The Influence of Self-Efficacy and Self-Esteem on Students' English Achievement at SekolahTinggi Teknologi Dumai

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Abstract

English achievement is the academic performance through curricular and co-curricular performance of the students in English subject, which indicates the learning outcome of the students in learning English. The differences in English achievement are influenced by various factors such as their self-efficacy and self-esteem. The main purpose of the study was to find out the influence of self-efficacy and self-esteem on students' English achievement at Sekolah Tinggi Teknologi Dumai. This research was a correlational study conducted at this institution. The participants of the study were 112 students who were selected randomly from 131 students of the third semester of Sekolah Tinggi Teknologi Dumai. A set of questionnaire of English self-efficacy beliefs constructed by Rahemi was used to find out the students' self-efficacy, and a set of questionnaire of Resenberg self-esteem constructed by Rosenberg was used to find out the students' self-esteem. The findings of the study indicated that self-efficacy and self-esteem gave a significant influence to the students' English achievement. Therefore, the proper degree of self-efficacy and self-esteem could encourage students to achieve better English learning achievement.

Keywords: self-efficacy, self-esteem, English achievement

I. Introduction

English has internationally been recognized as the most frequently used language by people worldwide for different purposes as in the area of politics, economy, business, technology, tourism and education. According to Bacon and Allyn (2004), the world today stands on the bring of an opportunity which is never available before, the use of a world language, English that can sustain intercultural contact between individuals who would otherwise have no mutual means of communication. In addition, Komang et al (2014) state that English is not only used for communication among people from different countries, but also for providing a source of knowledge.

English is a compulsory subject in formal school in Indonesia, where the students study for a better learning academic achievement. Academic achievement is defined as academic performance which includes both curricular and co-curricular performance of the students, It indicates the

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learning outcome of the students (Phye, 1997). Another definition is offered by Brown (2006), who says, "Academic achievement is a final rating of the students determined by teacher through point system, expressed by a letter of grade."

To achieve better English achievement, the educators need to note the students' behaviors and emotion factors. According to Brown (2007), language is a fundamental part of human total behavior and behavioral, psychologist examined it as such and sought to formulate consistent theories of first language acquisition. It can be understood that behavior and emotional aspects give a significant influence to the students' ability to achieve the goals of learning English.

Self-efficacy is one of the psychological aspects that should be noticed. Bandura (1997) said that self-efficacy refers to beliefs about one's capabilities to learn or perform behaviors at designated levels. In addition, Bandura (1997) explained that self-efficacy refers to the way people judge their capabilities to organize and execute the courses of action required to attain designated types of performance. In another opinion, he said that self-efficacy refers to beliefs in one's capabilities to organize and execute courses of action required to achieve certain performance outcomes (Bandura, 1997).
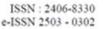
Bandura (1993) said self-efficacy beliefs affect college outcomes by increasing students' motivation and persistence to master challenging academic tasks and by fostering the efficient use of acquired knowledge and skills. In addition, Schunk (1995) explained that students with high levels of self-efficacy are more likely to challenge themselves and be more motivated

to succeed when faced with potential failure. The opposite is true that students who have low self-efficacy fail in completing tasks; they find it more difficult to summon the motivation to try to overcome their difficulties.

Another behavioral aspect that needs to be considered is self-esteem. According to Coopersmith (1981), self-esteem is a set of attitudes and beliefs that a person brings with him or herself when he or she faces the world. Blascovich & Tomaka (1991) explained that self-esteem refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. Rubio (2007) stated that self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states.

Furthermore, Skager and Kerst (1989) in Rubio (2007) explained that there exist thousands of studies that report the influence of self-esteem on human behavior. Feelings of inadequacy, a sense of unworthiness, increased anxiety, depression, suicide, child abuse, mental disorders and other negative phenomena have been closely related to lack of self-esteem. In addition, Erickson (1968) specifically identified academic achievement as a vital component in forming a healthy self-esteem. Moreover, Baumeister (2011) said that students with high self-esteem usually set higher goals for themselves and become more willing to continue in the case of failure.

Based on a preliminary study, the lecturer said there were two crucial problems in learning English. The first problem was the students' English

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achievement in which majority of the students got low scores in English, and the second problem was students' behavior problems. The first problem was how the students faced the lessons. The second problem was how the students interacted in the classroom, while the lecturer had tried to overcome the problems by applying some strategies in teaching and learning process such as cooperative Learning technique, thinking aloud and playing games. Even though the lecturers had given their best in teaching and learning process, there were still problems with the students regarding self-efficacy and self-esteem.

Purpose and Objective of the Research:

The purpose of this study was to find out the influence of self-efficacy and self-esteem on students' English achievement at Sekolah Tinggi Teknologi Dumai. Specifically, the study was done to fulfill the objectives that can be stated as follows:

1. To find out the influence of self-efficacy on the English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai
2. To find out the influence of self-esteem on the English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai.
3. To find out the influence of students' self-efficacy and self-esteem on the English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai

Hypothesis

Ha^1. Is there any significant influence of self-efficacy on the English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai?

Ha^2. Is there any significant influence of self-esteem on the English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai?

Ha^3. Is there any significant influence of self-efficacy and self-esteem on the English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai?

II. Methods

This research was a correlational study. This research was to investigate the influence of students' self-efficacy and self-esteem on the students' English achievement at Sekolah Tinggi Teonologi Dumai

The total population in this study was 131 students; the sample of this research was 112 students. The samples were taken randomly from all of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai in academic year 2017-2018.

To collect the data, this research used questionnaires and lecturer documents. To measure the students' self-efficacy level, a set of questionnaires of English self-efficacy beliefs of the Kasetsart University which was developed by Rahemi (2007) was adopted. To measure the student's self-efficacy level, a set of questioner of Rosenberg self-esteem scale by Rosenberg M. (1965) was adopted.

The participants responded on the basis of a five point liker's' scale. The questionnaires were translated into Indonesian. To answer the self-efficacy statements in the questionnaires the participants were asked to decide whether they; *strongly agree, agree, undecided, Disagree, strongly disagree.* Besides, to answer the self-esteem statements in the questionnaires the participants were asked to decide whether they; *very strong, strong, medium, weak, very weak.*

To find out the students' English achievement, the data were taken and collected from the institution and lecturer's documents in the form of the students' English scores.

III. Result and Discussion

To measure the influence of self-efficacy and self-esteem on students' English achievement, simple regression was applied, and the analysis was done by using SPSS 20 program, and the output is shown in the table below:

a. The Descriptive Statistic of Students' Self-efficacy Category

Table. 1
The Descriptive Statistic of Students' Self-efficacy Category

Category		Frequency	Percentage
Very strong	81-100	21	18.7 %
Strong	61-80	80	71.4 %
Medium	41-60	11	9.8 %
Weak	21-40	0	0%
Very weak	0-20	0	0%
Total		112	100%

Means = 71.33, SD = 9.107

Self-efficacy is divided into five categories; there are very strong 81-100, strong 61-80, medium, 41-60, weak 21-40

and very weak, 0-20. Based on the table 1, 21 students are categorized into very strong category (18.7%), 80 students are categorized into strong category (71.4%), and 11 students are categorized into medium category (9.8%), and there is no student in weak and very weak category. Then, Standard deviation (SD) is 9.107. Mean score of learner autonomy is 71.33. The table 1 shows that Mean score (71.33) is in strong category. In conclusion, the category of students' self-efficacy of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai in academic year 2017-2018 is categorized into strong self-efficacy category.

b. The Descriptive Statistic of Students' Self-esteem Category

Table. 2
The Descriptive Statistic of Students' Self-esteem Category

Category		Frequency	Percentage
Very high	81-100	32	28.6%
High	61-80	72	64.3%
Medium	41-60	8	7.1%
Low	21-40	0	0%
Very low	0-20	0	0%
Total		112	100%

Means = 72,96, SD= 1 10.902

Self-esteem is divided into five categories; there are very high 81-100, high 61-80, medium, 41-60, low 21-40 and very low, 0-20. Based on the table 2, 32 students are categorized into very high category (28.6%), 72 students are categorized into high category (64.3%), and 8 students are categorized into medium category (7.1%), and there is no student in low and very low category. Then, Standard deviation (SD) is 10.902. Mean score of learner autonomy is 72.96. The table 1 shows that Mean score

(72.96) is in high category. In conclusion, the category of students' self-esteem of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai in academic year 2017-2018 is categorized into high self-esteem category**.**

c. The Descriptive Statistic of Students' English achievement

Table. 3
The Descriptive Statistic of Students' English Achievement

Category / Grade	Score	Frequency	Percentage
Excellent / A	80.00 -100	12	10.7%
Good / B	65.00 - 79,99	32	28.6%
Low / C	55.00 - 64,99	58	51.8%
Fail / D	41.00 - 54.99	10	8.9%
Withdrawal/ fail / E	0 – 40.99	0	0%
Total		112	100%
Means = 62.70, SD = 10.029			

The English achievement is divided into five categories. There are excellent or grade A 80-100, good or grade B 65.00-79.99, low or grade C, 55.00-64.99, fail or grade D 41.00-54.99 and withdrawal/fail or grade E, 0-40.99. Based on the table 3, 12 students are categorized into excellent category (10.7%), 32 students are categorized into good category (28.6%), 58 students are categorized into low category (51.8%), and 10 students are categorized into fail category (8,9%), and there is no student in withdrawal/fail category. Then, Standard deviation (SD) is 62.70. Mean score of learner autonomy is 10.029. The table 1 shows that Mean score (62.70) is in low category. In conclusion, the category of students' English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi

Dumai in academic year 2017-2018 is categorized into low category.

d. Relationship between Self-efficacy and Students' English Achievement at Sekolah Tinggi Teknologi Dumai.

To answer the first hypothesis whether there is any significant influence of self-efficacy on the English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai, the following table is used.

Table. 4
The Significance of Self-efficacy on Students' English Achievement

N	df	Mean Square	F	Sig.	R Square
112	1	3641,534	53,252	,000b	0,326

Table 4 shows the total number of participants (N) is 112, the standard deviation (df) is 1, the mean square is 3641.534, F = 53,252, the significant value is 0.000 which is smaller than 0.05 or tested on 95% of confidence interval, with the determination coefficient of regression (R Square) 0.326 or 32.6% of contribution. This means that there is a significant influence of self-efficacy on students' English achievement which means Ha is accepted and Ho is rejected. In conclusion, there is a significant relationship between self-efficacy and students English achievement at SekolahTinggiTeknologiDumai.

e. Relationship between self-esteem and students' English achievement at SekolahTinggiTeknologiDumai.

The second hypothesis states that "Is there any significant influence of self-esteem on the English achievement of the 3rd semester students of TeknikIndustri

study program at SekolahTinggiTeknologiDumai?" it is explained on table5.

Table. 5
The Significance of Self-esteem on Students' English Achievement

N	df	Mean Square	F	Sig.	R Square
112	1	747.775	7.897	.006b	0.067

Table 5 shows tha the total number of participant (N) is 112, the standard deviation (df) is 1, the mean square is 747.775, F = 7.897, and the significant value is 0.006 smaller than 0.05 or tested on 95% of confidence interval. This can be interpreted that there is a significant influence of self-esteem on students' English achievement which means Ha is accepted, and Ho is rejected. In conclusion, there is a significant relationship between self-esteem and students' English achievement at Sekolah Tinggi Teknologi Dumai.

f. The influence of Self-efficacy and Self-esteem onstudents' English achievement at Sekolah Tinggi Teknologi Dumai.

To answer the third hypothesis whether there is any significant influence of self-efficacy and self-esteem on the English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai, it is explained in table 6.

Table.6
The Influence of Self-efficacy and self-esteem on Students' English Achievement

N	df	Mean Square	F	Sig.	R Square
112	2	2.155.576	32.685	,000b	.360

Table 6 shows that the total number of participants (N) is 112, the standard deviation (df) is 2, the mean square is 2.155.576, F = 32.685, and the significant value is 0.000 smaller than 0.05 or tested on 95% of confidence interval, with the determination coefficient of regression R Square 0.360 or 36% of contribution. This can be interpreted that there is a significant influence of self-efficacy and self-esteem on students' English achievement which means Ha is accepted, and Ho is rejected. In addition, self-efficacy gave a higher influence on students' English achievement than self-esteem.

IV. Conclusion and Suggestion

It is conluded that self-efficacy and self-esteem are the influencial factors on students' English achievement at Sekolah Tinggi Teknologi Dumai. it also revealed that self-efficacy gives more influence than self-esteem. It is suggested that lecturers should have awareness to build the students' self-efficacy and self-esteem level by applying a suitable teaching strategy during the lesson. In addition, lecturers should give the students some tasks that they can perform, and the lecturers should be able to make the students feel comfortable by greeting, giving positive comment, complements and encouragement during the lesson.

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