CHAPTER II
REVIEW OF RELATED LITERATURE

A.   Theoretical Framework

1.   The Nature of Achievement

a.   The Concept of Achievement

Learning is an activity that has purpose to make a change of behavior, attitude, habitual, knowledge, skill, etc as a result of individual experience of interaction with the environment. According Slavin in Brown, learning is a change in an individual caused by experience.[1] In line with Slavin, Pritchad stated that learning is the process of gaining more knowledge or of learning how to do something.[2] It means that learning is the individual process of constructing and understanding knowledge based on experience from studying something.

The aim of learning process is to reach the achievement. It can be the score, skill, knowledge, etc. Achievement refers to the learning outcome in which it is obtained from students' effort for certain period. In line with the idea, Hornby stated that achievement is an action of achieving something with effort and skill.[3] In other words, achievement can be seen by the students'

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[1] H. Douglas Brown, *Principles of Language Learning and Teaching,* 5th ed (San Fransisco: Addison Wesley Longman, Inc., 2007), p. 7

[2] Alan Pritchard, *Ways for Learning: Learning Theories and Learning Styles in the Classroom* (New York: Routledge Taylor and Francis Group. 2009), p. 1

[3] A.S. Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 2000), p. 11

effort to improve their ability so that they understand and get the knowledge from the lesson. The students' achievement score will be high when they also do much effort in gaining knowledge.

Achievement is the attainment of knowledge, competencies, and higher-level status, as may be reflected in grades, degrees, and other forms of certification or public acknowledgement.[4] Achievement which is reflected in form of mark or grade will be obtained after doing task or another test given by teacher. The students, who do the task or test successfully, indicate that they have understood the lesson they learned, and have gained the knowledge of the lesson. Besides, the students' achievement also can be seen from their understanding when they are showing their ideas toward something happen around them. It means that they can easily differ something which is positive or negative based on the knowledge they get during learning process.

There are some ways to reach good achievement in learning process. According to Arends and Kilcher, there are some ways to satisfy achievement needs:[5]

a. Encourage students to work towards challenging learning goals

b. Design lessons where learning tasks allow students to maximize the use of their particular types of intelligence and learning styles.

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[4] Jhon W. Collins and Nancy Patricia O'brein, *The Greenwood Dictionary of Education* (Westport: Greenwood Press, 2003), p. 4

[5] Richard I. Arends and Ann Kilcher, *Teaching for Student Learning* (New York: Routledge, 2010), p. 70

c. Differentiate learning activities so each student is presented with tasks that have an appropriate level of difficulty and challenge.

d. Provide students with timely and specific feedback on how they are doing.

e. Feedback on poor performance gives students information on how to improve; feedback on good performance provides intrinsic motivation.

f. Encourage self-evaluation and teach students how to evaluate their own work.

Based on the explanation above, to reach good achievement is not automatically students get after learning process. But indeed, the teachers must encourage the students by giving some ways such as motivation, challenges, and good learning styles during learning process which can affect them to do the best for their achievement. Thus, the achievement can be considered as guidance to evaluate students' work, whether they have given the best effort in the process of comprehending the lesson.

b. The Factors Influencing Students' Achievement

There are some factors influencing the students' learning achievement. Suryabrata in Mulyani stated that the factors influencing students' achievement are the factors that come from students' external and internal

sides. External factors include environment and instrumental factors, while internal factors cover psychology and physical factors.[6]

a. Internal factors

1. Health

If the students experience the healthy disease, such as headache, influenza, fever and so forth can make them not interested in learning. In psychology, the trouble of disappointed feeling and mind can also influence the learning process.

2. Enthusiasm and motivation

The big enthusiasm in learning will make the learning process easier to be done. Motivation represents the child to do something in learning. Motivation comes from the students' internal or comes from environment.

3. Anxiety

Feeling worry, apprehension, nervousness felt by the students will affect the students learning process. It comes from the psychology aspects of the students. When the students feel anxious in the classroom, of course, the learning process will not be running well which reflects to their achievement.

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[6] Mulyani, "The Correlation between students anxiety level and their speaking ability at the second year of senior high school 1 Enok Indragiri Hilir Regency." (Pekanbaru: Unpublished Thesis, 2011)

4. Learning habit

The habit of students will affect their achievement because the way he or she knows about the learning strategy, the time management, place and learning facilities can give impact to their way of learning.

b. External factors

1. Family

The family situation can influence the students' success in learning. The economic status, the relationship between the students and their parents, parents' support, the education background of parents will influence how the parents give attention to their children in learning.

2. School

Place, school building, the teacher quality, classroom, classmate relation also give impact to the students' learning process.

3. Society

If the students' society has a good education background, it can give encouragement and motivation to them to study hard.

4. Environment

House building, atmosphere, climate, friend, give a big influence in their learning achievement because environment is the place where the students spend their time for playing, learning, interacting and doing many things.

2. The Nature of Self-Esteem

a. The Concept of Self-Esteem

Self-esteem refers to a person's overall evaluation of his or her own worth. It measures of how much or little persons value themselves. Branden gives the definition of self-esteem is confidence in our ability to think and to cope with the challenges of life.[7] In addition, Acharya and Deshmukh define self-esteem as a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values.[8] From those two definitions, it can be concluded that self-esteem means a psychological and social phenomenon in which an individual feels confident to think and to cope with the challenges and evaluates his competence and own self according to some values.

A person with high self-esteem tends to be able to do something, feels confident when he speaks and shares the ideas, and believes in himself with ability he has. But self-esteem is not a complacency or overconfidence, both of which can set up for failure. Indeed, self-esteem is a strong motivator to work hard.[9] It is a basic human need that makes an essential contribution to the life process.

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[7] Nathaniel Branden, *The Power of Self-Esteem* (Florida: Health communications, Inc., 1992), p. 8

[8] Paresh B. Acharya & Ravindra S. Deshmukh, "Self-Esteem and Academic Achievement of Secondary School Students", *International Referred Research Journal,* Vol. III, (Februari 2012), p. 21

[9] Glenn R. Schiraldi, *10 Simple Solutions for Building Self-Esteem,* (Oakland: New Harbinger Publications, Inc., 2007), p. 4

Self-esteem also means how people feel about themselves and expect to be accepted and valued by others who are important to them. According to Dedmond in Hisken, self-esteem is the complication of feelings about ourselves that guides our behavior, influences our attitudes, and drives our motivation.[10] It means that self-esteem as one of affective factors has important role in life. It can affect many things, including in driving motivation to be successful person both in relationship with others and academic achievement.

The definition of self-esteem has already been explained by many experts in the world. They have done the social research to recognize the influence of self-esteem in the process of human life. In his book, *Self-Esteem Research, Theory, and Practice,* Mruk appears three definitions in the psychology of self-esteem:[11]

a) Self-esteem as competence

In this definition, James explained self-esteem in terms of action, in particular, action that is successful or competent. In this case, self-esteem depends on two things: an individual's hopes, desires or aspirations, which in turn requires competence. There are considerable advantages to this definition. By understanding self-esteem in relation to success and failure,

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[10] Loree J. Hisken, *"The Correlation Between Self-Esteem and Student Reading Ability, Reading Level, and Academic Achievement,"* (Thesis, Missouri: University of Central Missouri, 2011), p. 4

[11] Christopher J. Mruk, *Self-Esteem Research, Theory, and Practice* (New York: Springer Publishing Company, Inc., 2006), p. 12

for example, people are able to appreciate it in terms of human motivation and motivational psychology.

b) Self-esteem as worthiness

Rosenberg defined self-esteem in terms of a particular type of attitude, one that is to be based on the perception of a feeling, a feeling about one's worth or value of a person. Self-esteem is seen primarily in terms of a certain attitude. It is one that concerns a person's evaluation or judgment of their own worth, which brings the notion of values into play in self-esteem work. According to Epstein in his Cognitive-Experiential Self-Theory (CEST), worthiness takes on a much more powerful motivational connotation that is central to one's personality. In this theory, self-esteem is a fundamental schema of human perception, experience, and motivation at both levels, which makes self-esteem an important dimension of human behavior.

c) Self-esteem as competence and worthiness

Branden first offered the definition of self-esteem as competence and worthiness. He explained in Mruk:

> Self-esteem has two interrelated aspects: it entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living.[12]

Branden held that human beings have a fundamental need to feel worthy but may only achieve that goal by acting competently, which is to say

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[12] ***Ibid.,*** p.19

rationally, when making decisions. Competence, in this case, means facing reality directly and then making rational decisions, which are those that allow an individual to solve problems realistically.

Based on the definitions above, it is clear that self-esteem as a psychological and social phenomenon has been the importance aspect in the process of human life. It can be a person's measurement to value him by seeing his strengths and weaknesses in order to improve the ability, give respect to each other, and solve the problems rationally. In short, a person with high self-esteem feels adequate to face the challenges of life.

Self-esteem means different things to different people. It means that the term of self-esteem is not depending mostly of one meaning. According to Brown and Marshall, the term is used in at least three different ways:[13]

1. Global self-esteem / trait self-esteem

Sometimes self-esteem is used to refer to a personality variable that represents the way people generally feel about themselves.

2. Feelings of self-worth

Self-esteem is also used to refer to momentary self-evaluative reactions to valenced events. This is what people mean when they talk about experiences that threaten self-esteem or boost self-esteem.

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[13] Jonathan D. Brown and Margaret A. Marshall, "Self-Esteem: It's Not What You Think", *Psychological Review*, (March, 2002), p. 2

3. Self-evaluations

Finally, the term is used to refer to the way people evaluate their various abilities and attributes.

b. The Dual Pillars of Self-Esteem

Self-esteem has two interrelated aspects:[14]

1. A sense of personal efficacy (Self-Efficacy)

Self-efficacy means confidence in the functioning of mind, in the ability to think, in the processes by which the judge, choose, decide; confidence in the ability to understand the facts of reality that fall within the sphere of the interests and needs; cognitive self-trust; cognitive self-reliance.

The experience of self-efficacy generates the sense of control over one's life that we associate with psychological well-being, the sense of being at the vital center one's existence.

2. A sense of personal worth (Self-Respect)

Self-respect means assurance of the value; an affirmative attitude toward the right to live and to be happy; comfort in appropriately asserting the thoughts, wants, and needs; the feeling that joy is the natural birthright.

c. Elements of Self-Esteem

Self-esteem is about being able to recognize the competencies and accept the need to continue to learn and develop. In building self-esteem, people should not be always successful in doing everything. But they can learn and

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[14] Nathaniel Branden,*Op.Cit.,* p.16

develop their competencies and abilities from their mistakes. According to Plummer, there are seven elements in building healthy self-esteem. As the human grows and develops, some of these elements become more central to his or her feelings of self-worth and competency (efficacy). The elements are:[15]

1. Self-knowledge

   Understanding differences and commonalities. For example, how we are different from others in looks and character, or how we can have an interest or aim in common with others. We are also developing and maintaining our personal values and developing a sense of our personal history.

2. Self and others

   Understanding the joys and challenges of relationships. This includes learning to co-operate with others, being able to see things from another person's perspective and developing an understanding of how they might see us, and learning respect and tolerance for other people's views.

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[15] Deborah Plummer, *The Adventures of The Little Tin Tortoise: A Self-Esteem Story with Activities for Teachers, Parents and Careers* (London: Jessica Kingsley Publishers, 2006), p.17

3. Self-acceptance

Knowing our own strengths and recognizing areas that we find difficult and may want to work on. This includes accepting that it is natural to make mistakes and that this is sometimes how we learn best.

4. Self-reliance

Knowing how to take care of ourselves: developing an understanding that life is often difficult but there are lots of things that we can do to help ourselves along the path. Building a measure of independence and self-motivation: being able to self-monitor and adjust our actions, feelings and thoughts according to realistic assessments of our progress, and believing that we have mastery over our life and can meet challenges.

5. Self-expression

Understanding how we communicate with each other. Developing creativity in self-expression and recognizing and celebrating the unique ways in which we each express who we are.

6. Self-confidence

Knowing that our opinions, thoughts and actions have value and that we have the right to express them. Developing our knowledge and abilities so that we feel able to experiment with different methods of problem-solving and can be flexible enough to alter our strategies if needed.

Being able to accept challenges and make choices and also being secure enough in myself to be able to cope successfully with the unexpected.

7. Self-awareness

Developing the ability to be focused in the here and now rather than absorbed in negative thoughts about the past or future. Understanding that emotional, mental and physical changes are a natural part of life and that we have choices about how we change and develop.

d.   Levels of Self-Esteem

Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity.[16] Brown describes three general levels of self-esteem. They are:[17]

1. Global self-esteem

It is the general or prevailing assessment one makes of one's own worth over time and across a number of situations.

2. Situational or specific self-esteem

It refers to one's self-appraisals in particular life situations, such as social interaction, work, education, home, or on certain relatively discretely defined traits, such as intelligence, communicative ability, athletic ability,

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[16] H.Douglas Brown, *Op.Cit.,* p. 145
[17] *Ibid*

or personality traits empathy and flexibility. The degree of specific self-esteem a person has may vary depending upon the situation or trait in question.

3. Task self-esteem

Task self-esteem relates to particular task within specific situations. For example, within the educational domain, task self-esteem might refer to one subject-matter area. Specific self-esteem might encompass second language acquisition in general, and task self-esteem might appropriately refer to one's self-evaluation of a particular aspect of the process: speaking, writing, a particular class in a second language.

Based on the description above, it can be concluded that self-esteem is a person's judgments and perceptions about themselves which evaluate them whether positive or negative. There are two aspects of self-esteem, they are self-efficacy and self-worth. Self-efficacy can be shown by feeling confident to think, to act, to solve problems, and to have competence to begin the actions. Meanwhile, self-worth can be shown by having positive value and feeling respect about self. These two aspects are founded by seven elements of self-esteem. The seven elements are self-knowledge, self and others, self-acceptance, self-reliance, self-expression, self-confidence, and self-awareness.

3. **The Relationship Between Self-Esteem and English Achievement**

Self-esteem has a big role in succeeding the foreign language learning. Self-esteem is also called as self-perception or self-assumption. It has the

importance effect to boost the students to be more confident in their ability. This affective factor is needed in process of learning to get high achievement, moreover to get achievement in learning English as a foreign language. According to Kanafani, if students have high perceptions of themselves in the classroom, they will study harder to obtain high grades.[18] Similar to Kanafani, some researchers (Bednar, Wells, and Peterson) proposed that self-esteem is subjective feedback about the adequacy of the self.[19] Many researchers found that self-esteem affected the student's achievement because the components of self-esteem are important to students in order to get success in learning. Research has shown that a student who feels good about himself is more likely to succeed. In line with the idea, Gwin in Daniel and King stated that positive perception of self plays a vital role in individual students' academic success.[20] In addition, Rich asserted teaching methods that do not incorporate self-esteem as a component in the learning process will be virtually ineffective.[21] It can be concluded that self-esteem as an affective factor cannot be separated from the success in teaching and learning process.

Self-esteem is always a significant factor in the level of accomplishment of all students. This feedback is positive when the individual copes well with

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[18] Joumana Koleilat Kanafani, "The Importance of Building Self-Esteem in the Language Learning", *Article*, 2009, p. 34

[19] Mark L. Leary, "Making Sense of Self-Esteem", *Psychological Science Journal,* Vol. 8, No.1, (Februari 1999), p. 33

[20] Larry G. Daniel and Debra A. King, "Relationships Among Various Dimensions of Self-Esteem and Academic Achievement in Elementary Students", *ERIC Document,* 1995, p. 5

[21] *Ibid.*

circumstances but negative when he or she avoids threats. In turn, self-esteem affects subsequent goal achievement; high self-esteem increases coping, and low self-esteem leads to further avoidance.

The affective factor likes self-esteem has given contribution in succeeding the students in learning foreign language. As Andres stated that self-esteem has been of interest in the field of language learning because of their high effects on learning a foreign or a second language.[22] It means that English as one of the foreign language subjects at school can be mastered by students if they also have high perception or high self-esteem for themselves. For students who believe in their abilities in learning foreign language, feel confident to learn, they will be easy to master the English foreign language. At least, it will be such challenges for them to understand the foreign language.

B. Relevant Research

There are some researches that have been conducted and they are relevant to this research paper, such as:

a. The research conducted by Ameerah Ali Moqbel Al-Hattab, entitled Self-Esteem and Writing Achievement of Saudi EFL Students in Secondary

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[22] Veronica de Andres, "The Influence of Affective Variables on EFL/ESL Learning and Teaching", *The Journal of Imagination in Language Learning and Teaching,* Vol. VII, (March 2002), p. 2

schools.[23] She used Questionnaire of Self-Esteem (QSE) and English Writing Achievement Test (EWAT) as the instruments of the study to measure the correlation between self-esteem and writing achievement of eighty-one participants from two schools. This research found that self-esteem could affect the students' achievement in English writing and it played a considerable role in English writing performance. It could be seen from the coefficient correlation between them was 0.327 and indicated that the correlation was positive.

b. The research by William Odinga Okoko, entitled Self esteem and academic performance of students in public secondary schools in Ndhiwa district, Kenya.[24] He tried to examine how school factors such as school environment, teachers, peers, co curricular activities as well as demographic factors such as age, gender, and family background among others, influence academic performance as well as their self esteem. In the conclusion, he found that feelings of competence, confidence and good directedness influenced the students' academic performance.

C. Operational Concept

Operational concept is the concept which is used to clarify the literature reviewed in order to avoid misunderstanding and misinterpretation. In planning the

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[23] Ameerah Ali Moqbel Al-Hattab, *Self-Esteem and Writing Achievement of Saudi EFL Students in Secondary Schools,* (Thesis, Arab Saudi: Taibah University, 2006)

[24] William Odinga Okoko, *Self Esteem and Academic Performance of Students in Public Secondary Schools in Ndhiwa District, Kenya,* (Thesis, University of Nairobi, 2012)

research, the operational concept can be formulated into particular words to get easy in measuring the research operation. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to students' self-esteem and variable Y refers to students' achievement in learning English.

The indicators of variable X (students' self-esteem) are as follows:[25]

Table II.1
Indicators of Students' Self-Esteem

No	Indicators	Sub Indicators
1	Self-knowledge	1) The students are able to develop and maintain their personal values. 2) The students respect about themselves.
2	Self and others	1) The students understand how to learn co-operate with others. 2) The students are able to make good relationship with people around them. 3) The students feel they are being accepted in their environment.
3	Self-acceptance	1) The students believe in their own strengths. 2) The students have good perceptions of their achievement.
4	Self-reliance	1) The students know what they will do to motivate themselves to be better. 2) The students are able to solve each problem during learning English.
5	Self-expression	1) The students know how to communicate with each other. 2) The students are able to develop their expression and are able to recognize the unique ways in which they express who they are.
6	Self-confidence	1) The students feel free to express their opinions, thoughts, and actions. 2) The students cope the challenges successfully.
7	Self-awareness	1) The students evaluate their weaknesses in learning English. 2) The students always have choices about how they change and develop their ability.

The indicators of variable Y (the students' achievement in learning English) are:[26]

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[25] Deborah Plummer, *Loc.Cit.,* p.17

Table II.2
Indicators of Students' Achievement in Learning English

English Skill	Indicators
Listening	a. Understand the meaning of transactional and interpersonal conversation to interact in the environment b. Understand the meaning of oral functional text and short monologue in form of descriptive and recount to interact in the environment
Speaking	a. Express the meaning of short oral transactional and interpersonal conversation to interact in the environment b. Express the meaning of oral functional text and short monologue in form of descriptive and recount to interact in the environment
Reading	a. Understand the meaning of functional text and short essay in form of descriptive and recount related to environment
Writing	a. Express the meaning of functional text and short essay in form of descriptive and recount to interact in the environment

D.   The Assumptions and The Hypothesis of The Research

a.   The Assumptions

Based on the theories and explanations above, the writer has assumption related to the correlation between students' self-esteem and their achievement in learning English. If the students have high self-esteem, the students' achievement in learning English will be high. In other words, the high self-esteem (Variable X) they have, the better achievement in learning English (Variable Y) will be achieved by the students.

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[26] Badan Standar Nasional Pendidikan, *Standar Isi untuk Satuan Dasar dan Menengah.-Standar Kompetensi dan Kompetensi Dasar SMP/MTs*, (Jakarta: BSNP, 2006), p. 129

b. The Hypothesis

1. Null Hypothesis (Ho):

   There is no significant correlation between students' self-esteem and their achievement in learning English at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru.

2. Alternative Hypothesis (Ha):

   There is significant correlation between students' self-esteem and their achievement in learning English at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru.