THE CONTRIBUTION OF SELF-ESTEEM AND LANGUAGE LEARNING STRATEGIES TO THE STUDENTS' ENGLISH PROFICIENCY FOR SECOND YEAR STUDENTS OF
SMA NEGERI 7 DENPASAR

ARTICLE

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Abstract

Keywords: *self-esteem, language learning strategies, students' English proficiency*

This study aimed at finding out whether (1) there is a positive and significant contribution of self-esteem to the students' English proficiency for second year students of SMA Negeri 7 Denpasar, (2) there is positive and significant contribution of language learning strategies to the students' English proficiency for second year students of SMA Negeri 7 Denpasar, and (3) there is positive and significant contribution of self-esteem and language learning strategies to the students' English proficiency for second year students of SMA Negeri 7 Denpasar. It was conducted in SMA Negeri 7 Denpasar. The data were gained by using two kinds of questionnaires Students' Self-Esteem Questionnaire and Strategy Inventory of Language Learning and TOEFL Prediction Test. This research was a predictive study and was conducted as quantitative research by using ex-post facto research design. The simple regression and multiple regressions were used in analyzing the research. From the result, it was found that (1) there was positive and significant contribution of self-esteem to the students' English proficiency for second year students of SMA Negeri 7 Denpasar with contribution 88.36%, (2) there was positive and significant contribution of language learning strategies to the students' English proficiency for second year students of SMA Negeri 7 Denpasar with contribution 62.9%, and (3) there was positive and significant contribution of self-esteem and language learning strategies to the students' English proficiency for second year students of SMA 7 Denpasar with contribution 91.01%.

1. Background of the Study

Indonesia, as one country which places English as a foreign language puts English as one of the Important subjects. It can be seen from the subjects of National Examination. English becomes one of those subjects. Besides, the importance of English can be seen from the fact that English is taught started from kindergarten until the university. Through those levels of learning (kindergarten until university), the students are expected to be proficient in all skills of English, namely listening, speaking, reading

and writing. To support students' proficiency, it is also needed by the students to master vocabularies, pronunciation, and the grammars.

Even though students have been learning English for years, some of them still have difficulties in using that language. One of the difficulties was that some students were still confused in applying grammar, especially the use of tenses in their daily life. Other difficulties were in vocabulary and pronunciation. It can be seen from the fact that they do not know the words in English and the way how to pronounce them well. They felt afraid if they were asked to speak. Because of those difficulties, they always ashamed in using English and it was indicated that they did not have good self-confidence in using that language. According to Izzan (2008), those problems above can be categorized into linguistic and non-linguistic problems. Linguistic problems can be difficulties in pronunciation, vocabulary, semantic system, and writing process. Non-linguistic problems relate with the learner's personality and social culture background.

To make the development of learning process successfully done, the teacher must think about some aspects related to the learners' personality of the language learning. According to Brown (1980: 100), the affective domain of second language acquisition is the intrinsic side of affectivity, where personality factors of a person contributed in some ways to the success of language learning. Moreover, Brown categorized the personality factors into egocentric factor (of how one's view of self and its general relevance to language learning), transactional factors (of how a person is transacted to others), motivational factors, and a sketch of community language learning as an instance of an affectively based teaching method.

Brown (1980:103) also stated that self-esteem is the part of egocentric factors. A definition on self-esteem was also given by Coopersmith (1967 as cited in Brown, 1980:103)

Self esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual hold toward himself. Self-esteem is abstract just like it can be felt but it can be seen. Self-esteem can make a person judge himself whether is good or not before another person giving opinion on him.

Mruk (2006:28) provided another definition of self-esteem. It was stated that self-esteem is the lived status of one's competence in dealing with the challenges of the living in a worthy way over time. This factor then becomes a consideration of the research to be taken, because self esteem is the main factor that can influence a learner of second language to encourage themselves in language learning. It is believed that having a positive view of self may cause many benefits. As stated by Heatherton (2011) having high self-esteem able to make those who possess it to have a good feeling about themselves, to have the ability to cope effectively with challenges and negative feedback and to have a social world in which they believe that people value and respect them. It was stated that people with low self-esteem see the world through a more negative filter and their general dislike for themselves colors and their perceptions of everything around them. A similar statement is also stated by Brown (1980:104) that students with high self-esteem actually performed better in foreign language.

Teacher should also consider the strategy of students in learning a second language especially English. Generally in Indonesia, English is not used as a means of communication in daily life. English becomes important then when it is needed as the requirement to find a qualified job. Therefore, English teachers need to realize that they have to do many efforts for the students' improvement, such as; the teacher gives different teaching strategy from one meeting to the next meeting in learning English, the teacher invites native speakers and the students having a conversation with them and the teacher needs to review their lesson often.

Oxford (1990) stated that language learning strategies are specific actions which are taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Language learning strategies need to develop by the learners themselves to make their acquisition in achieving English getting better. The teacher also should pay attention on the learning strategies used by the learner to make the students understand of the English materials given.

In this study, the independent variables were self esteem and language learning strategies which are hypothesized as having some contribution to the students' English proficiency. The considerations of choosing student's self esteem because self esteem

were able to influence the students' psychology in learning. Students with low self-esteem were characterized as psychologically distressed and perhaps even depressed (Tennen in Heatherton, 2011). It can be said that the low self-esteem makes the teacher's goal failed to be achieved because of the psychology's interference. On the other hand, language learning strategies were chosen because language learning strategies were able to show the students' efforts in learning English and able to make the students' English skill being improved.

2. Statements of the Problem

In line with the identification of problem above, the problems can be formulated as follows:

1. Is there any positive and significant contribution of students' self-esteem to the students' English proficiency for second year students of SMA Negeri 7 Denpasar in academic year 2011/2012?

2. Is there any positive and significant contribution of language learning strategies to the students' English proficiency for second year students of SMA Negeri 7 Denpasar in academic year 2011/2012?

3. Is there any positive and significant contribution of students' self esteem and language learning strategies to the students' English proficiency for second year students of SMA Negeri 7 Denpasar in academic year 2011/2012?

3. Purpose of the Study

In relation to the problems stated above, this research was aimed at accomplishing the following purposes:

1. To find out whether there is a positive and significant contribution of students' self esteem to the students' English proficiency for second year students of SMA Negeri 7 Denpasar in academic year 2011/2012.

2. To find out whether there is a positive and significant contribution of language learning strategies to the students' English proficiency for second year students of SMA Negeri 7 Denpasar in academic year 2011/2012.

3. To find out whether there is a positive and significant contribution of students' self esteem and language learning strategies to the students' English proficiency for second year students of SMA Negeri 7 Denpasar in academic year 2011/2012.

4. Research Methods

The research was a predictive study which was conducted as quantitative research by using ex-post facto research design with simple regression and multiple analysis. As mentioned previously, the research purpose was to find out the significant and positive correlation of two independents variables, namely students' self esteem (X_1) and language learning strategy (X_2) on students' English proficiency (Y).

The overall populations of this study were the second grade students of SMAN 7 Denpasar in the academic year 2011/2012 which consisted of 7 classes. There were 5 classes of science class and 2 classes of social class. The method of collecting sample in this present study was systematic sampling. Gay et al. (2000) stated that systematic sampling is appropriate in certain situations. Moreover it was stated that in systematic sampling, the sample is obtained from selection of each "K^{th}" person on the list to the desired sample size. The overall sample at the current study consisted of 160 students from 270 populations. The consideration of taking those samples was based on table of R.V. Krijcie and D.W. Morgan in determining the size of sample as cited in Gay et al. (2000).

There are three variables in this research. Two of them were independent variables, namely students' self-esteem and language learning strategies. The other was dependent variable that is students' English proficiency.

Below is the summary of all instruments:

No	Types of Instruments	Purpose	Note
1.	SSE (Students' Self-Esteem) questionnaire	To collect data on students' self-esteem	This was self-designed questionnaire. comprising 38 items of statements by using Likert-scale ranged from

			strongly agree to strongly disagree. It was judged by two expert judges and was tried out in order to check the reliability and validity of the instrument.
2.	SILL (Strategy Inventory of Language Learning)	To collect data on students' language learning strategies	The questionnaire was developed by Oxford (1990). by the students. SILL was used by many researchers around the world. SILL was provided within two versions: one was for native English speakers of English and the other was for learners of English as a second or foreign language (50 items). The second version of SILL was used as the consideration that the students of SMA Negeri 7 Denpasar study English as the foreign language. SILL was organized into six strategy taxonomy. This second version of SILL has been translated into Bahasa Indonesia and validated by Artini (as cited in Winasari:2010)
3	TOEFL Prediction	To collect data on	The test was in the form of

Test by Heinkel (2005)	students' English Proficiency.	multiple choices. There were 140 items of multiple choices. The test began with the Listening Comprehension contained part A (30 items), part B (8 Items), and Part C (12 items); Structure and Written Expression included part A (15 items) and part B (25 items); and finally the Reading Comprehension (50 items). The test could be done in approximately 2.5 hours.

5. **Empirical Review**

Some research has been done in relation with self-esteem, language learning strategies and English proficiency. Naderi et al. (2009) conducted a research of self-esteem, gender and academic achievement of undergraduate students. It was found that there is no relationship between self-esteem and academic achievement, but there is a significant difference between gender and self-esteem was observed.

Winasari (2010) conducted the research of the contribution of Language Anxiety and Language Learning Strategies on the Students English Proficiency of Senior High School in Mengwi. She discovered that there was a significant contribution of language learning anxiety on students' English proficiency, and significant contribution of language learning strategies on students' English Proficiency, also a significant contribution of both language anxiety and language learning strategies on students' English proficiency.

The similarity of those researches to this present study is that they concerned with psychological aspects of learning English. On the basis of these findings, those researches

was inspired to find out the contribution of both students' self-esteem and language learning strategies to the students' English proficiency.

6. Conclusion and Discussion

The result of the analysis showed some facts that clearly be stated as follows:

1. There was a positive and significant contribution of Students Self-Esteem to the Students' English Proficiency of second year students of SMA Negeri 7 Denpasar. It showed by the equation of regression $\acute{Y}= 53.383 +1.164 X_1$ with contribution 88.36%. It means that the higher self-esteem of students, their English proficiency would be increased and also otherwise.

2. There was positive and significant contribution of Language Learning Strategies to the Students' English Proficiency in SMA Negeri 7 Denpasar in academic year 2011/2012. It showed by the equation of regression $\acute{Y}= -45.607 + 0.576 X_2$ with contribution 62.9%. It means that the frequently and variety used of language learning strategies would led the students to have better English proficiency.

3. There was positive and significant contribution of Students' self-esteem and Language Learning Strategies to the Students' English Proficiency in SMA Negeri 7 Denpasar in academic year 2011/2012. It showed by the equation of regression line $\acute{Y} = 5.352 + 1.164 X_1 + 0.576 X_2$ with the contribution 91.01%. It means that both students self-esteem and language learning strategies could help the students to have better English proficiency.

Based on the above findings, it could be concluded that there was a positive and significant contribution of students' self-esteem and language learning strategies on the students' English proficiency for second year students of SMA Negeri 7 Denpasar in academic year 2011/2012. So that two of these independent variables could be used to determine the English proficiency level of the students in SMA Negeri 7 Denpasar.

The findings in this study indicated that the variables of students' self-esteem and, language learning strategies were significantly associated with students' English proficiency of SMA Negeri 7 Denpasar. It means that the two variables can determine the increasing of English proficiency of students in SMAN 7 Denpasar. Based on these findings suggested some ways to:

6.1 Teachers in SMA Negeri 7 Denpasar

The findings indicate students' self esteem are very closely related and significant contribution on students' English proficiency of SMA 7 Denpasar, so teachers are advised to encourage the belief that students are more confident in improving learning English. By slipping the words of motivation that could be a trigger for the initiative in improving the English language skills, not just in writing but verbally strived to become fluent. The teachers are also encouraged to explore many sources of teaching strategies and take the materials to educate students in different and interesting ways.

6.2 English Teachers in Denpasar

Through the findings, the English teachers in Denpasar are suggested to realize the issues of self-esteem and language learning strategies as the determining factors in developing English subject. It can be discussed together in a meeting of the curriculum to be used in learning. So then the goal of learning that is communicative competence can be reached.

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