CHAPTER II

SELF-CONCEPT AND ENGLISH ACHIEVEMENT

A. Self-Concept

1. Definition of Self-Concept

One determinant of a successful person in developing work is self-concept. Oppenheimer defined (1990:9), "The actual self refers to the self-concept as it is commonly used in the literature that is the attributes or characteristics a person ascribes to himself or herself". According to Cokley in Bacon (2011:7), Self-concept can be define as "can be defined as "the way a student views his or her academic ability when compared with other students". In the term of self-concept, self is refers to a process. On the other hand Rosenberg defines in Gecas (1982:3), "the totality of an individual's thoughts and feelings having reference to himself as an object".

Self-concept also can interpreted as someone expressed through their attitude which is the actualization of people. Self- concept is very important for an individual in building self-confidence to get a better achievement in academic or non-academic because, self-concept "is at the most simplistic level, an idea or set of ideas one has about oneself" (Plucker & Stocking, 2001:526) and Bacon (2011:24), also explain that "understanding the underlying characteristics and potential influences of a student's academic self-concept can lead to more successful academic outcomes because self-concept has been cited as a predictor of performance". It means that the

study of self-concept is appropriate to use and expanded for another research.

2. The Role of Self-Concept

In the transitional period of adolescence, self-concept plays an important role in shaping characteristics, personality, and how students interact with others. And it happens in Senior high school, students start to organize their lives and will be soon entering the roof higher live. According to Oppenheimer (1990:3), "self-system is considered to be a dynamic, changeable, temporary, and multifaceted construct and the developmental product of reciprocal interactions between children's ideas about themselves and the ideas about them which the environment (Le., important others) harbors". Self-concept seems giving more ideas in measuring about themselves and it depends on how people organized their self-concept.

3. Level of Self-Concept

Majority of the students have different self-concept level and they faced different problem to become a good performer in learning. There are some factors that affect students have varies level of self-concept, one of the factors is people may have multiple self-concept with some better organized and articulated than others (Oyserman, Elmore, & Smith, 2012:73). James in Oppenheimer (1990:1) divided self-concept into three parts, "(a) its "constituents", (b) "the feelings and emotions they arouse" and (c) "the actions to which they prompt". All parts which mentioned by James are related to students feeling in learning process which is very important.

In this study, researcher used self-concept to measure students' English academic achievement. According to Lent et al in Bacon (2011:7), Academic self-concept can be explained as "specific attitudes, feelings, and perceptions about one's intellectual or academic skills, representing a person's self-beliefs and self-feelings regarding the academic setting". Academic self-concept plays it role in every activity that people do in life.

Measuring self-concept is one of important parts in this research. Researcher used Piers Harris Children's self-concept scale. As stated by Harris in Lemley (2004:2), there are six cluster scales which are (1) behavioral adjustment, (2) intellectual and school status, (3) anxiety, (4) happiness and satisfaction, (5) physical appearance and attributes, (6) and popularity. All the cluster scales can help in building a positive self-concept because, some people tend to have negative self-concept, like being unconfident while performing in public, being unconfident with their looks, being unconfident while making friends. So that, if students know their self-concept level, they will know their problems which being obstacles in their performance. These six cluster scales spread separately in 80 items in the questionnaire (Appendix 2). This distribution adapted by Piers-Harris Children's Self-Concept Scale.

Table 2.1 Piers-Harris Cluster Scales

Original Piers-Harris

Scale name	No. of items
Total	80
Cluster scales	
Behavior (BEH)	16
Intellectual and School Status (INT)	17
Physical Appearance and Attributes (PHY)	13
Anxiety (ANX)	14
Popularity (POP)	12
Happiness and Satisfaction (HAP)	10

Adopted by Piers-Harris (2002:2)

Researcher calculated the score of self-concept per each domain scales. Then, the researcher also calculate the total score of students' self-concept.

Afterward, researcher used a measuring scale which adapted by Piers-Harris Self-Concept Scale.

Table 2.2 Piers-Harris Self-Concept Scale

Scale	Range
<30	Very Low
30-39	Low
40-44	Low Average
45-55	Average

56-59	Above Average
60>	Normal

a. Behavioral adjustment (BEH)

Behavioral can be defined as the way people behave and adjustment can be defined as the process of adjusting people. If we combine those definition behavioral adjustment can be interpreted as the process of assessing how a people behave. It is common happen in our country but, in this part researcher will judge students behavior based on Piers-Harris questionnaire which consist of 16 items. The BEH scale measures admission or denial of problematic behaviors in home and school settings (2002:2). It means that family, teachers, and friends are participated in measuring someone's self-concept.

b. Intellectual and school status (INT)

Intellectual and school status are related each other and intellectual give very big effect in someone's school status. Majority, an intellectual student has a good school status, some intellectual student will categorized as smart students and also, a student with good school status can be a student with high reputation in school. The INT scale represents a youngster's self-assessment of intellectual abilities and academic performance (2002:2). The items also cover general satisfaction with school and future expectations about achievement. So, it will be a benefit

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for the researcher because, researcher is going to find out the correlation between students' self-concept and English achievement.

c. Anxiety (ANX)

Anxiety is a normal response to stress, mostly students have a variety of specific emotions, including worry, nervousness, shyness, sadness, and it is closely related to fear. Many students experience anxiety before, during, or after stressful events such as examination, entering new social situations (transition of junior high school to senior high school), or speaking in front of public. Symptoms can be physical (e.g., dizziness, difficulty breathing, sweating, racing heart beat), mental (e.g., worrying, obsessive or intrusive thoughts), or a combination of both. The ANX scale assesses anxiety and dysphoric mood (2002;2).

d. Happiness and satisfaction (HAP)

Happiness and satisfaction is an ordinary things perceived by human. According to Peiro (2002:3), "the pursuit of happiness and satisfaction underlies most human actions and creations". Happiness and satisfaction are the extent to which an individual judges the overall quality of his/her own life as a whole profitable. Happy is actual happiness of a person, happiness will help students in facing all problems in school whether it is academic or non-academic problems. The HAP scale assesses general feelings of happiness and satisfaction with life (2002:3).

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e. Physical appearance and attributes (PHY)

In our country, majority people judge someone by the physical appearance and attributes. Physical appearance and the attributes concerns are prevalent to students. Mostly, physical appearance tend to focus primarily on body weight and shape but, this questionnaire will not only focusing on those things. The PHY scale measures a youngster's appraisal of his or her physical appearance, as well as attributes such as leadership and the ability to express ideas (2002:2). That is why, this is very important part in self-concept because physical appearance and attributes will only use in class, but also in public places.

f. Popularity (POP)

Being a popular student among peers considered to be one of the indicators of student's successful integration into school life. Some students prefer to anti-social students, anti-social students are those who do not want to mingle with other students and the rest are student that categorized as unpopular students. To be a popular students tends to be a positive self-concept. Students perceived popularity, ability to make friends, and inclusion in activities such as games and sports. The POP scale represents a youngster's evaluation of his or her social functioning (2002:3).

These six cluster scales show everything about one self-concept and this instrument had been widely used by researchers as an indicator of child and

adolescent psychological adjustment in diverse populations (Bellin, Bentley, & Sawin, 2009:6).

B. English Achievement

For many students, being smart, doing something useful and being the best student among overall excellent students is the top goal at education. According to Acosta in Laryea, Sanni, and Brew (2014:2), "When a student perceives himself as the best in class he tends to hold a positive self-concept of himself/herself". The expert's statement clearly showed that self-concept plays an important role in supporting students because everything that is called "positive" tends to be good things and everything which direct students to negative self-concept can be avoided. Imagine that majority students have positive self-concept, their academic achievement will be increasing.

Academic is very important for students. According to Othman (2011:90), "academic achievement becomes extremely important for a student. Their academic achievement can be related to their choices of subject or streaming and even their secondary school, university and scholarship". Academic achievement is becoming a determinant to get a scholarship, that is why students need to have a good achievement especially English Achievement because, someone need to have good ability in speaking English to study abroad. Even though we have a good achievement in education, we cannot easily get the scholarship, we need also efforts to be a good individual that always want to get better in education.

Academic achievement in our society is considered as the criterion to judge someone's potentialities in academic and also, academic achievement occupies a very important place in educational because, it is the result of study which calculated with a standard formula arranged by a school. According to Lawrance and Deppa (2013:103), Academic achievement "is defined as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goals measured by examinations". Achievement is exactly all the result of students' struggle before examinations and reported clearly in the report card. English score in report card will be the academic achievement that will measure in this study.

School is an educational setting as well as college, university, and institution. According to Othman (2011:91), "In educational setting, success is measured by academic achievement, or how well a student meets standards set out by local government or the institution itself". We can conclude that English score in school can be a categorized as an academic achievement. According to Othman (2011:91) again, in Malaysia, academic achievement always measured by students' examination result. And then, calculated with their daily test result and mid-term test result. After that, we will see students' academic achievement.

Many factors that influenced students' achievement. According to Murnane and Steele (2007:23), "Academically talented teachers are better, on average, at raising student achievement than teachers with fewer academic skills". One of the factors mentioned by Murnane and Steele is teacher because,

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teacher play an important role in educated students. According to Nuthana and Yenagi (2009:1135), "There are several other factors also which influence the academic achievement of student like study habit, self-concept, socio economic status, intelligence etc". Nuthana and Yenagi mentioned self-concept as one of factors affecting academic achievement. It is clearly strengthened in conducting this research.

In SMAN 3 Singkawang, the English score is measured by interval score. The interval as the following below:

Table 2.3 Students' Score Interval

Interval	Score
>90	A
80-90	B
70-80	C
60-70	D
<60	E

The table above showed the interval score of English achievement of SMAN 3 Singkawang. The minimum score for students who want to past the minimum score of English is C score.

C. Review of Previous Related Study

Self-concept is one of popular research for researchers, it proved by many researchers have done a research about the relationship between self-concept and academic achievement. Most of them prove there is a significance relationship between self-concept and academic achievement but some researchers are not.

Layrea, Saani, and brew (2014) conducted a research and revealed positive relationship between self-concept and academic achievement, it proved Layrea, Saani, and brew successfully rejected the hypothesis that there is no relationship between self-concept and academic achievement. It was also found that self-concept will predict the academic performance indirectly. A correlation analysis conducted by Bacon (Bacon, 2011) showed there is a significant correlation between Self-concept and academic achievement in Lowa. Another researcher, Hung and Liou (2013) found there is positive relationship between self-concept and academic achievement.

Nuthana and Yenagi (2009) found the correlation coefficients between self-concept and academic achievement were positive and highly significant. Nuthana and Yenagi also found, self-concept enhances academic performance also improves. Students with positive self-concept always able to adjust with changes whether it is in school, home, and social environment. Sanchez and Roda (2003) found there is a negative correlation between self-concept and academic achievement. They found students with low academic competency try to compete with another students even their understanding erroneously.

The same result on paragraph three founded by Zahra, Arif & Yousuf (2010) that there is relationship between self-concept and academic achievement although not so strong. But, the study stated that the result of this study can be used for further researcher and it is recommended some revises. However, those finding contradict by the finding of Wenglinsky (1996). Wenglinsky stated in his research report that a students who feels good in their

relationship with their parents is more likely evinced high level achievement. This means self-concept is irrelevant in Wenglinsky's research. It is also founded by Othman (2011), weak significant correlation between students' self-concept and academic achievement.

There are some previous studies mentioned by researcher and those findings showed different results, some researcher found there is a correlation between self-concept and academic achievement. And some researcher also found there is no correlation between self-concept and academic achievement. Some research found correlation but not filled the six cluster scales. By using Piers-Harris cluster scale, researcher will be able to show readers the six cluster scales, Behavior (BEH), Intellectual and School (INT), Physical Appearance and Attributes (PHY), Anxiety (ANX), Popularity (POP), happiness and Satisfaction (HAP). Researcher strongly believe that this research still relevant and novelty because, researcher will show the six cluster scales, researcher can find vary results of similar research, the result is still unpredicted and there is no definite result of this study.