

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Nature of Achievement

The definitions of achievement are defined by linguists, According to Brown, H.D. (2001:391), an achievement is related directly to classroom lessons, units, or even a total curriculum, achievements test are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in questions. Meanwhile, Hughes (1989:10) stated that achievement test are directly related to language courses, their purposes being to establish how successful individual students, group of students, or the courses themselves have been in achieving objectives. It can be understood that an achievement is the result, the successfulness, ability, or the progress in learning educational experiences; it generally indicates the learning outcomes of pupil. In formal or informal educations achievement is used as a measure tool to determine the result of learning, whether the students are succeed or failed in their study.

Brown (2007) says academic achievement is final rating of students determined by teacher through point system, expressed by a letter grade. Phy, Gary (1997) explains that achievement can be defined as “(1) accomplishment or proficiency of performance in a given skill or body of knowledge (2). Progress in school. As Phy, said in point two, achievement is progress in school, however for most of institutions in Indonesia an achievement is the final result of a study, as usually the achievement can be seen on students’ report or on a letter grade at

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each semester, it means that achievement is not a school progress, but achievement is a final decision given by educators to measure the successfulness of students' in understanding and applying the lesson. Furthermore in the higher educations' system of Indonesia, to measure the learning achievement is not only taken from the final semester test score, but it is accumulation of attendant, exercises, task, quiz, mid semester test and the semester test.

## 2.2. Kinds of Achievement.

The students' achievement can be measured by conducting a test, or it namely an achievement test, and the experts have divided achievement test into two kinds; they are final achievement test and progress achievement test, according to Hughes, A. (1989:11) final achievement tests are those administered at the end of a course of study, and progress achievement test are intended to measure the progress that students are making. Since progress is toward the achievement of course objective. On the other hands, Brown, J.D. (1996:14) tells about achievement decision, he says that achievement decisions are decisions about the amount of learning that students have done.

In other words, the final achievement that appears on students' letter grade are accumulation of various sources such as, attendant, exercises, task, quiz, mid semester test and the semester test. The progress achievement test is usually conducted after an educator has completed to present all of teaching materials in a chapter. Achievement decision is one of the process that can be conducted by an institution to measure the students' comprehension of a subject, whether the

students are succeed to achieve the goal and objective of learning, and also as one of the considerations, whether the students have already met the requirements to pass the tests before they are going to step up to the next levels, or to graduate.

### 2.3. Nature of Self-efficacy.

According to Bandura, A (1986) self-efficacy is social-cognitive theory of human behavior, which seeks to account for the influence of both the traits, beliefs, and thoughts of the individual and the social environment within which people operate on a person's behavior. And then Bandura, A (1997:307) explain that self-efficacy is a belief in one's own ability to successfully accomplish something. It can be said that the students' belief in their ability and capability will influence their behavior, and self-efficacy has became one of the important aspects to consider, as the expectation, an educator will pay attention to the students self-efficacy categories and arrange a good teaching and learning strategy, as the result students are able to reach a maximal English achievement.

Huang (2011), in his brief summary of his paper on the topic. "Gender differences in academic self-efficacy" mentioned that Self-efficacy is a construct that was developed to distinguish beliefs about one's capability to successfully achieve specific goals. Bandura, A. (2005:309) says self-efficacy is a judgment of capability to execute given types of performances; outcome expectations are judgments about the outcomes that are likely to flow from such performances. To put it in different way, the beliefs of individuals about their abilities and outcome of their efforts influence in great ways how they will behave. At last, according to

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Zimmerman. B.J. (2000:82). Self-efficacy differs conceptually and psychometrically from related motivational constructs, such as outcome expectations, self-concept, or locus of control. In the other words, self-efficacy is a belief about individual capabilities of performing a certain task rather than the real capabilities the individual have.

#### 2.4. Conceptualization of Self-efficacy

Self-efficacy is one important motivation constructs and it is derived from social cognitive theory which was developed by Bandura (1997). According to social cognitive theory, when facing a certain task and with an intention as a guide, individuals analyze the task, set their own goals, plan systematic strategies they will adopt and future behavior they will perform through forethought, aiming at attaining the desired outcome (Bandura, 2001; Zimmerman & Cleary, 2006). Social cognitive theory regards human functioning as a product of a dynamic interplay of a) personal factors including cognitive, affective, and biological events; b) behavior and c) environment (Pajares, 2002). Three factors influence each other with a reciprocal relationship. That is, how individuals explain their performance outcomes informs and changes their environments and self-beliefs. These environments and self-beliefs in turn, inform and alter individuals' subsequent performance.

Bandura (1986) regarded self-reflection as the most uniquely human capability through which individuals evaluate and alter their behavior. Self-efficacy serves as one perception of these self-evaluations in social cognitive

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theory and a key personal factor which has a predictive function to one's behavior. Bandura (1997) demonstrated that individuals make causal attributions through mechanisms of personal agency, among which self-efficacy is the most pervasive and central. As people have no incentive to behave if they do not believe that they are capable of producing desired outcomes by their actions, self-efficacy belief serves as a basis of actions. Therefore, self-efficacy is a belief about individual capabilities of performing a certain task rather than the real capabilities the individual have.

### 2.5. Characteristics of Self-efficacy.

Self-efficacy has some distinctive characteristics which distinguishes itself from other self-beliefs. Firstly, Pajeras, F. (2006:342) states, "Self-efficacy beliefs help determine what people will do with the knowledge and skills they possess and determine their behavior". Self-efficacy beliefs are assumed to influence individuals' thinking, pessimistic or optimistic way, the amount of efforts individuals would like to spend on pursuing certain goals. Pajares and Schunk, (2001) say that self efficacy provides the foundation for human motivation, well-being and achievement. Therefore, self-efficacy beliefs make a powerful contribution to the prediction of individuals' outcomes.

Bandura and Locke (2003:12) states "the belief of the individual in his ability to organize and carry out the course of action required in order to generate the desired results". Self-efficacy perception thus relates to the individuals' beliefs regarding their abilities to mobilize the motivational, cognitive and behavioral

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resources needed in order to respond to the demands of a given situation, On the other hand, Wood and Bandura (1989: 408) said, in fact, the attainment of objectives requires not only the possession of certain aptitudes, but also an awareness of this possession. In other words, if the level of competency influences the performance obtained, its impact is nevertheless mediated by the beliefs regarding personal efficacy.

Furthermore, Zimmerman & Cleary, (2006:46) said that self-efficacy percepts are not only context-specific but also domain and task-specific. It means that a student with a lower sense of self-efficacy in learning English in a competitive classroom environment than in a non-competitive learning context. On the other word, every people have different levels of self-efficacy, for example, a students may highly efficacious in performing well in English reading, but not confident in listening.

## 2.6. Sources of Self-Efficacy.

According to Bandura (1997), there are four sources of self-efficacy, firstly mastery experience which refers to prior performance (failure or success). In a learning process, the students' experiences in comprehend the lessons, tasks, exercises and test will able to influenced the students' self-efficacy, if the students had a good experience in the past, the effect is, they will have a strong self-efficacy, and if they had a bad experience, they will have a weak self-efficacy. In general, frequent performance successes generate a high sense of self-efficacy and consistent achievement failures result in lower self-efficacy.

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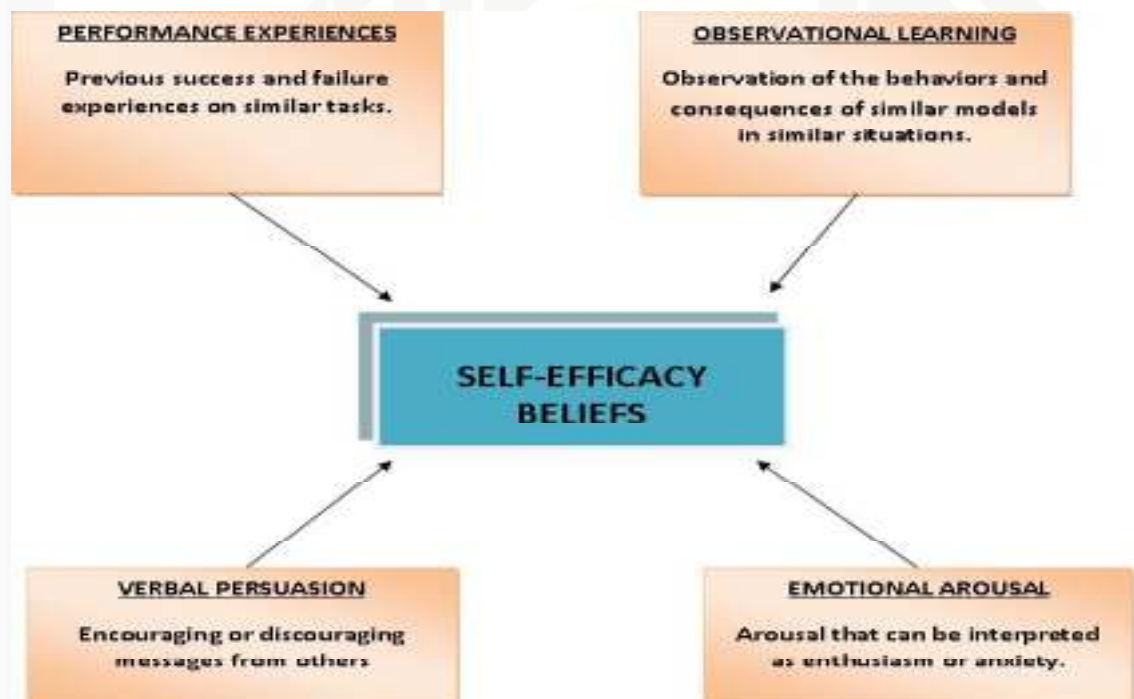
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Secondly, vicarious experience of observing others people, so when people assess their capabilities in relation to the attainments of others, they will relate it to themselves. Zimmerman and Cleary (2006) suggested that individual perceived efficacy also depended on how individuals interpreted and evaluated the circumstances and factors surrounding the accomplishments. For some of the students, they can evaluate and interpreted the factor of their accomplishment in doing something, and they consider that, there must be a factor why they are success or failure to accomplish something. Zimmerman and Clearly (2006) also gives the example, self-efficacy of a student who performed well in a test may not increase if the test was perceived easy. However, a student who failed in an examination may not negatively change his self-efficacy if he believed the failure was caused by external factor such as bad mood.

The third source of self-efficacy is verbal persuasion, Schunk, (1987) mentions, the positive effect on self-efficacy is strong when observers belief that they are similar with the models and they can be successful as well by following the model's behaviors. People who are persuaded that they have capabilities to accomplish a certain task or encouraged verbally are more likely to persist and have a higher sense of efficacy. Cleary & Zimmerman, (2004) in Graham, (2007) researchers argued that in academic settings, more long-lasting changes of self-efficacy beliefs can be realized by providing them with feedback linking achievement progress with strategy use and make students attribute performance failures to ineffective strategy use

The last, physical and affective states. It is the source of information that individuals use to form perceptions of self-efficacy belief. People partially rely upon somatic information conveyed by emotional states in judging their capabilities (Zimmerman & Cleary, 2006). It can be concluded that the individual perception of themselves will be able to give influence to their self-efficacy belief, if they believe they can accomplish the task, they will be succeed and will be more confidence, but they will not be succeed if they doubt of their capabilities.

**Figure II.1.**  
**Sources of Self-efficacy**



## 2.7. Self-efficacy in Language Learning.

Brown, H.D. (2007:143) explains that the prospect of learning a second language is itself potentially so overwhelming that learners can—and often do—





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lose momentum in the face of a number of forms of self-doubt. One of the most important roles of successful educator is to facilitate high levels of self-efficacy in their students. By this explanation, it is a considerable importance for educators in that students with high self-efficacy actually engage in doing a task, therefore they achieve higher score than those learner with low self-efficacy, even though they may have low ability.

However, the findings of Yang (1999) showed that students with high levels of perceived capability in foreign language learning used more learning strategies, especially functional practice strategies. In addition, students who used more learning strategies were more confident in foreign language learning. It means that learning strategies are also the important factors for the students to get a good achievement, and these strategies can be developed if the students have a high self-efficacy, students can do various strategies in learning the language.

Few studies investigated the connections between self-efficacy in foreign language learning and causal attributions. Pei-Hsuan (2005) and Pei-Hsuan et al (2008) asked 500 undergraduates who were enrolled in Spanish, German, and French courses to make perceived attributions for their academic performance. It was found that self-efficacy correlated with ability and effort positively.

As Bandura (1986) pointed out, judgments of self-efficacy are task and context, domain and task specific, a number of studies have explored students' self-efficacy in many different areas such as mathematics, science and sports. However, the research of self-efficacy in foreign language learning has been surprisingly neglected. Those self-efficacious students are confident in solving

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problems because they have found the most effective ways to solve problems during learning process in the past (National Capital Language Resource Center, 2000). Yang's (1999) study which connected foreign language learners' self-efficacy with learning strategy use was supported by Graham (2004), who argued that the role of learning strategies should not be neglected in foreign language learning. All in all, its show that self-efficacy give significant influence to the students to be succeeds to achieve the language achievement.

## 2.8. Self-Efficacy and Sustained Efforts and Persistence

Self-efficacy beliefs serve as a good predictor of academic performance because individuals' subsequent behaviors are influenced by these beliefs of capabilities in performing certain tasks. In the academic settings, students holding different efficacy levels behave differently in terms of both effort and persistence. Studies suggested that students with low self-efficacy tend to engage in fewer efforts and give up more easily when encounter obstacles. This resulted in poor performance and their lower self-efficacy. Comparatively however, students who are highly efficacious in their capabilities of performing certain tasks tend to make greater efforts and persist longer even when they have difficulties or challenges (Bandura, 1977).

It can be seen that self-efficacy which influences individuals' behaviors is a better predictor for academic performance than actual abilities as students with same level of abilities but different degrees of self-efficacy behave differently in terms of both efforts and persistence, which in turn affect their academic



achievement. However, Pajares (1997) argued that it does not mean that only by believing they can, people can successfully produce outcomes even beyond their abilities as desired performance requires both self-efficacy and necessary skills and knowledge. However, how individuals perceive their capabilities determine the attitudes and actions individuals take toward the knowledge and skills they have. Also, how well knowledge and skills are acquired is largely affected by personal efficacy beliefs.

## 2.9. Measuring Self-efficacy.

According to Bandura (1997) there are many ways to measure self-efficacy, first, Skill Confidence Inventory Scale (SCI), The SCI scale measures perceived confidence to successfully complete several tasks, activities, and coursework. He explains that The SCI consists of six 10 item General Confidence Themes (GCT scales) (sixty items total). Each 10 item scale is scored by taking the mean of responses of each scale. GCT scales measure perceived level of confidence and range from 1 to 5; 1= No Confidence and 5= Complete Confidence. A score of 3.5 or higher implies a high skill confidence for that scale (Betz, Borgen, and Horman, 1996), and Betz et al. (1996) said The SCI scale is written in an eighth grade reading level and can be administered to high school students, college students, or working professionals. The SCI is offered in pencil and paper format via mail in tests, and in the Entrepreneur Report. The SCI is also available via the internet through the Consulting Psychologists Press.



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The more specific self-efficacy measure is Mathematic Self-efficacy Measure (MSES). Bandura tells that, The MSES measures self-efficacy in the domain of math. This is the most commonly used scale to measure self-efficacy in math related tasks. It was created by Betz and Hackett (1983). The scale ranges from 0 to 9; 0= Not at all difficult and 9= Extremely difficult. The last Generalized Self-Efficacy scale (GSE). Bandura says, one could say that it measures self-efficacy in adaptation, optimism, and coping in regards to facing adversity or everyday problems. The purpose of the GSE is to measure confidence in goal setting, effort, and persistence; it was created by Schwarzer and Jerusalem, 1995.

#### 2.10. The Nature of Self-esteem.

Self-esteem has long been considered an essential component of good mental health. This concept is popular in science of psychology, it refers to an individual's sense of value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991). Self-esteem is a set of attitudes and beliefs that a person brings with him or herself when facing the world. It includes beliefs as to whether he or she can expect success or failure, how much effort should be put forth, whether failure at a task will "hurt," and whether he or she will become more capable as a result of difficult experiences (Coopersmith, 1967, 1981).

According to Bailey, J.A. (2003:389) says that self-esteem is the summary judgment of everything a person can assess about him/herself. (Rosenberg 1990).



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Self-esteem refers most generally to an individual's overall positive evaluation of the self. It means that a judgment of someone about himself is called self-esteem. Both of experts mention about the word of "judgment". It becomes important in how do people judge about them self, and how the individual perception about him/her value or worth in environments, the answer of these questions will determine the level of self-esteem.

Branden, A. (1994) says self-esteem is the disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness. According to Coopersmith, (1967) in Brown, H.D. (2000), state that self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves.

On the whole, self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, furthermore self-esteem also gives different result in emotional states, and which becomes developmentally stable but it still open to variation depending on personal circumstances.

### 2.11. Theory of Self-esteem.

The theories of self-esteem are explained by some experts, firstly, In 1994 Branden wrote *The Six Pillars of Self-Esteem*. He states that there are six pillars which form the foundation of self-esteem. They are the practice of living consciously, the practice of self-acceptance, the practice of self-responsibility, the practice of self-assertiveness, the practice of living purposefully, the practice of

personal integrity. The literature on self-esteem promotes the outlook of self-esteem as a construct that explains a person's ability to adapt to the environment. The inner balance and stability which each person achieves is directly related to their emotions, social relationships, and behaviors (Blascovich&Tomaka, 1991; Branden, 1969; Brockner&Wallnau, 1981; Coopersmith, 1967, 1981; Rosenberg, 1979).

Secondly, James (1983) in his *Principles of Psychology* defined self-esteem as being the sum of an individual's successes divided by what they think they ought to achieve. Self-esteem can be increased by achieving great successes and maintained by avoiding failures. Raised self-esteem could, he argued, also be achieved and maintained by adopting less ambitious goals. According to Alexander (2001), the founder of the Self-Esteem Network in Britain, views self-esteem as a syndrome, as a set of indicators for mental well-being. The core of self-esteem is an "unconditional appreciation of oneself" meaning an appreciation of both an individual's positive and negative potential in its fullest sense. He also distinguishes between 'trait' self-esteem which reflects confidence or ability in a particular area, such as work or port, and 'global' self-esteem which is intrinsic worthiness regardless of what particular abilities or qualities an individual may possess.

Finally, Coopersmith (1967, 1981) in his study suggested four major factors which are important in the development of self-esteem: the treatment and acceptance received from significant others in life, a person's past successes, the values and aspirations which modify and interpret a person's experiences, how a

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person responds to devaluation. Self-esteem is described by Coopersmith as a process of integration, where the individual becomes a member of the group and internalizes ideas and attitudes as a mirror image, via key figures and by observing actions and attitudes. Self-esteem is a form of self-protection since any loss of self-esteem can bring feelings of distress. Since the presence of anxiety can minimize our self-esteem, defenses allow the maintenance of an idealized image, and Diaz (1984) says that the events and the people which surround the individual have a direct relationship with the development of self-esteem.

### **2.12. Components of Self-esteem.**

Self-esteem develops at an early age. Egertson, (2006) says that children who have a healthy self-esteem are satisfied in their activities without the constant need for approval. According to Rogers, (1951) Rogers & Dymond (1954) explain that the development of self-esteem is characterized by two types. One of these feelings are feelings of belonging, it is rooted in social experiences; Rogers (1951) Rogers & Dymond (1954) says belonging is the feeling that one is unconditionally loved and valued, not for any particular quality or reason but simply for who one is. A sense of belonging gives people a secure base in life. It means feeling of belonging is a perception of the other people to an individual, and an individual feels that the others perception about him are accepted and he/she like that perceptions.

The other is feeling of mastery; it is somewhat more personal in nature. Feeling of Mastery is a feeling of an individual about their successful in activities,

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It can be said mastery is the feeling we get when we are immersed in an activity or are striving to overcome some obstacle. According to Deci & Ryan, (1995) Mastery involves the perception that one is having an impact on the world—not necessarily in any large-scale sense, but in one’s day-to-day life.

### 2.13. Sources of Self-esteem.

There are many theories about the source of self-esteem, For instance, William James (1890) argued that self-esteem developed from the accumulation of experiences in which people’s outcomes exceeded their goals on some important dimension, under the general rule that *self-esteem* = *success/prentensions*. It can be said that individual experiences are the basic of the self-esteem sources, moreover, self-perceived skills that allow people to reach goals are also important to assess. Thus, measures ought to include some reference to personal beliefs about competency and ability.

According to Heatherton & Wyland (nd:221) many of the most popular theories of self-esteem are based on Cooley’s (1902) notion of the *looking-glass self*, in which self-appraisals are viewed as inseparable from social milieu. Mead’s (1934) *symbolic interactionism* outlined a process by which people internalize ideas and attitudes expressed by significant figures in their lives. It means that, they will be influenced by people around them, and low self-esteem as the result of reject, ignore, demean, or devalue the person by the figure in his life. Subsequent thinking by Coopersmith (1981) and Rosenberg (1965, 1979), as well as most contemporary self-esteem research, is well in accord with the basic tenets





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of symbolic interactionism. According to this perspective, it is important to assess how people perceive themselves to be viewed by significant others, such as friends, classmates, family members, and so on.

Baumeister & Leary, (1995) says for most of human evolution, survival and reproduction depended on affiliation with a group. It means that people who belonged to social groups were more likely to survive and reproduce than those who were excluded from groups. When people behave in ways that increase the likelihood they will be rejected, they experience a reduction in state self-esteem. Heatherton & Wyland (nd:222) explains, self-esteem serves as a monitor, or sociometer, of social acceptance–rejection. At the trait level, those with high self-esteem have sociometers that indicate a low probability of rejection, On the other hand, the students with low self-esteem have sociometers that indicate the imminent possibility of rejection, and therefore they are highly motivated to manage their public impressions, and therefore such individuals do not worry about how they are being perceived by others.

#### **2.14. Self-esteem in Language Learning.**

Arnold (1999) and many other researchers refer to the importance of affect in the language classroom. Language learning is an anxiety-provoking experience for many students As Horwitz et al (1988) note,

The importance of the disparity between the "true" self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science. Probably no

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other field of study implicates self-concept and self-expression to the degree that language study does.

Generally, self-esteem is one of the central drives in human beings. When the level of self-esteem is low, the psychological homeostasis is unbalanced, creating insecurity, fear, social distance and other negative situations. Self-esteem can exercise a determining influence on a person's life, for good or bad; when there is very low self-esteem, this may even bring about a need for clinical treatment. However, though in the context of language learning low self-esteem is a nonclinical phenomenon, it can have serious consequences. Students may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel deeply insecure and even drop out of the class.

In the language classroom it is important to be concerned about students' self-esteem. Educators need to be aware of their own self-esteem, to understand what self-esteem is, what are the sources and components, and how applications can be implemented in the language classroom. This implementation should be based on a valid framework. In this book, many authors have adopted Reasoner's model, which comprises security, identity, belonging, purpose and competence as the main components of self-esteem. Applications of a self-esteem model should be pre-planned in the teaching units and integrated within the foreign language curriculum.

### 2.15. Global and Specific Self-Esteem

Several studies reveal that self-esteem is not a unitary construct, but it consists of a number of distinguishable components such as academic self-esteem

in specific subject domains, physical self-esteem, and social self-esteem. Therefore, when some researchers use academic self-esteem while others use global self-esteem, to measure a specific construct such as academic self-esteem without consideration of the differences in the components of self-esteem, differences in results will exist. Hartner (1993) defined global self-esteem as “the level of global regard that one has for the self as a person.” In his research, Hartner (1993) suggests that self-esteem can be understood in terms of separate domains, and that competence in domains considered important to the individual is the basis for global self-esteem. Rosenberg, Schooler, Schoenbach, & Rosenberg (1990) suggest that global and specific self-esteem are both important, but they are important for different reasons and are relevant in different ways. Specific self-esteem is most relevant to an individual’s behavior, while global self-esteem is most relevant to an individual’s psychological well-being (Rosenberg et al., 1990).

Self-concept can be viewed as an “umbrella” term which encompasses three components: the self-image, the ideal-self, and the self-esteem of an individual (Reasoner, 2005). Reasoner believed that self-concept is the sum total of a person’s perceived and desired mental and physical characteristics, as well as the person’s perceived worthiness. Self-esteem is an evaluative component of self-concept, which has been described as the core of an individual’s self-concept (Fontana, 1995). From the research perspective, self-esteem is concerned with the value the individual places upon him/herself which involves a feeling of adequacy and inadequacy, an attitude of approval or disapproval, and indicates

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the extent to which the individual believes himself to be capable, significant, successful, and worthy (Coopersmith, 1981).

According to James (nd), a person's overall self-evaluation is derived from specific self-evaluations which are integrated according to their relative importance and relation to one's self-ideals and aspirations. Coopersmith (1981) stated, "Success or failure in any particular domain will affect an individual's self-esteem only to the extent that that particular domain is considered relevant or important." More recently, however, self-concept theory has stressed that global and specific self-esteem are neither equivalent nor interchangeable, and that one cannot be automatically deduced from the other (Rosenberg et al., 1990).

While global self-esteem, for instance, appears to be heavily affective and associated with overall psychological well-being, specific self-esteem, on the contrary, appears to have a more cognitive component and is more strongly associated with behavioral outcome (Rosenberg et al., 1990). Marsh (1990) expresses that "More recently, self-esteem theory has stressed the multi-dimensionality of self-esteem, and empirical studies have identified distinct, priority facets of self-concept." Looking at the large body of research on self-esteem it is evident that most of the literature deals with global self-esteem, the individual's total thoughts and feelings, positive or negative attitudes towards the self. Similarly, a number of writers have stressed the importance of studying specific self-esteem (Harter, 1985; Marsh, 1986; Swann, 1987). Self-esteem is an attitude and the study of any attitude must take into account the fact that people

have attitudes towards an object as a whole (global self-esteem) and towards specific facets of that object (specific self-esteem) (Marsh, 1986).

### 2.16. Measuring Self-esteem.

According to Andrew M. et.al (1989) measuring the level of self-esteem can be done in several ways. Firstly, The Culture-Free Self-Esteem Inventory (Battle 1981) provides instruments for use with children from grades one through twelve, as well as with adults. These instruments are designed both to help identify children, youths, and adults who are in need of psychiatric help and to provide general information for the professional helper or researcher. The author claims to have developed inventories that are useful with clients of all cultures and races. Secondly, The Coopersmith Self-Esteem Inventory (1981) is designed for subjects aged nine years and older. This instrument is based on a widely known study of self-esteem and has demonstrated a degree of reliability and validity that has made it very popular with researchers. Respondents are asked to check various columns of responses to questions. Thirdly, The Coopersmith Self-Esteem Inventory (1975) is designed for subjects aged nine years and older. This instrument is based on a widely known study of self-esteem and has demonstrated a degree of reliability and validity that has made it very popular with researchers. Respondents are asked to check various columns of responses to questions. At last, The Rosenberg Self-Esteem Scale (1965), originally developed for use with high school students, measures the self-acceptance aspect of self-esteem. The scale consists of ten Guttman-type items with four responses, from strongly agree

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to strongly disagree, which are, however, scored only as agreement or disagreement. The scale is designed with brevity and ease of administration in mind.

### **2.17. Issue with Self-esteem.**

According to Leary (1999:32), the desire to “feel good about oneself” is a primary aspect of the human nature. Struggling with self-esteem usually creates adverse affects on all areas of a student’s life from social to academic. Self-esteem is most often lowered by failure, criticism, and rejection (Leary, 1999:34). He also explains that when the students have a low self-esteem, research has shown that they can suffer from a range of psychological difficulties such as loneliness, academic failure, and depression, beside Curtis qtd. A healthy self-esteem must be carefully fostered in our youngsters if they are to realize, and eventually assume, all the promises and challenges that life sets before them. However, extremely high self-esteem is not always healthy self-esteem (Egertson 2006:58). Leary (1999:58) explains when a child becomes arrogant instead of just having good self-esteem it can become unhealthy and lead to poor outcomes because they have an inflated idea of what they can do, and also more research has shown that children who move towards negative or dangerous behaviors and take others with them have an unusually high self-esteem.

However, Dedmond, (2011) says that Teachers, administrators and other school personnel are key influences in students’ lives, and the influence of these adults can be a positive force for high self-esteem in students. It means, having

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positive, encouraging interactions with adults they see every day at school can help students feel more confident. It can also remind students that the adults are interested and aware of how they are doing in school and the students may be more likely to make sure they do not disappoint the adults around them, and this is one key of successful self-esteem in schools

Being shy can be a problem for students' self-esteem because they may not have enough confidence to see themselves in a positive way. According to Hughes, (2010:213) Shyness is characterized as a temperamental trait that is shown as a sense of wariness and self-consciousness in social situations where children feel like they are being evaluated. Hughes, (2010:213) also explains that shyness can be associated with a range of socio-emotional difficulties including poor peer relationships and loneliness. There is some indication that shy children have greater difficulties in school compared to those students who do not appear to be shy. Hughes, (2010:213) gives more explanation that, some of the difficulties shy students may experience are trouble with school adjustment, forming positive relationships, and having a high sensitivity to less positive classroom climates. It means shyness is related to self-esteem, and it can cause shy students to feel left out so that their level of self-esteem is decrease.

### 2.18. Related Studies.

This section provides a number of related studies already carried out and were taken from several researches around the world to ensure the relationship and influence being existed in self-efficacy, self-esteem and English achievement.



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R. Mahyuddin et al (2006) conducted a survey research. The aim of this study was to find out the relationship between students' self-efficacy and their English language achievement. They tried to prove whether performance in the English language was largely determined by their perceived English language efficacy. The findings showed that 51 percent of students had high self-efficacy while 48 percent showed low self-efficacy. The populations of this research are 1,146 students from eight secondary schools in the Petaling district, Selangor. The instruments used to measure self-efficacy were the Self Efficacy Scale developed by Bandura (1995) and the Self Efficacy Scale developed by Kim and Park (1997). The findings showed that 51 percent of students had high self-efficacy while 48 percent showed low self-efficacy. Correlational analysis showed positive correlations between several dimensions of self-efficacy that is, academic achievement efficacy ( $r = 0.48$ ,  $p = 0.001$ ); other expectancy beliefs ( $r = 0.34$ ,  $p = 0.005$ ); and self-assertiveness ( $r = 0.41$ ,  $p = 0.005$ ) with academic performance in English language. In conclusion, achievement in English language could improve when students have high self-efficacy in the language. The implications were discussed in relation to teaching and learning within the school settings.

This research is different for Mahyuddin's, R.et al research. This research used a correlational research and the previous research was a survey. This research used three variables they were self-efficacy, self-esteem and English achievement, while the previous research done by Mahyuddin, R. et.al (2006) used two variables, and they were Self-efficacy and English language



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achievement, and it was conducted at secondary high school, but this research was conducted at a college.

Puspita, Y. et al (2014) conducted a mixed-method research that aimed to investigate students' self-efficacy belief of speaking. This research was conducted to examine whether there was a relationship between self-efficacy beliefs of speaking and speaking performance and to explore what factors were influencing their self-efficacy of speaking. This research involved 92 English Department students of 2012/2013 academic year and used two kinds of questionnaire to collect the data. Self-efficacy questionnaire was used to seek students' self-efficacy score of speaking based on phonology, vocabulary and grammar, while source of efficacy questionnaire was used to gather individual answer of source of efficacy. It also used speaking performance score to find the correlation between self-efficacy beliefs of speaking and speaking performance by recapitulating those variables using Pearson Correlation Coefficient calculator. The results of this study showed that there were 11 highly self-efficacious students, 65 medium self-efficacious students and 16 lowly self-efficacious students that were mostly influenced by grammatical and vocabulary efficiencies. Second, there was a weak positive correlation ( $r=0,437$ ) between English speaking self-efficacy beliefs and English speaking performance indicating inconsistent correlation between the two variables. This study reported that negative emotional states did not always bring negative effect that can decrease learner's self-efficacy, while positive emotional states always brought positive affect that help learner to increase self-efficacy.

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This research has some similarities and differences from Puspita's, Y. et al, the similarities are the variables, both of the studies had three variables, the variables of this research were, Self-efficacy, self-esteem and English achievement, and the variable of previous research were level of self-efficacy, source of self-efficacy and speaking skill and both of these research were conducted at university. The differences are the research design. This research was correlational research while Puspita, Y. et al used mixed-method research.

Meera, K.P & Jumana, M.K. (2015) conducted a survey study which reviewed the relevant self-efficacy related literature, a central point of social cognitive theory, in the area of language learning. Researchers tried to find out the relationship between self-efficacy and academic performance in English of secondary school students. The current research tested the research hypotheses using a sample group of 520 secondary school students. Scale of self-efficacy and academic performance test in language were used as instruments. The result revealed that there was a significant difference in the academic performance in English and self-efficacy of rural and urban students. In the case of gender and type of management there were no significant difference found.

This research is different for Meera's, K.P & Jumana's, M.K research, this research was a correlational research and the previous research was a survey study, the variables were different, this research used three variables, they were, self-efficacy, self-esteem and English achievement. The previous research by Meera, KP & Jumana, M.K were two variables, they were, self-efficacy and

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academic performance. At last, this research was conducted at a college and the previous was conducted at a secondary school.

Raofi, S. et al (2012) carried out a study using synthetic techniques which reviewed the empirical literature of self-efficacy, a central component of social cognitive theory, in the area of second language learning by focusing on two research questions: first, to what extent, has self-efficacy, as a predicting variable, has been explored in the field of second language learning? Second, what factors affect learners' self-efficacy beliefs in learning a foreign/second language? On addressing the research questions, 32 articles published between 2003 and 2012 were selected. The articles were classified into two main categories – effects of self-efficacy and factors affecting self-efficacy. Then each category was divided into certain subcategories for discussion. The findings of the review revealed that several factors enhance the level of students' self-efficacy, and self-efficacy is a strong predictor of performance in different language skills and tasks. Limitations of the empirical studies discussed and directions for further investigation were also presented.

This research has some similarities and differences with Raofi's, S. et al, the similarities were both of the researches were conducted at college/university. The differences were the variables, this research used three variables, they were self-efficacy, self-esteem and English achievement; on the other hands, Raofi, S et al used two variables self-efficacy and language learning context. This research used correlational research and the previous research used synthetic techniques.



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Besides the relationship or the influence of self-efficacy on English achievement, many researchers tried to find out and prove the influence or the relationship of self-esteem on English achievement.

Koosha, B (2011) conducted a survey to investigate the relationship between self-esteem, age and gender on the one hand and speaking skills. The population of this research was twenty intermediate Persian learners of English; they were selected from among undergraduate EFL students studying towards a B.A. in teaching English as a foreign language at Islamic Azad University, Khorasgan Branch. This research used a modified version of Farhady, et. al.'s scale (1995), measuring the five sub skills of vocabulary, structure, pronunciation, fluency and comprehensibility, two raters evaluated the speaking ability of the participants at the end of the required course (*Oral Production of Short Stories*). The Sorensen's (2005) questionnaire for measuring self-esteem containing 50 items was also administered to the participants. The result showed a significant relationship between self-esteem and speaking skill with fluency exerting the most influence. There was also a reverse relationship between age and speaking skills. Concerning the relationship between gender and speaking skills, no statistically significant association was found. The study could have implications for English language teachers, learners and text book writers.

This research has similarity and differences with Koosha's, B, which both of these researches were conducted at a college/university. On the other hand there were also some differences, This research was a correlational research; however the previous research was a survey research. This research used three

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variables, they were self-efficacy, self-esteem and English achievement, but Koosha's, B. research used four variables, and they were self-esteem, age, gender and speaking skill.

Satriani, I. (2014) conducted a quantitative research and analyzed the data using statistical procedures. The research was conducted to understand the relationship between self-esteem and English language proficiency of Indonesian EFL students. The research was conducted towards both Indonesian male and female graduate students of English department in a Postgraduate school in Bandung. During the research, questionnaire developed by Hyde (1979 in Bagheri, et al., 2012) was used as the research instrument to obtain the score of students' self-esteem. In addition, the data of English proficiency were collected from TOEFL score which has been standardized. Those instruments were administered in two sessions by one week interval. The data were analyzed by Pearson product moment correlation to identify the relationship between two variables. The result of this study showed that the students' self-esteem have significantly strong positive correlation with their language proficiency.

This research and Satriani's, I research have some similarities, both of these research were correlational research, and conducted at a college/university. Besides there were some differences, this research used three variables, they were self-efficacy, self-esteem and English achievement, but, the previous research used two variables, they were self-esteem and English language proficiency.

Ahmad, A. et al (2013) conducted a descriptive research. This study also investigated government secondary school teachers' perceptions of the



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relationship between self-esteem and students' academic achievements. To collect data, a questionnaire, based on five point Likert Scale was designed and administered to 200 teachers. The selected teachers were randomly sampled from 30 government secondary schools in Swabi District. Data were collected, tabulated, analyzed and interpreted in simple percentage. The results demonstrated that students with positive self-esteem have high academic performance. Hence, it is inferred from the result of this study that there is a significantly high relationship between self-esteem and academic achievements of students. On the basis of this study it is recommended that teachers should encourage, respect and care their students in the process of schooling.

This research and Ahmad's, A. et al are different, this research was an associational research design, but the previous research by Ahmad, A. et al used a descriptive research design. This research was conducted at a college/university and Ahmad, A. et al research was conducted at a secondary school. This research had three variables, they were self-efficacy, self-esteem and English achievement, the previous research had two variables, and they were self-esteem and academic achievement.

Juyandegan, M (2016) conducted a correlational study to find out the relationship between self-esteem and reading comprehension of EFL Iranian pre-university students. To fulfill the purpose of the study, 45 intermediate learners of six pre-university centers in Shahab, Hormozgan were chosen by means of administering a placement Test. Afterwards, a sample of reading section of PET test and the Coppersmith's questionnaire self-esteem inventory was administrated



to the participants. The analysis of the results demonstrated a significant correlation between the main variables. It was found that there is a positive significant correlation between participants' self-esteem and their reading comprehension scores for the whole participants and for both genders though this correlation was stronger among female students. The findings of the study accentuated considering EFL students' self-esteem in teaching reading comprehension for having a successful reading class.

This research and Juyandegan's, M research have some similarities, both of these researches were conducted at a college/university, and also both of them were correlational research. On the other hands there were difference in the variables, this research had three variables, they were self-efficacy, self-esteem and English achievement, but the previous research had two variables, they were self-esteem and reading comprehension.

Mettasari, G. (2013) conducted a correlational design, this research aimed at analyzing the contribution of self-esteem, achievement motivation and self-efficacy on students' anxiety and their anxiety on speaking competency in English. The population of this study was the first semester students of English Education Department, Ganesha University of Education. This research used correlational design and the data were analyzed by using multiple regression analysis. The results showed that: (1) there was a significant contribution of self-esteem towards students' anxiety at 33.6%, (2) there was a significant contribution of achievement motivation towards students' anxiety at 28.7%, (3) there was a significant contribution of self-efficacy towards students' anxiety at 31.0%, (4)





there was a significant simultaneous contribution of self-esteem, achievement motivation, and self-efficacy towards students' anxiety at 40.8%, and (5) there was a significant contribution of students' anxiety towards students' speaking competency at 54.0%.

This research has some similarities for Mettasari's, G research, both of these researches were correlational research, and conducted at a college or university. On the other hand these were different in variables. This research had three variables, self-efficacy, self-esteem and English achievement, and the previous research were five variables, self-esteem, achievement motivation, self-efficacy, student's anxiety and speaking.

Mahadi's & Yaacob's (2015) study was to identify the relationship between self-esteem and English achievement among students from Government Assisted Religious School (SABK) in Kedah, Malaysia. The sample of this study consists of 173 students from SABK schools in Kedah, Malaysia. The data of self-esteem were collected by using Self-esteem Scale. Self-esteem Scale was developed by Morris Rosenberg consisted of 10 items and translated into Malay language version. The data on students' achievement in English is retrieved from Lower Secondary Examination (PMR) conducted by the Ministry of Education, Malaysia. The data were analyzed by using SPSS version 18. The result from Pearson correlation and t-test revealed that there was no significant relationship between self esteem and English achievement.

This research has some similarities for Mettasari's, G research, both of these researches were correlational research, On the other hand, this research

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conducted at a college or university, Mettasari's research conducted at a religious school, these were difference in variables, this research had three variables, they were, self-efficacy, self-esteem and English achievement, and the previous research were two variables, and they were self-esteem and English achievement.

Based on the previous researches reviewed above, two factors were found giving influence to the students' English achievement; they are self-efficacy and self-esteem. The studies did not mention clearly, how the relationship of weak/strong self-efficacy on English achievement is, how to differ weak and strong self-efficacy on English achievement, how the relationship of low and high self-esteem on English achievement is, and how to differ low and high self-esteem on English achievement. These studies are deficient because the attention on how to treat the influencing factors are not discussed properly. By identifying and acquiring theory of how to treat the self-efficacy and self-esteem factors on English achievement, both teachers and students will be helped in modifying and constructing proper teaching and learning strategies, methods, and techniques which can support better English achievement.

## 2.19. Operational Concept and Indicators

The operational concept is a main element to avoid misunderstanding and misinterpretation from the research in carrying out this research. It was necessary to clarify briefly the variable used in analyzing the data.

There were three variables in this research;

a. Self-efficacy as independent variable ( $X_1$ )

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b. Self-esteem as independent variable ( $X_2$ )

c. The students' English achievement as dependent variable (Y)

The indicators of self-efficacy are;

Bandura, A. (1994) mentioned there are two indicators of self-efficacy;

1. Strong self-efficacy.
  - a. Approach difficult tasks as challenges to be mastered
  - b. Set themselves challenging goals and maintain strong commitment
  - c. Heighten and sustain their efforts in the face of failure
  - d. Quickly recover their sense of efficacy after failures or setbacks
  - e. Attribute failure to insufficient effort or deficient knowledge and skills which are acquirable
  - f. Approach threatening situations with assurance that they can exercise control over the others
2. Weak self-efficacy.
  - a. Shy away from difficult tasks which they view as personal threats
  - b. Have low aspirations and weak commitment to the goals they choose to pursue
  - c. Slacken their efforts and give up quickly in the face of difficulties
  - d. Slow to recover their sense of efficacy following failure or setbacks
  - e. Fall easy victim to stress and depression

The indicators of self-esteem

Sherman, A. (2015) divides two indicators of self-esteem.

1. High self-esteem.

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- a. Believing in a set of firmly placed values and principles and being able to defend or assert yourself in the face of opposition to them
  - b. Being able to make choices, trust your own judgment, and not feel guilty about choices if someone does not agree.
  - c. Not living in the past or future, not worrying about “what if ’s.” Living fully in the present.
  - d. Believing in your capacity to solve problems, adjust to failures, and ask for assistance.
  - e. Participating in and enjoy many activities and hobbies.
  - f. Believing that you are valuable, and that others will enjoy spending time with you.
  - g. Resisting manipulation by others.
  - h. Being sensitive to the feelings and needs of others; accept and abide by social norms.
  - i. Considering your self-worthy and equal to others, regardless of differences in finance and personal success.
2. Weak Self-esteem.
- a. Heavy self criticism, tending to create a habitual state of dissatisfaction with yourself.
  - b. Hypersensitivity to criticism leading to feeling attacked and not being open to constructive criticism.
  - c. Chronic indecision due to fear of making mistakes.

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- d. Excessive will to please out of fear of displeasing someone.
- e. Perfectionism, which leads to constant frustration or underachievement when perceived perfection is not achieved..
- f. Hostility or irritability—easily angered even over minor things.
- g. Feelings of insignificance.
- h. General negativity about life and often an inability to enjoy life.

The indicator of dependent variable was the students' English achievement, the English achievement scores were accumulation of various sources, and it covered students' attendance, task, homework, exercises, mid semester and final semester test. The semester test covered all language skill and language component, while speaking and writing scores were obtained from every task given in a semester. The achievement scores were used as an indicator of English achievement. As the institution sets the minimum achievement is score 65 or grade B, if the students get lower than 65, it is considered as a low and failed in learning achievement.

**Table II.1**  
 The Achievement standard of Sekolah Tinggi Teknologi Dumai

Score Range	Grade
80.00 - 100	A
65.00 - 79,99	B
55.00 - 64,99	C

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41 .00 - 54.99	D
0 – 40.99	E

**2.20. Assumption and hypotheses****a. Assumption**

The assumption of the research was that the categories of the students' self-efficacy and self-esteem could give a significant influence to their English achievement, where the students who had strong category of self-efficacy and high category of self-esteem were able to achieve good English achievement.

**b. Hypotheses**

The hypotheses in this research are:

- Ha1: There is a significant influence of self-efficacy on students' English achievement at Sekolah Tinggi Teknologi Dumai.
- Ha2: There is a significant influence of self-esteem on students' English achievement at Sekolah Tinggi Teknologi Dumai.
- Ha3: There is a significant influence of self-efficacy and self-esteem on students' English achievement at Sekolah Tinggi Teknologi Dumai.



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