

Self-Esteem and Language Learning Strategy in Reading Achievement in English as a Foreign Language Country

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Abstract: This research aimed to find out 1) the language learning strategy used by students with high and low state self-esteem, 2) the language learning strategy used by students with high and low score in reading, and 3) the relationship or the correlation between self-esteem and reading achievement of students of EFL country. The sample of this research was taken from the students of Luckizy.co English course. There were 11 students of TOEFL class. Reading test was taken from TOEFL test of reading section, state self-esteem questionnaire was adapted from Heatherton & Polivy (1991) and language learning strategy in reading questionnaire from Setiyadi (2011) were used. The data were analyzed using Pearson correlation and comparison. The results showed that the students who have high and low state self-esteem used cognitive language learning strategy in reading test, the students who have high and low score in reading also used cognitive language learning strategy in reading test, the relationship between self-esteem and students' reading achievement also showed the insignificant relationship. So, most of students used the cognitive language learning strategy in reading test whether they have high or low self-esteem and whether they have high and low score. In improving students' reading achievement, self-esteem cannot be one aspect that should be considered because someone who has high self-esteem cannot be guaranteed that he or she could do the reading test well. The further research may examine the other skill besides reading, it can be speaking where the students need more self-respect and self confidence in uttering something.

Keywords: Self-Esteem, Language Learning Strategy, Reading Achievement

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I. INTRODUCTION

Reading is one of four skills in language learning that should be improved because through reading we can gain our knowledge through the comprehension as Nuttal (1982) defines that reading is the meaningful interpretation of written text. In Indonesia where English is as a foreign language demands the students to master reading most since the materials of English subjects are most about the types of text. In national examination, the students are faced by the questions that consist of listening and reading the text. It must be great challenge for the teacher to train or to improve students' reading skill.

In reading there is a process named comprehension. Someone should comprehend the text if he or she wants to get something from the text. According to Afdaleni (2013) comprehension is the process by which the person understands the meaning of the written or spoken language. While Alfassi in Zare & Othman (2013) states that reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction. It means that someone should know the meaning of what he reads. He can predict or guess the meaning as Goodman in Sutarsyah (2013) said that reading is a psycholinguistic guessing game in which the reader reconstructs a message that has been encoded by a writer as a graphic display.

To know someone's reading skill, a reading comprehension test can be applied. In constructing the reading test, the theory from Nuttal (1982) can be used where she said that there are five types of reading comprehension: determining main idea, finding the specific information or part of text, finding inference, finding reference, and understanding vocabulary. In the same objective, Hughes (1989) classified reading skill into macro skills they are scanning text to locate specific information, skimming text to obtain the gist, identifying stages of an argument, identifying example presented in support of argument, and micro skills such as identifying referents of pronouns, etc.

In learning every skill, included learning a language, everyone wants to be successful in achieving the goal. To achieve the goal, he must use his own strategy in learning. There are some kinds of learning strategy that can be used in reading skill, but there are two types that usually people used in reading, they are cognitive and metacognitive strategies (Wenden & Rubin, 1987; Richards in Richards, 1990; Ghonsooly & Eghtesadee, 2006; Ozek & Civelek, 2006; Ming Xu, 2007; and Hamdan et al, 2010 in Ratna, 2014).

Cognitive strategies in reading defined by are repeating, getting the idea quickly (skimming and scanning), using resources for receiving and sending messages, reasoning deductively, analyzing expressions, analyzing contrastively, translating, transferring, taking notes, summarizing and highlighting (Oxford, 1990). Meanwhile, metacognitive strategies in reading defined by are over-viewing and talking with already known material, paying attention, finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring, and self-evaluating (Oxford, 1990).

Self-esteem is becoming one factor can affect the learning process of second language. According to Coopersmith (1967) self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. While Burns (1979) asserts that self-esteem is a positive or negative attitude of an individual towards him or herself. It plays important role in second language acquisition, as Brown (1994) states that self-esteem is an important variable in second language acquisition. Furthermore, Brown (1994) states that students with high global self-esteem most likely believe themselves to be significant and worthy individuals as well as capable of learning another language. It means that students who have high self esteem can be successful at school especially in learning a foreign language. It is also supported by Branden (1985) who indicates that the biggest barrier to success is not lack of ability or talent but it is lack of self-esteem.

In the previous studies, some researchers found that self-esteem affects students' achievement. Someone should put a high value for his performance and be confident of his achievement because those judgments he makes are the drive for mastering proficiency (Stout, 2001), it means that he should believe himself that he can do it well. If he does not believe in himself, it will also affect the process. Stevick (1990) states that learning is affected by how students feel about themselves.

Hayati & Ostadian (2008) investigated relationship between listening and self-esteem, 60 intermediate students were selected through proficiency test. Coopersmith test and TOEFL listening comprehension were administered to them. The results showed that their listening comprehension was significantly affected by self-esteem. Fahim et al. (2011) also do the research about self esteem which showed that there is a positive relationship between English language proficiency, self esteem, and also paragraph writing. It is supported by Schunk (2000) and Hisken (2011) that students or individuals with high self esteem are able to do the tasks given in academic whereas students with lower self esteem tend to give up when they are given the tasks. Satriani (2014) got the same result about self esteem. The result showed that almost all students, who have high score in TOEFL, showed that they have good self esteem in handling English proficiency test.

So, in this study, the researcher also wants to know if the students of Indonesia where English as a foreign language also show the same result or not. But in this research, the researcher only focus on the reading skill since it is very important skill should be improved in Indonesia. So, the researcher can formulate the research problems as follows:

1. What type of learning strategy used by students with high and low state self esteem?
2. What type of learning strategy used by students with high and low reading score?
3. Is there any significant relationship of students' self-esteem and reading skill of students of EFL country?

II. RESEARCH METHODOLOGY

2.1 Design

This research is a quantitative research which focused on ex post facto design. The design tends to collect the data that already exist in the sample and use statistical formula to analyze the data.

2.2 Sampling Technique

The sample of this research was taken from the students of TOEFL class of Luckizy.co English course. There were 11 students, 2 males and 9 females. In taking the sample, the researcher used total sampling technique where all populations were included into the research.

2.3 Instruments

There were three instruments to collect the data:

1. A questionnaire of state self-esteem from Heartherton & Polivy (1991) was distributed to know the students' self esteem.
2. A questionnaire of language learning strategy in reading from Setiyadi (2011).
3. Reading comprehension test was taken from the question of TOEFL in section 3 of reading comprehension.

2.3.1 Questionnaire

There were 18 items in the questionnaire of state self esteem from Heartherton & Polivy (1991). This questionnaire used Likert with 5 scales. To know the reliability of this questionnaire, Cronbach's alpha in SPSS program was used. The questionnaire is considered as reliable if $\alpha > 0.600$.

Table 1. Reliability Statistics of Self-Esteem Questionnaire

Cronbach's Alpha	N of Items
.729	18

From the table above, it shows that coefficient alpha of the questionnaire is 0.729 ($\alpha > 0.600$), it means that the questionnaire of state self esteem is reliable.

In this research, the researcher also used language learning strategy questionnaire in reading from Setiyadi (2011). There were 20 items in this questionnaire and it also used Likert with 5 scales. To know the reliability of this questionnaire, Cronbach's alpha in SPSS program was used. The questionnaire is considered as reliable if $\alpha > 0.600$.

Table 2. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.938	.933	20

From the table above, it shows that coefficient alpha of the questionnaire is higher than 0.600, it means that the questionnaire of language learning strategy is reliable.

2.3.2 Test

To know the students' reading achievement, the questions from reading comprehension of TOEFL was used. There were 50 items in the test. To know the reliability of the reading test, Cronbach's alpha in SPSS program was used.

Table 3. Reliability Statistics of Reading Test

Cronbach's Alpha	N of Items
.669	50

From the table above, we can conclude that the reading test was reliable because $\alpha > 0.600$, it was 0.669. To know that the test was valid in constructing, the types of questions were checked using reading theory from Nuttal (1982).

2.4 Procedure

In conducting the research, the researcher did some steps as follows:

1. Finding the research problem.
2. Determining the sample of the research.
3. Making the instruments of the research.
4. Distributing the self-esteem and language learning strategy questionnaires.
5. Asking the score of students' TOEFL score of reading comprehension section from their pre-test of TOEFL class.
6. Analyzing the data.
7. Making report of findings.
8. Making the conclusion.

III. RESULT AND DISCUSSION

There are 3 research questions that should be answered in this research, so, in this part, the results and discussion will be shown based on the 3 research questions.

1. What type of learning strategy used by students with high and low state self-esteem?

Table 4. Language Learning Strategy Used by Low and High Self-Esteem

Participant	Total of Self-Esteem	Group		Learning Strategy		
		Low	High	Cognitive	Metacognitive	Social
01	45	√		34	20	10
02	42	√		32	18	9
03	51		√	30	16	8
04	41	√		28	21	10
05	54		√	41	27	10
06	45	√		36	20	9
07	50		√	32	17	9
08	45	√		30	19	8
09	64		√	53	30	9
10	44	√		30	16	9
11	43	√		39	23	9
Σ	48	7	4			

From table above, we know that the learning strategy that is used by the students with low and high self-esteem in reading comprehension is cognitive language learning strategy. The data were taken from the students of English as foreign language country. As we know that, students in English as foreign language country tend to do the reading comprehension test by getting the idea quickly by using skimming and scanning technique in finding the idea. They often translate the language into the mother tongue in order to understand. Even they open the dictionary when they don't know the meaning of the words. These characteristics belong to cognitive learning strategy in reading based on Oxford (1990).

2. What type of learning strategy used by students with high and low reading score?

Table 5. Language Learning Strategy Used by Students with Low and High Score in Reading

Participant	Score of Reading	Group		Learning Strategy		
		Low	High	Cognitive	Metacognitive	Social
01	62		√	34	20	10
02	66		√	32	18	9
03	56		√	30	16	8
04	60		√	28	21	10
05	58		√	41	27	10
06	46	√		36	20	9
07	48	√		32	17	9
08	54		√	30	19	8
09	40	√		53	30	9
10	44	√		30	16	9
11	38	√		39	23	9
Σ	52	5	6			

From table above, we know that the learning strategy that is used by the students with low and high score in reading comprehension is also cognitive language learning strategy. This result is in line with the result from Khandari (2017) who conducted the research about types of learning strategy in reading comprehension of non-native language country. She did the research to junior high school students and the result showed that the learning strategy used by students of junior high school most in reading comprehension is cognitive learning strategy. So, what thing that makes their score is different is not the learning strategy, because their learning strategy in reading is the same. There is x factor that can influence the achievement.

3. Is there any significant relationship of students' self-esteem and reading skill of students of EFL country?

To answer the research problem, the data were analyzed using Pearson correlation. The data of students' self esteem was correlated to students' reading achievement. The result can be seen in the table below

Table 3. Correlation of Self-Esteem and Reading Achievement

		SELF-ESTEEM	READING
SELF-ESTEEM	Pearson Correlation	1	-.244
	Sig. (2-Tailed)		.470
	N	11	11
READING	Pearson Correlation	-.244	1
	Sig. (2-Tailed)	.470	
	N	11	11

The results show that there is no significant correlation between students' self-esteem and their reading achievement. We can see from the table that r value is less than 0.000, $r = -.244$. The significance value is also bigger than 0.05, it is 0.470.

In this case, the degree of students' self-esteem also doesn't have the correlation with the score of their reading achievement. The students who have high self-esteem are not the students who get the high score of reading comprehension test. Even in this research, student with high self-esteem is the student with low score in reading comprehension test. According to Corsini (1999) self-esteem is defined as "an attitude of self-acceptance, self-approval, and self-respect". It means that someone who have high attitude of self- acceptance, self-approval, and self-respect is someone who has high self-esteem, but when someone respects himself or sees that himself is worth it does not guarantee that he could do every challenge in front of himself, especially in doing the test. In reading test, a student is not only required the mental but also his capability. It is the same as someone who has high IQ but he does not use it optimally will get lower score than who has low IQ but he uses it optimally in a test. So, in achieving high score of reading comprehension, the important one is students should have high effort in learning process. This finding also has similar finding with Dev & Qiqieh (2016) where their study indicate a negative relationship between English language proficiency and self-esteem.

However, this result is contrast with some researches result such as Bagheri et al. (2012) who conducted the research to university students. They found that self esteem is positively correlated with reading comprehension. Demo and Parker (1987) also believe that in real situations both self-esteem and language learning are interacting variables, in the sense that language learning can affect the degree of self-esteem and vice versa; that is to say, by strengthening one, the other factor will be strengthened.

IV. CONCLUSION

From the result and discussion above, we can conclude that the degree of self-esteem and using cognitive learning strategy are not the factor that can influence students' score in reading comprehension. Someone who has high self-esteem cannot be guaranteed that he or she could do the reading test well. The most important in achieving good score is students' high effort and capability in doing something. The further research may examine the other skill besides reading skill. It can be speaking where the students need more self-respect and self confidence in uttering something or investigating the relationship based on the types of self-esteem. It will be deeper than the self-esteem in general.

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