THE CORRELATION BETWEEN STUDENTS' SELF-CONCEPT AND ENGLISH ACHIEVEMENT

Azam Mirfaka* and Fathor Rasyid**

Abstract

This study tries to find out the correlation between students' self concept including three aspects of it: academic, social and personal and their English achievement. This research is multiple correlation. The number of the sample is 209 students of the first grade of MAN Kota Kediri. The techniques of collecting data are questionnaire to know the self concept of students and formative test to measure the students' English achievement. Finally, to know the correlation between the variables of study, the researcher uses Pearson Product Moment Formula which with the help of SPSS 18. The result reveals that the correlation between students' self concept and their English achievement in this study is .416 and the value of r table on the 5% significant level is .138. It means that there is a positive significant correlation between the self concept of the first grade students at MAN Kediri and their English achievement.

Key words: *self concept, students' English achievement*

INTRODUCTION

Starting from the recent phenomena in this era, human have to face the competitive era which sue them to have good competence and good

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*   English Department Graduate of STAIN Kediri
**   English Lecturer at STAIN Kediri

achievement. Having good competence and achievement of course relates to the how learning process for each individual in every education grades progressed. It is because education is a set of activities to develop all of human life aspects that has a main purpose to increase human resource perfectly and having good quality[1]. Hence, good quality of education can determines the student achievements which are able to be one of factors in our future life. However, it certainly relates to some factors which influence the students' achievement. According to Sadirman, there are some factors which influence the students' achievement in education, as like the teacher, parents, the intelligence, students' motivation, students' personality, facilities, environment, etc[2].

Yet, although all of those factors actually have contributed to be shared for understanding the determinant of achievement, in this paper the researcher wants to focus on the students' self-concept only which connects to the students' personality as one of things that affects the students' achievement which becomes the first variable. Moreover, the researcher would like to concentrate to the students' achievement in their English subject that is to be the second variable of the study. Talking about students' self concept, Brook states that the self concept is *someone's perception and feeling toward themselves psychologically, socially, and physically*".[3] Based on this definition, he divides the self concept into three aspects, academic self concept, social self concept, and personal self concept. Meanwhile, students' achievement is the scoring of learning effort which is showed in the form of symbol, number, letter or sentence which can indicate the result that have been achieved during certain period based on the Tirtonegoro statement.[4] It means, English achievement is the result of the students' English learning process shown in the form of the given score by the teachers at school as the standard of mastering material, ability, and students' knowledge. The researcher takes English as the subject of this study because English, as the first foreign language to be taught in schools in Indonesia, is very important nowadays. People

1   Amir Dien Indrakusuma, *Pengantar Ilmu Pendidikan* (Surabaya: Angkasa, 1989), 15

2   Sardiman A. M, Interaksi & Motivasi Belajar Mengajar,(Jakarta: PT. Raja GrafindoPersada, 2003), 59

3   Drs. Slex Sobur, M.Si, Psikologi Umum, (Bandung: CV PUSTAKA SETIA, 2003), 507

4   Suhartinah Tirtonegoro, Anak Super Normal dan Program Pendidikannya, (Jakarta: Bina Aksara, 1984), 43

need to master English to access many kinds of information through internet, books, magazines, etc. which most of them present in English so they will be easier in facing this competitive era.

Many recent researches conducted on self-concept and achievement stem from the apparent belief that children's feelings about themselves are the key factors in students' achievement. For instance; the study of Schreire and Kraut in Pottebaum who said that *each person can change his/her self concept become more positive to get a good achievement depends on what one sees and understands on his/her feeling, belief, and attitude.* Moreover, to knowing the significant correlation between self-concept and the English achievement, Umi Hayati in her research in 2011 showed that significant correlation between those variables is 0.41 and the value of "r table" on the 5% significant level, so it can be concluded that there is a positive and significant correlation between students' self concept and their English achievement[5]. On the contrary, the study of the correlation between those variables in studying statistic subject by Saifudin Azwar in 1996, said that there is no correlation between students' self concept and their achievements[6]. Based on the facts above, it appears that there are some supporting theories and researches had be done which show a significant relationship between those two variables although others explain that the casual relation between those constructs is still unclear because there are some opposite theories also. Therefore, this study has purpose to define the correlation between the self-concept and students' achievement, especially for students' English achievement. The researcher in specific conducts three aspects of self-concept that according to Brook in correlating between self-concept and the students' English achievement for this research. They are; academic self-concept, social self-concept, and personal self-concept[7].

5   Umi Hayati, The Correlation Between The self Concept and Learning Motivation toward the Students' English Achievements of the First Grade at MAN Kediri 3 in 2011, Thesis. Unpublished (Kediri, Islamic University of Kadiri, 2011), 75

6   Saifudin Azwar, Efikasi Diri dan Prestasi Belajar Statistik Pada Mahasiswa, (Journal Psikol - gi UGM, Yogyakarta, 1 Agustus 1996), 1

7   Umi Hayati, The Correlation Between The self Concept and Learning Motivation toward the Students' English Achievements of the First Grade at MAN Kediri 3 in 2011, Thesis. Unpublished (Kediri, Islamic Universiti of Kadiri, 2011), 20

Based on the above mentioned background, the study is intended to examine to what extent the contribution of self-concept towards English achievement of the students at MAN Kota Kediri is. This major question can be broken down into three minor questions below.

1. To what extent is the contribution of academic self-concept towards English achievement of the students at MAN Kediri?

2. To what extent is the contribution of social self-concept to English achievement of the students at MAN Kota Kediri?

3. To what extent is the contribution of personal self-concept to English achievement of the students at MAN Kota Kediri?

In order to answswer the above mentioned-questions, multiple correlation was used. The techniques of collecting data are test and questionnaire because the aim of this study is to find out the relationship between two variables, the self-concept as the independent variable symbolized with (X) and the students' English achievements as dependent variable symbolized with (Y). The researcher wants to look for whether there is a positive and significance correlation between those variables at the first grade students at MAN Kediri.

In this case, the researcher took the first grade students' in regular class which consists of 10 classes by 370 students as the population of research. Meanwhile, the number of the sample of study is 209 students who are the first grade students of MAN Kota Kediri. The number of the samples above were represented by the students of 6 class, X2, X6, X7, X8, X9 and X10, based on the recommendation from the school.

Then, the data are accumulated by measuring the students' English achievement by giving English test and knowing their self-concept by giving questionnaires. Finally, the result of the questionnaire and test about two variables are correlated by using Pearson Product Moment Formula which was computed using SPSS 18. For the questionnaire, it was divided into three parts based on the aspects of students' self concept. Meanwhile, the test is taken from the entire English material subject of the first grade students of Senior High School in Semester 2. There are 40 questions in the form of multiple choices as objective test which consisted

of five possible answers in this test by getting score in multiple choice form of a test is using the rules, the right answer got score (1) and the wrong answer got the score (0)[8]

DISCUSSIONS

The discussions cover two main parts: theorritical evidence and empirical evidence.

1. Theoritical Evidence

Self concept theory firstly comes from Carl Rogers' in his self theory. He introduced an entire system of helping built about the important of the self. In Rogers' view, the self is social product, developing out of interpersonal relationship and striving for consistency. He also believed that there is a tendency in every person toward self actualization and development as long as this is permitted and encouraged by an inviting environment as a basic human need for positive regard both from others and oneself.[9]. Talking about the self-concept, Brook defines self-concept as *"someone's perception and feeling toward themselves psychologically, socially, and physically"*[10]. The psychological view includes the feeling happy, sad, worry, etc; the social view includes the respond of others toward someone and the physical view includes the physical performance as body, face, skin, etc.[11]

1. The Aspects of Self Concept

   According to Brook, the aspect of self concept is divided into three aspects, those are[12]:

   a. Academic Self Concept

      Academic Self Concept is the self concept related to individual's perception about his capability, achievement, and self confidence in academic life.

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8   M Soenardi Djiwandono. Tes Bahasa dalam Pengajaran. (Bandung:ITB, 1996), 117

9   Robert A Baron and Donn Byrne, Psikologi Sosial terj. Ratna Djuwita (Jakarta: PT Gelora Aksara Pratama, 2003), 165

10 Drs. Slex Sobur, M.Si, Psikologi Umum, (Bandung: CV PUSTAKA SETIA, 2003), 507

11 M.M Jaya, Hubungan Antara Konsep Diri dan Prestasi Belajar Siswa Kelas XI SMU Negeri 2 Batu, Thesis. Unpublished (Kediri, State University of Kediri, 2008), 10

12 Umi Hayati, The Correlation Between The self Concept and Learning Motivation toward the Students' English Achievements of the First Grade at MAN Kediri 3 in 2011, Thesis. Unpublished (Kediri, Islamic Universiti of Kadiri, 2011), 20-21

b. Social Self Concept

   Social Self Concept is related to someone's social role, his perception toward its role, and the ability to make relationship with others people.

c. Personal Self Concept

   It is related to individual's perception about his property like physical appearances, the way of thinking, and belief such as self confidence, honesty, and trustworthy.

2. The Factors Influence the Built of Self Concept.

   Verdeber mentions that there are three factors which influence the built of self concept, they are[13];

   a. Self Appraisal – Viewing Self as an Object.

      Self appraisal is the factor which makes the self as an object in communication.

   b. Reaction and Response of Others

      According to Brook, self-concept is the direct result of how significant others react to the individual.

   c. Roles You Play – Role Talking

      Role is the set of criteria which limits the attitude of someone in his or her position.

3. The Self Concept Development Process.

   Our self concept can be changed because the difference of something depends on our feeling, belief and attitude. Self concept is not innate and heredity. It develops by continuing self learning process; therefore the self concept is a changeable thing. The development of the self concept is going on day by day. Symond says that the perception about us does not appear since our bear, but it develops regularly with the appearance of the perception. The self is developing when someone thinks that they are different with others. In 6-7 years old, someone just has perception about him/herself in

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13 Alex Sobour, Psikologi Umum Dalam Lintasan Sejarah (Bandung: CV Pustaka Setia, 2003), 513

term of their own body but during the growth their perception will be different because the influence of the interaction with others in society.[14]

4. The Level of Self Concept

Meanwhile, Coopersmith states that the levels include the characteristics of the self concept consist of three levels, those are:

a. High self concept

People who have high self concept when they know themselves deeply both strength and weakness, accept all their potential and feel confidence to develop it optimally, and have a strong motivation to learn and become a success person.

b. Fair Self Concept

Fair self concept almost has the same characters with high self concept. But, it is unstable. They incline independent or always depend on others or the group.

c. Low self concept

Low self concept is signed by having no knowledge about self, lack confidence, afraid to make mistakes and to try a new thing, afraid to refusal, and pessimistic..[15]

d. The Ways of Enhancing Students' Self Concept.

According to Addediran, to enhance students' self concept are some conditions which ought to be followed in the classroom by the teacher. These conditions are:

1). Making students feel supported by the teacher

2). Making students feel as responsible being.

3). Making students feel they are competence.

4). Teaching students to set realistic goals. .

5). Helping students to evaluate them realistically.

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14 Ibid, 143-144

15 Mustikasari, Hubungan Konsep Diri dan Motivasi Belajar dengan Prestasi Belajar Siswa Kelas II MAN Negeri 1 Kebumen. Thesis. Unpublished, (Kediri, State University of Kediri, 2005), 14

2. *Empirical Evidence*

Since the independent variable of the research is divided into three sub-variables, it not only explains the correlation between students' general self concept and their English achievement but also it discusses the correlation between those subs. variables and English achievement. The correlation between students' academic, social, and personal self concept and their English achievement firstly is discussed below.

1. The Correlation between Students' Academic Self Concept and Students' English Achievement.

    The correlation value between students' academic self concept and their English achievement was 0.254 in two tailed level of significant. While, the value of Sig. 0.000 < 0.005 which shows that H0 was rejected (there is correlation). It is based on the table correlation below.

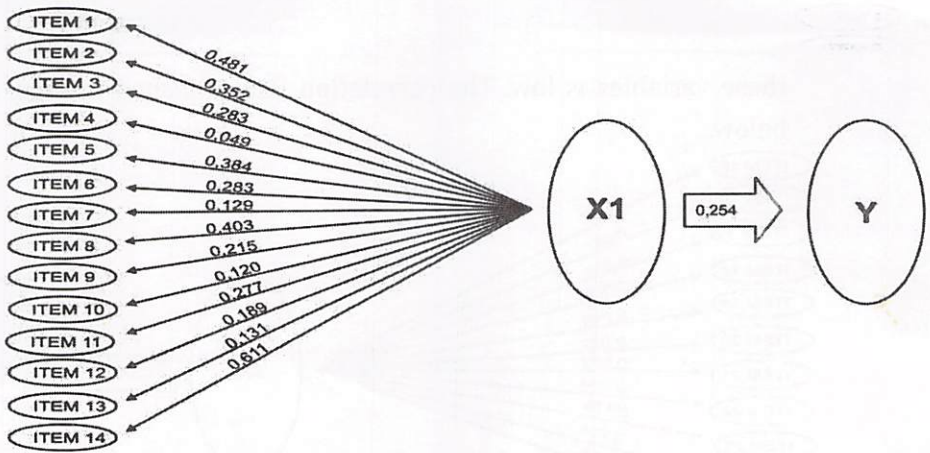Table 1: The Correlation between the Students Academic' Self Concept and Students' English Achievement

		Academic	English Acv
Academic	Pearson Correlation	1	.254**
	Sig. (2-tailed)		.000
	N	209	209
English Acv	Pearson Correlation	.254**	1
	Sig. (2-tailed)	.000	
	N	209	209

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

According to the interpretation table of significance, the result shows that the statistical computation of correlation between them was 0.254. It was in the interval 0.200-0.400 by the meaning that the variables have low correlation. The correlation of students' academic self concept and their English achievement can be interpreted in Figure 1.

Figure 1: The Correlation between Students' Academic Self Concept and Students English Achievement

Note;

ITEM: The number of statements

X : Students' Self Concept

X1 : Students' Academic Self Concept

Y : Students' English Achievement

2. The Correlation between Students' Social Self Concept and Students' English Achievement.

Based on the accumulation data using SPSS 18, the correlation value between students' social self concept and their English achievement was 0.203 by the value of Sig. (2-tailed) is 0.000 < 0.005. It means H0 is rejected (there is correlation) as the interpretation in table below.
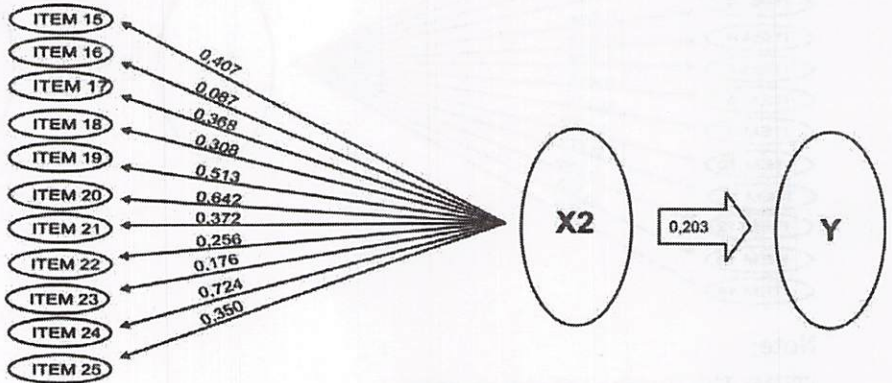
Table 2: The Correlation between the Students' Social Self Concept and Students' English Achievement

		Social	English Acv
	Pearson Correlation	1	.203**
Social	Sig. (2-tailed)		.003
	N	209	209
	Pearson Correlation	.203**	1
English Acv	Sig. (2-tailed)	.003	
	N	209	209

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

The result is in the interval 0.200-0.400. So, the correlation between

these variables is low. The correlation is established in Figure 2 below.

Note:

ITEM : The number of statements

X : Students' Self Concept

X2 : Students' Social Self Concept

Y : Students' English Achievement

3. The Correlation between Students' Personal Self Concept and Students' English Achievement.

The correlation of students' personal self concept and English achievement was 0.246 in the value of Sig. (2-tailed) is 0.000 < 0.005. It shows that H0 (there is correlation) was rejected. It can be seen in the table correlation below.
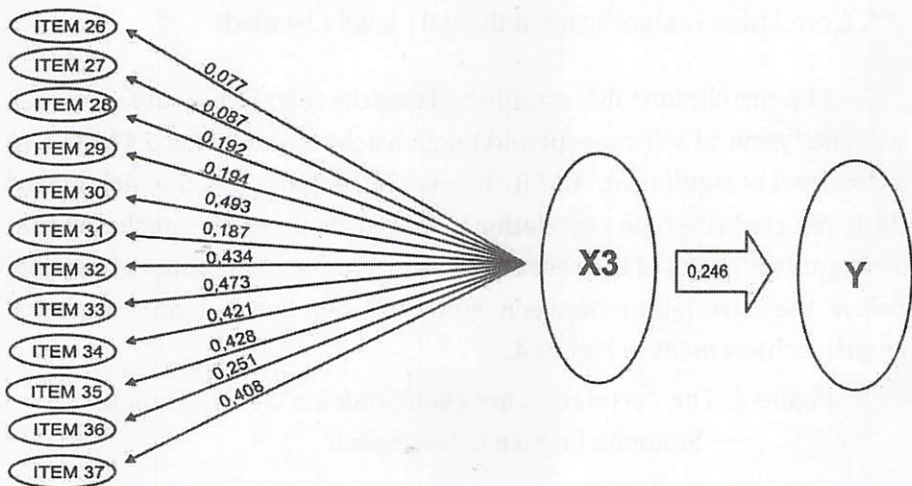
Table 3: The Correlation between the Students' Personal Self Concept and Students' English Achievement

		Personal	English Acv
Personal	Pearson Correlation	1	.246**
	Sig. (2-tailed)		.000
	N	209	209
English Acv	Pearson Correlation	.246**	1
	Sig. (2-tailed)	.000	
	N	209	209

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

Based the significant level of the correlation coefficient this interpretation significance score was in the interval 0.200-0.400 so the correlation is in low correlation. The correlation between students' personal self concept and students' English achievement is interpreted in Fugure 3.

Figure 3: The Correlation between Students' Personal Self Concept and Students English Achievement

Note;

ITEM : The number of statements

X   : Students' Self Concept

X3   : Students' Personal Self Concept

Y   : Students' English Achievement

4. The Correlation between Students' General Self Concept and Their English Achievement.

The alternative hypothesis showed that there was a positive and significant correlation between the self concept and the English achievement. Therefore, the analysis in this research certainly was conducted to know the correlation between students' self concept and their English achievements generally.
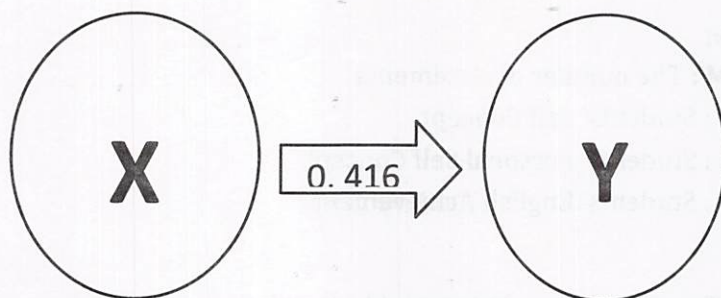
Table 4: The Correlation between the Students' Self Concept and
Students' English Achievement

		Self Concept	English Acv
Self Concept	Pearson Correlation	1	.416**
	Sig. (2-tailed)		.000
	N	209	209
English Acv	Pearson Correlation	.416**	1
	Sig. (2-tailed)	.000	
	N	209	209

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

The correlation table established that the correlation value between students' general self concept and English achievement was 0.416 in two tailed level of significant. And it showed Sig. 0.000 < 0.005 which means H0 is rejected (there is correlation). Therefore, it can be concluded that the significant level of the research was in average moderate correlation. Below the correlation between students' self concept and students' English achievement in Figure 4.

Figure 4: The Correlation between Students' Self Concept and
Students English Achievement

Note;
X: Students Self Concept
Y: Students English Achievement

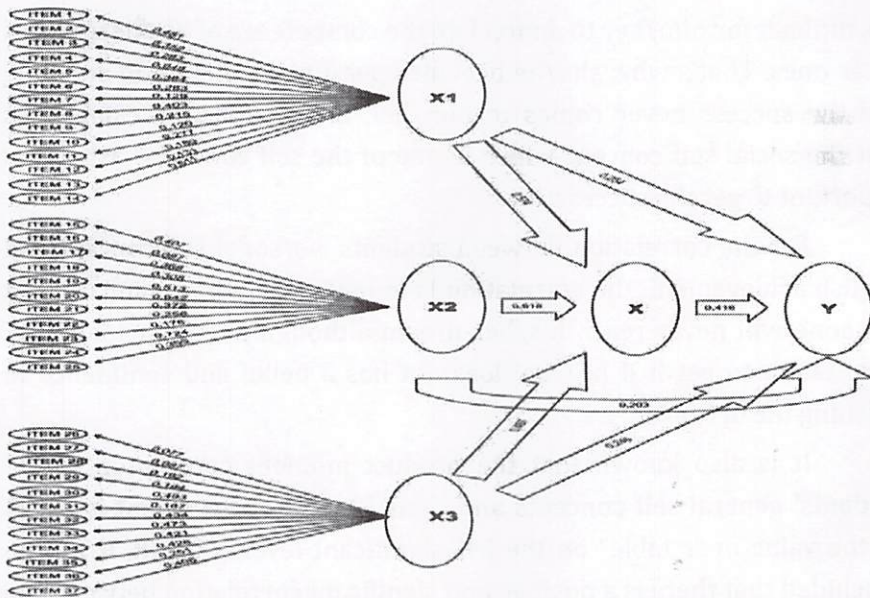Below is shown the correlation between the entire variables of this study each other.

Figure 5: The Correlation between sub-independent variables (students' academic, social, and personal self concept), independent variable (students' self concept), and dependent variable (students' English achievement)

CONCLUSIONS

Based on the discussions above, the correlation between students' academic self concept and their English achievement was 0.254 in two tailed level of significant. It showed H0 (there is no correlation) was rejected. This fact shows us that our self concept in academic life becomes one of factor which determines our achievement as the Brook's statement that someone will face the difficulty one to get good achievement although he/she has good education background if he/she has no belief to get it by doing nothing in academic life. This statement indicates that everyone has academic self concept which determine him/her in reaching an achievement.

Dealing with the correlation between students' social self concept and their English achievement, the result showed that it was 0.203 in two tailed level of significant. It indicated H0 (there is no correlation) was rejected. It implies that if someone cannot put him/her self in a society,

it is difficult for him/her to appreciate the competence of his/herself and other ones. That's why; she/he becomes pessimistic one to do anything and the success never comes to him/her. In this case, he establishes that the social self concept which is one of the self concept's aspects is important to get the success.

For the correlation between students' personal self concept and English achievement, the correlation is in low correlation. It means that someone will never reach his/her dream although he/she actually has good talent to get it if he/she does not has a belief and confidence in reaching the dream.

It is also known that the product moment correlation of the students' general self concepts and their English achievement is 0.416 by the value of "r table" on the 5% significant level is 0.138. It can be concluded that there is a positive and significant correlation between the students' self concept and their English achievement. Some psychologists believe that there is a correlation between the self concept and students' English achievement. Talking about self concept, there are three aspects which relate to the self of a person. The self concept is about what we think about our dream, what we want to do in term of the dream, what we will do to reach our dream, and how far we believe in getting the dream. In brief, if we think that we can, we will be able to do it, but if we cannot maintain ourselves well by thinking that we can, surely we will not be able to do it, because we have judged that we cannot. Therefore, self concept is really influential because it influences what we do to our achievement.

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