

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is also expected to give important background information for the discussion of related literature. The researcher is going to describe some theories. The discussion consists of: (1) Self Concept (2) Academic Self Concept (3) Academic Achievement (4) English Achievement (5) Previous Study.

2.1 Self Concept

Self concept is an important thing in the personality development. In other words, Nalah (2014) confirmed that self concept is an inherent characteristic in the personality of each individual. In line with this, Sanchez and Roda (2003) stated that self concept is the component of human personality development. It can be understood that self concept contribute to build individual's personality by determining how an individual thinks, feels, and acts.

2.1.1 Definition of Self Concept

Self concept can be defined broadly as someone's perceptions toward him/herself. According to Shavelson et al. (1976), self concept is defined as one's perceptions of self which is shaped through experience with the environment and also other people. Relate to this, Laryea (2014) stated that self concept refers to perception of every human about him/herself which indicates who s/he is and how s/he fit into the world. Then, Sanchez and Roda (2003) defined that self concept is

the perceptions that the individual assigns about him/herself and s/he uses to describe him/herself. From this statement, it can be understood that self concept is dealing with perceptions that we have and we use to represent or describe about ourselves.

Then, Drew and Watkins (1998) stated that self concept is a psychological construct which refers to a set of ideas and attitudes about the self which is possessed by each individual. It means that, every individual has their own self concept and of course with the different or varying level; it may be high and low self concept or positive and negative self concept. Moreover, Manning (2007) perceived self concept as students' perception of competence or adequacy in both of academic and non-academic domains (physics, social, emotional).

Moreover, Sanchez and Roda (2003) also added the statement related to the definition of self concept in which it is considered to consist of various areas in which some of them related to certain personality aspects (physical, social, emotional), while others related to academic. Moreover, Eccles (2005) agreed that self concept is one's general view relates to him/herself across various cluster of perceptions based on self thought and evaluation of values shaped through experiences with one's environment and others.

Relate to those theories above, many experts have been defined the term of self concept in which most of them lead to the similar meaning or definition about self concept generally that is as a set of individual perceptions toward him/herself. In order to reach a common definition of self concept, this study deals with the definition of self concept proposed by Shavelson et al. (1976). These authors

defined self concept as the perceptions of each individual has about him/herself; it is formed from the interactions and experiences that get from the environment and other people. So, it can be concluded that self concept is a set of one's perceptions which cover physical, academic, social and emotional characteristics that are formed as a result of the past experiences and interactions between environment and also other people. By considering this statement, it indicated that the formation of self concept is not innate, but rather it is formed through one's experiences and interaction with environment and others.

2.1.2 The Formation of Self Concept

According Shavelson et al. (1976), self concept is formed as the result of environmental experiences and interactions by significant others. In addition, Srivastava and Joshi (2014) stated that the term of self concept is developed since childhood from time to time and also influence who one becomes as adults. Thus, how the way parents interact, judging, and appreciate their children will lead to the big effect on building children's self concept. Qalavand et al. (2013) also agreed that self concept is not innate, but it is shaped through individual's experiences and interaction with the environment where "significant others" also play an important role.

From this theory, it may bring to the example of the reality in education that teacher together with the classroom situation play an important role in affectivity the students. As Coetzee (2011:35) mentioned that it has been usual to hear students said that they would prefer not join a class because of the teacher or

his/her negative disposition toward them. This negativity that is experienced by the students in the classroom may influence to students' self concept. Here, it may be considered that the teacher as a "significant others" in the academic context, meanwhile the classroom situation as the "environmental experience". By considering this example, it can be understood that self concept is shaped and developed as the result of experiences toward environment and interaction with other people.

As we have learnt that self concept is formed by environmental experiences and interactions with others, the successful experiences and positive feedback which is received from others may lead to the positive self concept. Indirectly, environmental experiences and significant others that someone gets may influence to how one feels, thinks, and acts toward him/herself. Thus, how one perceives feelings, thoughts, and efforts toward him/herself have been related to the dimensions of self concept since the term of self concept concerns about a person feels or thinks toward him/herself and then may lead to determine his/her behavior.

2.1.3 The Dimensions of Self Concept

It has been known that the term of self concept comprises all the perceptions of the individual about descriptions of him/herself. Lawrence (2006:2) stated that self concept covers three aspects; they are cognitive (thinking), affective (feeling), and behavioral (acting). Then in the practice, Lawrence

(2006:2) also brought to the clear understanding that those aspects may concern on the dimensions of self concept, they are:

1. Self Image (the view that you have of yourself)
2. Ideal self (would you wish you were really like)
3. Self esteem (how much value you place on yourself)

The third dimensions of self concept are integral in forming the human personality and may determine what we normally feel, think, and act.

2.1.3.1 Self Image

According to Lawrence (2006:3), self image refers to the individual awareness about both of mental and physical characteristics. For example, related to the mental characteristic are how the individual thinks that him/herself is being loved or not loved, or being clever or stupid; related to the physical characteristics are how she/he thinks about their physical appearances, such body shape and size, others. So it can be understood that self image refers to the individual thinks about s/he is.

In addition, self concept can be defined in the simple way that it deals on what you see in yourself. This dimension tells the answers of question “who am I?”. It is all what we have known about ourselves. In the conclusion, self image is what the person is. Moreover, according to Huitt (2011), self image relates to the cognitive or thinking aspect in which it comprises of knowledge, ideas, or thinking about the self.

2.1.3.2 Ideal Self

Lawrence (2006:4) stated that ideal self refers to ideal characteristics that an individual should possess. It deals with the ideal standard of behavior and certain skills which are valued and need to be possessed by an individual. For example adults place value that being clean and tidy is important, so they will tend to be clean and tidy. So, it can be understood that ideal self represents to one's ideals of behavior as the manifestations of someone aspires to be. The simple definition of ideal self is what you would like to be. The ideal self comprises of expectations, dreams, and craving of the self. It may be concluded that ideal self is a figure like what we most to be in all fields of our life. The ideal form may lead to shape on one's behavior. So therefore, ideal self may relates to behavioral (acting) aspect.

2.1.3.3 Self Esteem

According to Lawrence (2006:6), self esteem defined as feeling of self – worth and confidence in general or specific activity or behavior. The term of self esteem can be meant as how we value ourselves. In line with this, Huit (2011) stated that self esteem refers to affective (feeling) aspect and generally concerns on how someone feels about or how someone values his/herself. It also can be meant as how much one likes to him/herself. Moreover, self esteem involves the degree of evaluation about ourselves that we may have either positive or negative views.

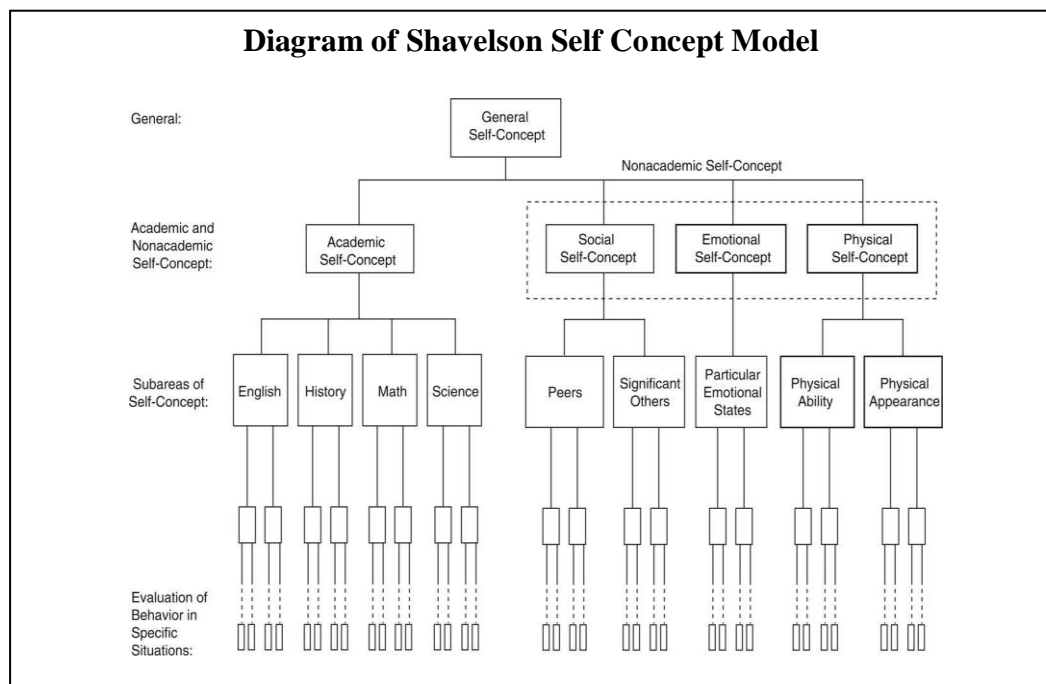
Since the term of self concept consists of some dimensions, it is considered that self concept generally refers to totally of a complex and organized belief about him/her self. As Manning (2007) stated that self concept is students' perception of competence or adequacy in both of academic and non-academic domains (physics, social, emotional). Thus, since self concept is believed that comprises various areas which relate to personality aspect and also academic, many researchers (Shavelson et al., 1976; Sanchez and Roda, 2003, Qalavand, 2013) agreed that the term of self concept is multifaceted and has hierarchical structure.

2.1.4 The Structure of Self Concept

According to Shavelson et al. (1976), self concept is multifaceted, hierarchical, and organized. This statement is consistent with the hierarchical model that has been created by Shavelson et al. (1976) and often called as the Shavelson self concept model. This model is created in the form of pyramid, with the general self concept at the top of pyramid. Then, it is followed by academic and non-academic self concept. Then, each of them is divided again into some sub-areas of self concept.

Ahmed and Bruinsima (2006) stated that general self concept refers to general evaluative of attitudes and feelings that ones have about themselves. Meanwhile, academic self concept is defined broadly as how students view about his/her academic abilities (Cokley; 2000). Then, non academic self concept concerns on one's perception toward non academic activities (Suntonrapot et al.;

2009). It comprises of physical self concept (perception about both of physical abilities and appearances), social self concept (relate to interaction with others), emotional self concept (relate to emotion states).



Source: Shavelson, Hubner, & Stanton (1976)

As we have learnt that self concept is considered as hierarchical structure that consist of both academic and non academic self concept. Both of them are possessed by each individual inside the self in the form of either positive or negative self concept. In line with this, Nalah (2014) clarified that different individuals have various qualities of self concept as implied by the term of “positive and negative” self concept; it has also various quantities of self concept

as suggested by the term “low and high” self concept. In addition, the different level of self concept of each individual can be also influenced by some factors.

2.1.5 Factor that Influencing on Self Concept

According to Kamble (2009: 14), self concept of individual can be influenced by following factors, some of them are:

1. Age

Self concept which is possessed by an individual may change during any time of his/her life. It usually occurs at the beginning of each developmental phase. So, age is considered to be important factor that may influence to the level of individual's self concept.

2. Gender

Personality of an individual refers to a blend of femininity and masculinity in which every individual possesses greater proportion of those traits depends on its role. Different gender between woman and men on how the way an individuals' thinks, feels, and acts. Thus, it may influence to the level of individual's self concept.

3. Educational Disciplines

Self concept of individual may also be influenced by which subjects s/he studies and how s/he feels, thinks, and acts in those subjects.

4. Social economic status

Socio economic status such as parents' education and their occupation may affect to one's self concept. Individual who grew up in low socio economic

status family will face different treatment with individual who grew up in high socio economic family. Inadequate income may make individual becomes stress, frustration, and sense of helplessness, and finally affect to his/her self concept.

2.2 Academic Self Concept

The term of self concept is believed as multifaceted which consist of academic and non-academic self concept. Both of them are important in developing human personality. According to Coetzee (2011:34), academic self concept refers to feelings or attitudes that an individual has about his or her own academic abilities. Moreover, Cookley (2000) also defined academic self concept as attitudes, feelings, and perceptions that refer to someone's academic skills or intellectual ability. It can be understood that academic self concept broadly defined as students' views toward their academic.

Moreover, Shavelson et al. (1976) stated that academic self concept relates to self perception which is shaped through students' experience and interaction with school environment. Qalavand et al. (2013) revealed that academic self concept (ASC) is dealing with the personal beliefs of student about their academic abilities or skill. Then, according to Erten and Erten (2014), academic self concept is often defined as someone's personal evaluation and feeling about his/her own academic strength and achievement.

Relate to the term of academic self concept, Manning et al. (2006) clarified that academic self concept can be meant as first, how good students in all subjects. Here, it deals on how students' view toward their academic in overall

subject generally. Second, academic self concept can also be meant as how good students in specific subject, such as mathematic only or English only, and may be other certain subjects. In addition, this study concerns to academic self concept in English subject; how is students' perception and feelings toward their English academic ability.

Moreover, according to Liu and Wang (2005), academic self concept refers to students' perceived about their academic competence which includes students' feeling and thinking about their academic ability, and also covers students' commitment and involvement in schoolwork. In line with this, as has been stated in the previous sub point that according to Lawrence (2006; 2), self concept comprises three aspects; cognitive (thinking), affective (feeling), behavioral (acting). As we know that academic self concept as the part of component of self concept, therefore academic self concept also covers those three aspects.

By considering some theories related to the definition of academic self concept, it has been meant that definition academic self concept in this study deals with Liu and Wang's (2005) statement. Thus, academic self concept in this study operationally defined as students' personal evaluation about their academic competence or ability which covers what students' feeling, thinking, and acting in a subject, in this case the subject refers to English subject.

Academic self concept that is possessed by each student can be different between one student and other students in the term either positive or negative academic self concept. According to Hamachek (1995) students who have high

academic self concept, they tend to approach school-related tasks with the confidence, thus success on those tasks will reinforce their confidence. Finally, they will express greater satisfaction in their academic. Meanwhile, a student with negative academic self concept, s/he tends to avoid study hard because s/he considers the subject is too difficult for him/her (Sikhwari: 2014). As the result, they will get difficulty in achieving good academic achievement.

Another study which is done by Liu (2009) about assessing changes in academic self concept among homogeneously group of EFL students, it was found that low academic self concept lead to the less self confidence and then make students are less motivated in putting an effort to learn the subject, and thus achieve less satisfaction in the learning and vice versa. Moreover, the study which is conducted by Nalah (2014) indicated that students with the high academic self concept are more popular, cooperative, and fight in schoolwork. Then, they also tend to have low level of anxiety and high expectations of academic success. The students with the high academic self concept also interact more to others in order to exchange worth information and to maintain their positive-high academic self concept and academic achievement.

From those theories above, it may be understood that academic self concept may give such as influence to the students' academic achievement. Considering the importance of academic self concept, it is important also for both parents and teachers to help for monitoring and exploring students' some efforts in learning since such effort may show positive academic self concept and then may boost students' academic achievement.

2.3 Academic Achievement

Academic achievement is a crucial thing in educational setting since it indicates the level of students' competence in respect of the academic content. According to Joshi and Srivastava (2009), academic achievement is the degree level of competence success gained in some school-tasks of general or specific subject. Then, Parveen (2014) defined academic achievement refers to knowledge or skill gained in school subjects which usually assessed by test score assigned by the teacher.

Moreover, Lawrence and Vimala (2012) stated that academic achievement is a measurement of knowledge gained in formal education which usually indicated by test score or average score. In the simple form, the term of academic achievement can be defined as the measurement to reach successful results of teaching and learning process by giving the score use number as the symbol. The academic of achievement will determine whether s/he is considered to be successful or not, and as the consequence, Coetzee (2011:30) also agreed that academic achievement is very important in education.

Considering the importance of academic achievement in education, it is also important to learn about the factors that may influence to academic achievement. Abolmaali, et al. (2014) mentioned that there are some factors that may affect to academic factors, including: (1) Non cognitive factors, such as self concept, self esteem, personality trait, and others, (2) Cognitive factors, such as intelligence, styles of thinking and learning, creativity, and others, (3) Motivational factors include internal and external factor that students possess, (4)

Quality of school instructions include teaching method, school environment, and others, (5) Family factors, such as family environment perception, family support perception, (6) Socio economic status, such as parents' education and their occupation, (7) A combination of different factors (cognitive, emotional, and behavior).

Every country has its own standard of academic achievement. In Indonesia, the standard of academic achievement has been known in term of cognitive, affective, and psychomotor score. Cognitive score is assessed from the written score, homework, exercise, middle and final test. Affective score deals with some indicators, such as activeness in the classroom, the politeness among teachers, others students, and environment, and many others. Next, Psychomotor score allows the students to practice their skill, for example in English; there are speaking and reading practice.

So, it can be concluded that academic achievement is a tool that uses for measuring the success of teaching and learning process for the overall subject generally or certain subject by using the number as the symbol to represent the score. However, this study concerns to the specific subject only, that is English subject or it has been known as English achievement.

2.4 English Achievement

According to Joshi and Srivastava (2009), achievement refers to the degree or the level of ability success. Then, Algarabel & Dasi (2001) defined achievement as the competence of a person in relation to a domain of knowledge.

Thus, English achievement can be defined as the competence of person in relation to a domain of English knowledge. Moreover, it can be concluded that English achievement in this study operationally defined as the measurement to reach successful in English teaching and learning process by using number as the symbol to represent the score. This study concerns on English achievement of eight grade of junior high school on second semester.

The successful English achievement gained by the students can be influenced by some factors. Based on study of Souriyavongsa, et al (2013), it can be concluded that there are some determinants or factors that affect students' English achievement, some of them are:

1. Cognitive factors, such as the level of intelligence and knowledge about English. Students who have more background knowledge about English, they will easy for understanding English is. Meanwhile, students who have lack knowledge and intelligence in English, they tend to get difficulties in learning English. For instance, students who have limitation in vocabulary, they will difficult to develop their other skill.
2. Non-cognitive factors, such as the level of self concept, motivation, and anxiety, and others. Students who have high self concept, they tend to have positive perception and high expectation about English which is important in education. Not only that they also have more confidence, motivation, and interest in using English with the low level of anxiety. Finally, they will get successful English achievement. Meanwhile, students who have negative self concept, they tend to think that English is difficult for them and have low

expectation that English is important in education. They have lack of confidence, less of motivation and get more anxiety for using English because they feel afraid and shame when they make mistakes. Finally, they will difficult for achieving good English achievement.

3. Learning strategies refers to some methods that used by the learners for gathering information in order to achieve successful achievement. Normally, high achievers learners use more learning strategies than low achievers. It is important for applying appropriate learning strategies to the task in order to achieve the goal and get better achievement.
4. The quality of school instructions. The quality of the English teachers, the methods or strategies that used in teaching and learning process, the education system, and the suitability of curriculum also affect to students' achievement in English.

To measure the English achievement of students, the researcher will analyze about content standard and pass competence standard based on KTSP Curriculum since this curriculum used in MTs. Masyhudiyah Giri. Furthermore, Mulyasa (2007) stated KTSP curriculum is developed based on consideration of content standard and pass competence standard. He also added that content standard set in Permendiknas No 22 year 2006 while pass competence standard set in Permendiknas No 23 year 2006.

According to Permendiknas No 23 year 2006, pass competence standard of English subject for junior high school is divided into 4 skills; they are listening, speaking, reading and writing. Moreover, Panjaitan (2013) stated that content standard covers competence standard and basic competences. Based on Permendiknas No 22 year 2006, in eight grade of junior high school on second semester, there are totally 6 competences standard, 12 basic competences. Then first, in the listening competence, there are 2 competences standard and 4 basic competences. The students have to authorize of responding asking, giving and refusing service; thing; admitting and denying the facts; information; asking and giving opinion; inviting, accepting, and refusing invitation; offer; agree and disagree; statement; showing care; opening and closing conversation in the telephone; short functional text of advertisement; notice; monolog text of recount text; narrative text accurately and fluently in listening section.

Second, in the speaking competence, there are also 2 competences standard and 4 basic competences. The students have to authorize in using some expression of asking, giving and refusing service; thing; admitting and denying the facts; information; asking and giving opinion; inviting, accepting, and refusing invitation; offer; agree and disagree; statement; showing care; opening and closing conversation in the telephone; short functional text of advertisement; notice; monolog text of recount text; narrative text orally, accurately and fluently.

Third, in the reading competence, there are 1 standard competence and 2 basic competences. Here, the students have to authorize; how the way to read the sort text based on right pronunciation, intonation, stress in word, phrase, and

sentence; understanding or identify the purpose and the structure of short text; understanding or identify the contain of short text based on linguistic in advertisement, notice, recount, and narrative text.

The last is writing competence, there are 1 standard competence and 2 basic competences. Here, the students have to authorize in identifying, arranging, making short text advertisement, notice, recount, and narrative text accurately and fluently.

2.5 Previous Study

There are some researchers who are conducted a research about self concept before this study carries out. Most of them relate to academic achievement. In addition, the researcher tries for relating this study to the previous researches which have similarity in which can be used as material review.

The first, study which is conducted by Dramanu and Balarabe (2013) investigate the relationship between academic self concept and academic performance. Subject of this study were 756 males and 714 females junior high school students randomly selected from 24 junior high schools in Ghana through stratified sampling. Moreover, this study concerns on gender and location (urban and rural school). The instruments that used in this research are; in term of general achievement test which covers some subjects, such as mathematic, English language, social, and science; and also academic self concept. Here, the students have to fulfill the academic self concept questionnaire, then followed by the test of each subject. Then, the researcher analyzed and computed both of academic

self concept questionnaire and the test score. Finally, it was found that there was positive relationship between academic self concept and academic performance of the students. The result also showed that there was significance difference between urban and rural school, while there is no significant different between male and female academic self concept.

Another study was conducted by Kumari and Chamundeswari (2013), this study examined the relationship between academic self concept and academic achievement of higher secondary students. Subject of this study was 321 students of higher secondary level in India. Here, the researchers delivered the academic self concept questionnaire of the students, and then they also gathered academic achievement for all subjects. After that, the researchers analyze the data. Finally, the results showed that there was positive relationship between self concept and academic achievement of students at the higher secondary level.

From the previous studies above, there are some differences between this study and previous studies that have been mentioned above. First, this study focuses on examine between academic self concept of English subject and English achievement, meanwhile the previous studies above, both of them concern on academic self concept for overall subjects. Moreover, Dramanu and Balarabe (2013) research focused on combination of academic self concept, gender, and also location, meanwhile this study does not. Second, the setting of the previous studies is also different from this study.

The researcher considers the previous study above because it related to the academic self concept and academic achievement. The result of this study may be different with the previous study because of different focus and setting. Since this study also brings different focus and setting, it still becomes a question about whether actually there is relationship between academic self concept and English achievement at eight grade of MTs. Masyhadiyah Giri.