study was carried out in a small scall, i.e., in one of Islamic Senior High School in Indonesia, further research needs to be carried out with a bigger sample in different school locations. However, the results of this study may be used to guide the teachers planning to coordinate academic and nonacademic activities needed to improve students' outcomes. The findings deliver a clear message regarding the essential importance of considering self-concept and student academic achievement, and at the same time raising student achievement to boost self-concept. Academic self-concept and academic achievement are two key components for students' success that must be seen as interactive. A focus on all two in classrooms is likely to lead to enhanced school outcomes.

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