SELF-ESTEEM AND STRATEGIES TO INCREASE THE STUDENT ENGLISH ACHIEVEMENT

Helly Skripsiani, Hanni Yukamana, Tahrun
English Education Department PGRI University Palembang,
Indonesia
skripsianihelly@gmail.com, yukamana1975@univpgri-palembang.ac.id, Dr_tahrun@univpgri-palembang.ac.id

Abstrak

In this study, students in the state's senior high school number two in Musi Rawas' eleventh grade were asked about their self-esteem and strategies for improving their English proficiency. 64 students in the eleventh grade were selected as the sample for this study using cluster random selection. The correlational research design was used in this study. Data for the study was gathered via questionnaires and written records. They were examined using the Pearson Product Moment Correlation Coefficient and multiple regression analysis.The result showed that the sig. value of correlation between self-esteem and English achievement was $0.000 < 0.05$, so $H0_1$ was rejected with 18.7% contribution of self-esteem. The sig. value of correlation between language learning strategies and English achievement was $0.000 < 0.05$, so $H0_2$ was also rejected with 21.8% contribution of language learning strategies. The sig. change of correlation among self-esteem, language learning strategies, and English achievement was $0.000 < 0.05$,

automatically H0₃ was rejected with 24,3%
contributions of self-esteem and language
learning strategies.

Introduction

In Indonesian Education, English is considered a compulsory subject from elementary school up to the university levels. Individuals who speak English are able to learn more, obtain more information, and communicate with people from other nations because of this language's universality. Because of that, English becomes important and priority (Reddy, 2016). However, we know that not all of the students are interested to study English. In their mindset, English is a complicated subject. That is why only some of the students can become successful English learners. The students' varying academic performance—good, average, and even subpar—proves it. There are several aspects that might influence a learner's success, and these factors can come from either the outside or the inside. The external factors consist of environmental and instrumental factors whereas the internal factors consist of physiological and psychological factors. Many variables involved in language learning such as intelligence, verbal ability, study habits, attitudes, motivation and personality factors. In this study, the writer analyzed students' learning achievement by investigating the internal and external factors. Self-esteem and language learning techniques were two of the many elements that the author selected. to become the focus of this study.

According to Ellis (1994), one of internal factor of successful second language learning is language learning strategies. Ihsan & Diem (1997) mentioned that When examining the internal variables that contribute to why English feels difficult to learn, learning style and learning method must be taken into account. Anderson (2005) explained that Students that employ a variety of learning techniques will be better at acquiring languages. Language learning strategies take main role to successful language learning. Furthermore, it can be assumed language learning strategies give positive contribution to learners' English achievement. Actually it was already proved by many researches. One of them is research by Almunawaroh (2019) which studied the correlation between LLS and English achievement of the undergraduate students of English education study program. It

was found that students who use all strategies generally had very satisfactory English achievement.

In a different study, Winasari (2010) found that both language learning anxiety and language learning tactics had a substantial impact on students' English ability. In the learning process, every student commonly has different ways or strategies to achieve the objective of a certain subject. Especially in mastering a language, in this case, learning English, the students exactly have their language learning strategies. For this reason, the writer tried to know their language learning strategies through this study. According to Hismanoglu (2000), as there is a lot of information for students to comprehend in the language classroom, they employ various language learning strategies to complete tasks and process fresh data. According to Oxford (1990), language acquisition techniques are particularly significant because they serve as tools for the active, self-directed movement that is necessary for the development of communicative competence. It is also essential for teachers to know students' learning strategies. Mainly due to the fact that methods for language acquisition might reflect how learners handle activities or challenges faced while in the process of learning the language. Hismanoglu (2000) went on to say that language learning techniques provide teachers with important hints about how their students appraise the situation, plan, choose the best abilities to understand, learn, or recall new input offered in the language classroom.

In Maslow's hierarchy of needs, there are five main levels of life need. It begins from the most basic need to the most advanced needs. At the first level, the most fundamental one is physiological needs (such as air, food, water, shelter, clothing, warmth, sex, and sleep); the next is safety needs (including protection from the elements, security, order, law, and stability); the third is love and belongingness needs; the fourth is esteem needs; and the final one is self-actualization needs (including realizing one's potential, etc.); self-fulfillment and seeking personal growth and peak experiences). From this hierarchy, it can be seen that self- esteem has important role in human needs. Self-esteem cannot take away from human life. It cannot be separated and should be engaged in human being.

The importance of today's students'self-esteem as one of the key elements influencing their academic success is growing. Good academic achievement has been linked to having a high sense of self.

According to Kalouti-Mekky (2012), A stance of either approval or disapproval can contribute to one's self-esteem and reflects how much a person believes they are competent, relevant, successful, and deserving. Self-esteem, according to Woolfolk (2009), is the assessment and pupils' view of oneself. It can be said that self-esteem is one of the internal factor which comes from the students' personality in the way they see, investigate, evaluate, and estimate themselves. It was assumed when they were conscious who they are, how worth they are, how capable they are, and so on, they can make some progress or positive movements in their life.

In general, having high self-esteem enables individuals to regard themselves as active and capable people, which enables them to encourage change through effort and set higher goals, both of which lead to the acquisition of new knowledge. People with higher academic accomplishment have a tendency to feel more confident, in contrast to individuals who lack confidence in themselves and have lower academic achievement. Based on the statements above, the writer was interested to observe the self-esteem of students in her society, because they tend to less motivate in learning English and think English is not too important.

According to Abdullah (2000), there is a wealth of psycho-sociological evidence showing that students' lack of interest in working toward high academic performance and zeal to positively and effectively contribute to national development is caused by their lack of achievement motivation and low self-esteem. This lack of interest in working toward high academic performance and zeal to positively and effectively contribute to national development is caused by students' lack of achievement motivation and low self-esteem. 1,335 university students from seven faculties, including male and female students, participated in this survey. Akinleke (2012) found that low anxiety students had higher GPAs than high anxiety students and that there was a positive correlation between self-esteem and academic performance in another study that looked at how test anxiety and self-esteem affect academic achievement.

Randa (2017) demonstrated that there is a positive association between tenth grade students at SMAN 3 Ketapang's self-esteem and English achievement, with a significant correlation value of 0.374. It meant that as pupils' self-esteem rose, so did their proficiency in the

English language. According to Yeshodahara (2012), kids who have high levels of self-esteem also exhibit high levels of self-confidence, good problem-solving skills, assertiveness, and good performance or achievement. A healthy sense of self-esteem, according to Plummer (2015), involves feeling capable, lovable, and accepted.

According to Fiamrillah (2016), a test or assignment that is given by the teacher is essential in order to evaluate the progress that students have made throughout the course. This is because it is essential to know how well learners understand the material being taught. Students are required to engage in the action of achievement as part of the learning process. Therefore, the learning process ought to be incorporated into the achievement. The level of achievement demonstrates whether or not the learning process was successful.

This article presents the findings of a study that was carried out by Oktaria (2015) and titled "The Relationships Between Language Learning Strategies, Grammar Mastery, and Writing Achievement of Intermediate Level Students Enrolled in the Gloria English Course in Palembang." The study was shown to intermediate level students who were enrolled in the Gloria English course in Palembang. She observed in her research that there are substantial relationships between students' language learning practices, their level of mastery of grammar, and their level of accomplishment in writing. She also discovered that the majority of the students who participated in her study and were utilized as a sample employed direct ways for learning, particularly the memory approach as their strategy for learning language. After that, the author made the decision to conduct research into whether or not there was a correlation between self-esteem, language learning methodologies, and students' English achievement among students in the eleventh grade at the state of senior high school 2 in Muara Beliti.

Research Metode

The research was quantitative, and the ex-post facto research design was used for the research design. The participants in this study were the students who were enrolled in the 11th grade at SMAN 2 Muara Beliti during the academic year of 2021/2022. In this particular investigation, a technique known as cluster random sampling was used. The researcher used this method to collect data

for this study, and the sample consisted of two courses with a total of sixty-four participants.

Table 1. Population of Research

No	Class	Male	Female	Total
1	XI MIA-1	8	24	32
2	XI MIA-2	10	22	32
3	XI MIA-3	12	20	32
	Total	30	66	96
4	XI IIS-1	18	17	35
5	XI IIS-2	11	21	32
6	XI IIS-3	22	13	35
7	XI IIS-4	17	17	34
	Total	51	51	102

(Source: Staff of Administration of SMAN 2 Muara Beliti)

This study used two kinds of instruments in collecting the data, documentation and questionnaire. The researcher used documentation to request the report card of the student to get the information about English achievement of the students. Then the questionnaire, RSES and SILL was given to the students to measure students' level of self-esteem and students' language learning strategies.

Table 2. Scoring System of RSES

Item Number	Strongly Agree	Agree	Disagree	Strongly Disagree
1, 2, 4, 6, and 7	3	2	1	0
3, 5, 8, 9, and 10	0	1	2	3

Table 3. Scoring Category of RSES

Score	Category
30-15	High
14-0	Low

The Strategies Inventory for Language Learning was used to collect data on the second variable, which was language learning strategies (SILL). Rebecca Oxford (1990) came up with the idea for the SILL, which is an instrument that may be used to determine how frequently students apply various strategies for language learning. The SILL is now one of the most helpful manuals of learner strategy assessment tools that can be found everywhere. The SILL utilized a five-point Likert scale for which the students were asked to indicate their replies on a range of one to five to a technique description such as "I attempt to identify pattern in English." It is a 50-item instrument that is divided into two primary categories, direct and indirect tactics, each of which is further subdivided into six categories. There was no provision for a reversed score inside this questionnaire.

Tabel 4. Oxford Taxonomy of Second Language Learning Strategies

Strategies	Subdivided Strategies	Number of Items
Direct strategy	(Part A) Memory strategy	9
	(Part B) Cognitive strategy	14
	(Part C) Compensation strategy	6
Indirect strategy	(Part D) Metacognitive strategy	9
	(Part E) Affective strategy	6
	(Part F) Social strategy	6
Total		50

Even though these instruments were pre-made questionnaires that had already been used on multiple occasions by a large number of researchers, and even though the validity and the reliability had already been demonstrated, the writer checked the validity and the reliability to determine whether or not the instruments were appropriate and suitable for the research sample. Even though these instruments were pre-made questionnaires that had already been used on multiple occasions by a large number of researchers, and even though the validity and the reliability had already been demonstrated, the writer checked the validity and the reliability.

This was done in order to determine whether or not the instruments were appropriate and suitable for the research sample. Therefore, the author conducted a test on themselves first to ensure the validity and reliability of the instruments before distributing them to the sample. The rehearsal took place three days before the sample was given actual instruments to test out. The participants of the try out were members of Class XI IIS-1. Actually, there were twenty students in the first session of Class XI IIS-1, despite the fact that the school had a rule that instructed dividing the class into two sessions due to the pandemic. As a result, the author was only permitted to conduct the tryout in the first session, which had twenty students. After the writer had obtained the results of the validity and reliability tests, the writer next proceeded to do the research on the sample.

When r-count was higher than r-table, the item was considered to be valid. Because there were 20 people who filled out the survey, the r-table value was 0.4438 (with a significance level of 0.05 percent, two-tailed). It was determined that all of the items were legitimate due to the fact that the r-count of all of the items was higher than the r-table. This suggested that the questionnaires utilized in this research were of a sufficient quality.

Table 5. The Reliability Result of RSES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.942	10

From table above, cronbach's alpha of RSES was 0.924, this value was interpreted as very reliable criterion.

Tabel 6. The Reliability Result of SILL

Reliability Statistics	
Cronbach's Alpha	N of Items
0.974	50

From table above, cronbach's alpha of SILL was 0.974, this value was interpreted as very reliable criterion. So it was concluded that the two instruments could be used in this research to measure students' self-esteem and language learning strategies in SMA Negeri 2 Musi Rawas.

Result and Discussion

To analyze the correlation between two variables (X1 and Y, X2 and Y, X1 and X2), the researcher used pearson product moment (rxy) and to see the correlation among three variables above, multiple regression analysis were applied. The calculation of the data was done by using SPSS 25. The result of correlation calculation testing could be seen as follow:

Table 7. Summary of Correlations between Variables

		SELF-ESTEEM	LLS	ENG ACHIEVE
SELF-ESTEEM	Pearson Correlation	1	.680**	.432**
	Sig. (2-tailed)		.000	.000
	N	64	64	64
LLS	Pearson Correlation	.680**	1	.467**
	Sig. (2-tailed)	.000		.000
	N	64	64	64

ENG ACHIEVE	Pearson Correlation	.432**	.467**	1
	Sig. (2-tailed)	.000	.000	
	N	64	64	64
**. Correlation is significant at the 0.01 level (2-tailed).				

It means there was a significant correlation between self-esteem and English achievement. While pearson product moment correlation was r= 0.432. It showed that the correlation between self-esteem (X1) and English achievement (Y) was moderate correlation. Moreover, r^2 = 0.187, since r-square was 0.187 it means the contribution of self-esteem to English achievement was only 18,7 % and 81,3% were influenced by other factors.

Based on the table above the result of the correlation coefficient between language learning strategies and English achievement was $RX_2Y=0.467$ with $R^2 =0.218$. R product moment showed that the correlation between X_2 and Y was moderate. The significant level was 0.000. It was lower than 0.005, consequently H_0 is rejected. It indicated that there was a significant correlation between language learning strategies and English achievement.

The analysis of the correlation among Self-Esteem, Language Learning Strategies, and English Achievement used multiple regression in SPSS 25. The result of correlation coefficient is presented on table below.

Table 8. The Correlation Coefficient of Self-Esteem together with Language Learning Strategies toward English Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.493a	.243	.218	5.280	.243	9.772	2	61	.000
a. Predictors: (Constant), LLS, SELF-ESTEEM									

The research found the result of the correlation coefficient among three variables was RX1X2Y=0.493 with R^2 = 0.243. R product moment showed that the correlation between X1X2 and Y was moderate. Based on the data from table 11, the researcher found that probability value (sig. F change) = 0.000, since sig. F change lower than 0.05, consequently H_0 was rejected. It meant that self-esteem, language learning strategies and English achievement of the eleventh-grade students of the state of senior high school 2 of Musi Rawas had a significant correlation.

The regression data analysis proved that there was statistically positive significant correlation between independent and dependent variables, self-esteem and English achievement, language learning strategies and English achievement of the eleventh-grade students of the state of senior high school 2 of Musi Rawas in academic year 2021/2022. But, the contribution of independent variable to dependent variable was in moderate level. While the multiple regression showed the correlation among three variables was also significant. Self-esteem variable explained about 18.7% variation on students' English achievement whereas language learning strategies variable contributed around 21.8% on English achievement. There was an increase when two independent variables were combined. The R square became higher in 0.243. It means there was about 24.3% English achievement was determined by the combination of students' self-esteem and their language learning strategies. The conclusion was that the contribution increased when self-esteem and language learning strategies are collaborated and then are implemented in a certain learning process moment.

Many research proved self-esteem and language learning strategies are obviously important factors and have big contribution to the progress of foreign language learning and related closely to students' achievement. While this research that was conducted to the eleventh-grade students of the state of senior high school 2 of Musi Rawas, the strength of influence of self-esteem and language learning strategies to students' English achievement took almost a quarter of 100% contribution. So, the role of other factors took bigger portion than the role of self-esteem and language learning strategies. It was caused since they weren't familiar with self-esteem, psychology, personality, and so on. And they didn't know how to involve it in their language learning process to make a progress for their

achievement. Moreover, at school they only did the tasks and the lessons without considering what strategies they would be used.

In contrast, a study by Saputra (2013) entitled the correlation between students' vocabulary mastery, self-esteem, and their speaking ability at third semester of SMKN 1 Kotabumi, North Lampung academic years 2013/2014 which correlated self-esteem and students' speaking ability found that there was positive correlation between self-esteem and students' speaking ability. It described obviously self-esteem was an effective factor that was able to influence the mastery of students' language skills. And the contribution of self-esteem was more than 50%. In addition, a study by Oktaria (2015), the writer found the contribution of language learning strategies (X1) to writing achievement (Y) was 44.6%.

Students'self-esteem and their language learning strategies have significant correlations to their English achievement. Even though the correlations were in moderate level. Automatically, the contributions of students' self-esteem and their language learning strategies were not too big. Many other factors had more contribution to English Achievement.

Actually, self-esteem and language learning strategies are necessary for the students to help them reaching the goals in learning process. The analysis showed that there were positive correlations, it meant the more they involved self-esteem and the language learning strategies, the more they got high achievement.

It can be said that it is important for students to consider, increase, and expose their self-esteem and language learning strategies because the result of the research showed that the combination of them create positive contribution to the students' English achievement.

From the result of the study, it described that both of self-esteem and learning strategies correlated to English achievement. It indicated the students should involve and increase these factors to make language learning process easier and more enjoyable. However, the contribution didn't indicate the big role but this factors still have probability to help students reach their goals in language learning. Self-esteem could make the students become a person who is consistent, confident, initiative, full of spirit, grateful, respectful, etc. In learning strategies, the students can use direct strategies and

indirect strategies. In direct activities, the students can do many activities, such as studying in group not individually because teamwork has many advantages, translating words, phrases, and sentences, summarizing the lesson, using gesture as alternative when not able verbally, and so on. Moreover, the activities that probably can be done by the students when using indirect strategies in language learning are paying attention to the teacher or speakers, planning for a language task, self-evaluating, self-rewarding, making a checklist, and so on. When the students have appropriate learning strategies which are fix to them, the students can increase their English skill automatically, because the best strategy can help their learning.

Conclusion

The researcher who wrote the paper arrived at the following inferences and conclusions after analyzing the results of the study: (1) There was a substantial association between the students' self-esteem and their level of English achievement in the eleventh grade at State Senior High School 2 of Musi Rawas in Musi Rawas Regency (2) There was a strong association between the students' language learning practices and their English achievement among the students in the eleventh grade at the state of senior high school 2 in Musi Rawas (3) There was a substantial association between the students' self-esteem simultaneously with their language learning strategies toward English achievement among the students in the eleventh grade at the state of senior high school 2 in Musi Rawas.

Considering that self-esteem and language learning strategies were related to the students' English achievement, it is essential for those who are related to the field of education to pay more attention to these factors and its elements. There were some suggestions after conducting this research. They stated as follow:

First, For English Teacher. In EL/EFL classrooms where the characteristics of the students are various, the teachers or lectures as the facilitators should have adequate knowledge concerning the individual differences of the learners. In this case, it is suggested to emphasize the students' self-esteem and their preferred learning strategies in order to provide optimal instruction and to create good atmosphere in classroom.

It is good for the teacher to recognize the variability of the students' language learning strategies and the degree of students' self-esteem because it will determine how the students react, respond, and behave to the situation in the classroom. Hopefully, this knowledge will help teacher in designing and deciding the appropriate activities to the students. So, the objectives of the lesson can be obtained successfully.

Second, For Student. The students are suggested to aware, notice, and develop whole aspects of language learning strategies, because all of them will greatly help students in the process on language learning process. It is expected that students have awareness to their self-esteem so that they can love themselves and will think that they are worth to be better. They will not have insecure feeling which can give negative impact to them. Self-esteem will give many benefits to the students' way of thinking and behaviour. By knowing and emphasizing their self-esteem and language learning strategies, the students can identify their strengths and weaknesses in order to maximize their skill and their proficiency in academic performance.

Third, For other Researcher and Reader. The writer expected this study could be used as a reference or additional source to do similar research in the future. This study hopefully provided some information and beneficial values of self-esteem, language learning strategies, and English achievement. For further information and depth analysis, other kind of research such as action research or experimental research are needed to search any solutions for any progresses in language learning and learning achievement.

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