

**STUDENTS' SELF-ESTEEM AND ITS CONTRIBUTION  
TO ENGLISH LEARNING ACHIEVEMENT  
(A Study at the Eighth Grade Students of SMP Negeri 1 Tarakan)**

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**ABSTRACT**

The purpose of this research was to find out any contribution of self-esteem to the English learning achievement of the eighth grade students of SMP Negeri 1 Tarakan. This research employed a correlational method and the eighth grade students at SMP Negeri 1 Tarakan as the population with a total of 348 students. The number of samples in this research was 186 students who were determined by using the Slovin formula with an error rate of 5%, so that 16-17 students were taken from each class and used the proportionate stratified random sampling technique. The data collection techniques in this research used a questionnaire that was distributed to the sample, an interview to representative students, and documentation which was mainly from the result of final test of the odd semester in the academic year 2020/2021. The data analysis technique in this research used descriptive analysis and regression analysis. The results of the research showed that the mean score of self-esteem was 78.45 with the percentage spread across the very high category of 3.76%, high 41.94%, moderate 34.95%, low 15.05% and very low 4.30%, while the mean score of students' English learning achievement was 79.93 with the percentage ranged from the very good category of 6.45%, good 43.01%, fair 31.72%, to poor 18.82%. The T-test result was 0.000 which was less than 0.05 indicated that the independent variable contributed to the dependent variable. The regression equation was  $Y = 16.487 + 0.809$ , which meant the constant value of the English learning achievement was 16.487 and the self-esteem value was 0.809, where for every point increased in the self-esteem variable, the learning achievement value would increase about 0.809 point. The coefficient of determination ( $R^2$ ) which was 0.088 pointed out that the students' self-esteem contributed to their English learning achievement by 88%, while other 12% were contributed by other factors which were not explored in this research. Based on these results, it can be concluded that there was a contribution of self-esteem to the English learning achievement of the eighth grade students of SMP Negeri 1 Tarakan.

**Key Word:** *Self-Esteem and English Learning Achievement*

**INTRODUCTION**

In Indonesia, English is a foreign language which is a compulsory subject that has to be taught to students in the school. Due to the era of increasingly rapid globalization and global competition, English must be used to facilitate communication among others. To see the success of learning English in the school is from the students' learning achievement obtained after participating in the period of learning activities. Learning achievement is very important to be measured and evaluated, considering learning achievement is one of the quality factors of education, unfortunately, the English achievement of students in the school is still low, this is evidenced from the results of the final exam of the eighth graders which showed the percentage of the students who reached the passing grade (75) was only about 20.8% or around 40 students from the total of 192 students.

One of the English teachers at SMP Negeri 1 Tarakan reported the factors that made the students' achievement in English still low because of their perception about themselves, the school had provided good facilities and the teacher had done many ways to make students more active when learning English, but students still tended to be silent (passive) in learning. The students said the difficulties they faced when learning English because they thought that English was a difficult lesson and made them confused. They also were afraid of making mistakes because they thought they would get teased by their friends. They thought it negatively before starting something and made them lacks in expressing

their opinions. From those problems, it indicated that low level of students' achievement was because of the students' personality.

Murk (2006) states that one of the essential factors which affects the students' performance or skills in mastering a language is self-esteem. Self-esteem is defined as the personal belief about skills, capabilities, and social relations, have something valuable, and valuable in the eyes of others (Coopersmith in Satriani, 2016). Branden, (1992) states self-esteem is a powerful human need. It is a basic human need that contributes immensely to the process of life. It is the sense of belonging to life and being appropriate to it.

Greene (2003) states self-esteem is an intrinsic measure of your self-worth and is a result of how you have been treated, respected, appreciated, and identified by those around you and your extended family. It is not what you see yourself or others seeing you. It is influenced by a variety of factors and it needs to be constantly maintained. It reflects how someone pictures themselves, how they honor, respect, and value themselves. It defines a mental picture of who you think you can be, or what you believe you can accomplish in life. It is the vehicle through which you move through life in order to meet your goals.

The low level of students' self-esteem can be seen in how they express their opinions and abilities. Furthermore, Aisyiyah (2015) says that low self-esteem will decrease learning desires, learning focus, and afraid to take the risks. If someone does not have strong self-esteem, s/he will feel difficulties in dealing with social behaviour, feeling inferior, even not confident in his/her abilities. However, if someone has strong self-esteem, s/he will likely gain recognition in his/her social environment, appears more confident, and feels more valuable in his/her environment, and easily leads the high achievement.

Therefore, the present research conducted a study to highlight the effect of self-esteem toward students' English achievement of the eighth-grade students at SMP Negeri 1 Tarakan. This research proposed the following research question:

*Does self-esteem contribute to English learning achievement of the eighth-grade students at SMP Negeri 1 Tarakan?*

## RESEARCH METHOD

Research design creates reliable, meaningful information about a problem by using a scientific approach. There are three designs in quantitative research: experimental, correlation, and survey (Creswell, 2012). This research employed a correlational method. Gay et al. (2012) states that correlational research is used to investigate the relationship among variables or is used to make prediction. This research measured and analysed the contribution of the independent variable namely self-esteem to the dependent variable, English learning achievement.

The population was all eighth-grade students of SMP Negeri 1 Tarakan with 348 students from eleven classes. The total number of samples was 186 students in which they were determined by using proportionate stratified random sampling technique, where the Slovin formula (Slovin in Sevilla et al., 1984) was used to determine the students' representative with a significance level of 5% or 0.05 as illustrated below

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{348}{1 + 348(0.05)^2} = 186$$

Where:

- n : sample
- N : population
- e : error rate

Table 1. The Sample of the Eighth Graders at SMPN 1 Tarakan

Class	Total Students	Sample Proportion
VIII – 1	32	17
VIII – 2	32	17
VIII – 3	31	17

VIII – 4	32	17
VIII – 5	32	17
VIII – 6	30	16
VIII – 7	32	17
VIII – 8	31	17
VIII – 9	32	17
VIII – 10	32	17
VIII – 11	32	17
Total Population	348	186

The data were collected using a self-esteem questionnaire, a documentation, an interview. The self-esteem questionnaire was taken from Dewi (2009) in which the questionnaire was validated and tested to 100 students with the result of the reliability of 0.907. Documents of the result of final test in the odd semester in the academic year 2020/2021 were taken from the English teachers by their permission. To support the questionnaire, the unstructured interview to the representative students was conducted in order to get in depth information about their self-esteem and their English learning.

The data were then analysed quantitatively to determine the contribution of self-esteem to the English learning achievement. Sugiyono (2013) states that the data statistics which are employed for data analysis in quantitative research always use certain statistical procedures. There were two statistical procedures applied for data analysis in research: descriptive statistics and inferential statistics. The descriptive statistics consisted of mean score, standard deviation, and data frequency distribution. The inferential statistics contained assumption testing using normality test, homogeneity test, and linearity test; and hypothesis testing using simple linear regression. The analysis was done by using SPSS for windows version 26.0.

## FINDINGS AND DISCUSSION

The data analyses were presented into: (1) the result of self-esteem questionnaire, (2) the result of English learning achievement, (3) the result of normality test, (4) the result of homogeneity test, (5) the result of linearity test, and (6) the contribution of students' self-esteem to their English learning achievement.

### The result of questionnaire

The data from the questionnaire were calculated according to Likert's scale measurement were then presented in a descriptive data table and frequency distribution. The questionnaire of self-esteem consisted of 29 items based on five aspects of self-esteem: power, virtue, significance, and competence. The statements of self-esteem were divided into two categories: favourable and unfavourable. Favourable statements consisted of 18 items. On the other hand, unfavourable statements consisted of 11 items. The result of self-esteem can be seen in Table 2 below:

Table 2. Descriptive statistics of the students' self-esteem

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Self-esteem	186	41	108	78.45	12.31
Valid N (listwise)	186				

Based on the descriptive statistics in Table 2, the minimum score was 41 and the maximum score was 108. Meanwhile, the mean was 78.45 with the standard deviation 12.31. This mean score (78.45) indicated that the level of the students' self-esteem was moderate. The distribution of students' self-esteem can be seen in Table 3 below:

Table 3. Frequency distribution of the students' self-esteem

No	Interval	Category	Frequency	Percentage
1	$X > 95$	Very High	7	3.76
2	$80 < X \leq 95$	High	78	41.94
3	$65 < X \leq 80$	Moderate	65	34.95
4	$51 < X \leq 65$	Low	28	15.05

5	$X \leq 51$	Very Low	8	4.30
Total			186	100

From the table above, the result showed that the majority of the students namely 78 students were in the high self-esteem, then 65 students were in the moderate self-esteem, and 28 students were in the low self-esteem. Only 7 students were in the very high self-esteem and the rest of them (8 students) were in the very low self-esteem.

### The result of English learning achievement

The English learning achievement was analysed from the results of final test of the odd semester in the academic year 2020/2021 in which the result of descriptive analysis can be seen in Table 4 below:

Table 4. Descriptive statistics of the students' English learning achievement

Variable	N	Minimum	Maximum	Mean	Standard Deviation
English learning achievement	186	50	97	79.93	10.61
Valid N (listwise)	186				

Based on the descriptive statistics in Table 4, the minimum score was 50 and the maximum score was 97. Meanwhile, the mean was 79.93 with the standard deviation 10.61. This mean score (79.93) indicated that the level of the students' English learning achievement was fair. The distribution of students' English learning achievement can be seen in Table 5 below:

Table 5. Frequency distribution of the students' English learning achievement

No	Interval	Category	Frequency	Percentage
1	$\geq 92$	Very Good	12	6.45
2	83-91	Good	80	43.01
3	74-82	Fair	59	31.72
4	$\leq 73$	Poor	35	18.82
Total			186	100

Based on Table 5, it can be seen that the most of the students (80 out of 186 students) got good score of English, then 59 students got fair score, and 35 students got poor score. Very few students (12 students) got very good score of English.

### The result of normality test

The normality test of data was to see if the distribution of data was normal or not. The result shown by the probability value of Kolmogorov Smirnov was compared with the level of significance ( $\alpha=0.05$ ).

Table 6. Test of normality

Description		Unstandardized Residual
N		186
Normal Parameter <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.67380958
Most Extreme Differences	Absolute	.054
	Positive	.054
	Negative	-.045
Test Statistic		.054
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Based on the Kolmogorov Smirnov test above, the probability value (Asymp. Sig. (2-tailed)) of both students' self-esteem and their English achievement was 0.200. This result of probability value (0.200) was greater than level of significance (0.05), it can be concluded that the data were normal.

### The result of homogeneity test

Homogeneity test was carried out to determine whether the data in the variables X (self-esteem) and Y (English learning achievement) were homogeneous or not. The result shown by the probability value of Levene Statistic was compared with the level of significance ( $\alpha=0.05$ ).

Table 7. Homogeneity test of variances

Levene Statistic	df1	df2	Sig.	Decision	Result of Homogeneity
3.131	1	370	0.078	Ho is accepted	Homogenous

From the result test of homogeneity of variances in Table 7 above, it was found that Sig. indicating the probability value was 0.078 which was higher than level of significance (0.05), so that the data were homogeneous.

### The result of linearity test

The linearity test serves to decide the presence or nonattendance of linearity in variables with the level of significance (0.05). In this research, the result of the linearity test can be seen as follows:

Table 8. Test of linearity

Variable	Sig.	Decision	Result of Linearity
Self Esteem towards Students English Achievement	0,000	H <sub>0</sub> is rejected	Linear

Based on table, the significance value was 0.000, which is less than 0.05, so H<sub>0</sub> was rejected, so it can be concluded that the regression model was linear.

### Contribution of students' self-esteem to their English learning achievement

Decision making in a simple linear regression test was referred to two things, namely comparing the probability value with the level of significance (0.05):

- If the probability value < 0.05, it means that there was a contribution of the variable X to variable Y
- If the probability value > 0.05, it means there was no any contribution

Based on Table 9 below, it showed that the probability value was 0.000 which less than the level of significance (0.05). It indicated that there was a positive contribution of the independent variable X (self-esteem) to the dependent variable Y (English learning achievement).

Table 9. T-test and simple linear regression

Model	Coefficient Regression	T	Sig.
Constant	16.487	9.414	0.000
Self Esteem	0.809	36.668	0.000

A simple linear regression equation was then obtained as follows:

$$Y = 16.487 + 0.809X$$

It can be interpreted that students' self-esteem had a positive contribution to their English learning achievement. If the self-esteem was zero, then the learning achievement obtained by the students would remain constant about 16.487. The self-esteem coefficient was 0.809, it would predict that every increase of the students' self-esteem would then increase their English learning achievement about 0.809.

Table 10. Coefficient of determination

R	R <sup>2</sup>	Std. error of the Estimate
.938	.880	3.693

Moreover, the determination of coefficient stated in R<sup>2</sup> (R Square) was 0.880, which indicated that the students' self-esteem contributed to their English learning achievement by 88%, while the other 12% of the achievement were influenced by other variables outside of this research.

Based on the findings, there was a sufficient evidence to suggest that the result indicated that there was a contribution of self-esteem to the English learning achievement of the eighth grade



students of SMP Negeri 1 Tarakan. This result was also supported by the responses of the representative students. Those who had high self-esteem were able to help their friends who got difficulties in learning, they felt confident if they would have reached their dreams in the future, they could easily understand the lessons given by the teacher, and they could easily fight their laziness. While those with low self-esteem felt less confident, tended to think that they would get ridiculed by their friends, and found themselves difficult to understand the lesson.

However, based on the results of the questionnaire, there were some students who had high self-esteem, but the results of their English learning achievement were at a moderate level. This was reasonable because the scale of self-esteem consisted of four options. Overall, mostly the results of the questionnaire showed a unidirectional line where the higher the self-esteem, then the higher English learning achievement would be.

These findings is in line with Branden (2001) who says that self-esteem has a role to spur every human being in general and the students in particular can get good learning achievement. Someone who has high self-esteem tends to be more confident in his life than people who have low self-esteem. In the same notion, Greene (2011) explains that the students who have high self-esteem will be better able to control themselves from the negative things that are threaten their personality.

Finally, the result of this research was in agreement with the previous studies. They were Wahyuni (2010), Adriani (2013), and Nur and Latief (2016) who found that self-esteem had an effect or contributed to the students' achievement of learning process. The learning is influenced by various factors, both external factors and internal factors of a person. There is a difference between students who have high self-esteem and low self-esteem. Someone who has self-esteem will be more confident, can accept criticism and suggestion, has a high curiosity, and can express themselves very well. However, the emergence of these can all be caused by factors such as arising from the support of those closest people, so, the role of teachers, parents, or closest people is very important. The existence of the supports will make students feel more valued and recognized themselves which will make them become positive individuals and thereof will give the benefit to themselves.

## CONCLUSION

The findings of this research provided the readers' understanding about the linkage and/or contribution of self-esteem to learning achievement. This research found that the self-esteem had given positive contribution to English achievement of the eight grade students of SMP Negeri 1 Tarakan in academic year 2020/2021. These were proven by the mean score of both variables. The result of students' self-esteem was 78.45 which was categorized as in moderate level with the highest score was 108 and the lowest score was 41. Meanwhile, the mean score of students' English learning achievement was 79.93 with the highest score was 97 and the lowest score was 50. Accordance with the classification standard of the school itself, it meant that the first semester of the eight graders of SMP Negeri 1 Tarakan had fair level in their English learning achievement. Then, the result of T-test was  $0.00 < 0.05$  which meant there was a positive contribution and the regression equation  $Y = 16.487 + 0.809X$  which illustrated that the score of English learning achievement remained constant by 16.487 and would get more increase by 0.809 to every increase of self-esteem. Lastly, the result of the determination coefficient  $R^2=0.880$  indicated that students' self-esteem had a contribution to their English learning achievement by 88%, while the other 12% of the achievement were contributed by other factors which were not investigated in this research.

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