SELECTED PAPERS

The 15th Asia TEFL
and 64th TEFLIN International Conference

Basikin, et al.

Selected Papers
The 15th Asia TEFL &
64th TEFLIN International Conference

Basikin, dkk.

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Selected Papers
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Selected Papers

The 15th Asia TEFL & 64th TEFLIN International Conference

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Isi di luar tanggung jawab percetakan

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Forewords

Praise and gratitude are to Allah the Almighty, without His guidance this compilation of the 15th Asia TEFL – 64th TEFLIN International Conference 2017 selected papers will never be ready. It is such a hard work for the members of the editorial board to finish this in such a very short time.

Papers selected in this compilation serve a number of criteria from the genuine ideas, the interesting approach to conduct the research, and the appropriateness with the conference theme. Though they are probably not the best in the field, they do give some contribution to the development of English Language Teaching in particular and the teaching of language in general.

Finally, It will not be difficult to find shortcomings from this publication, however, the editors hope that it will contribute to the betterment of the teaching of languages, and English in particular, not only in Indonesia but also worldwide.

Yogyakarta, 13 July 2017

Editorial board
The 15th Asia TEFL – 64th TEFLIN International Conference

The Study on the Relationship between Global English Self-Concept and English Ability

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ABSTRACT

The aims of this research were: (1) to describe the English self-concept and English skills (2) to find out the contribution of Global English self-concept toward English Ability. This study was conducted through quantitative approach by using questionnaires, comprising 30 close-ended items related to student's self-concept constructs derived from primary and secondary sources of literature. The Cronbach's alpha was used to examined for the reliability on the questionnaire. Subjects consisted of 12 first-year university students of English Department, Faculty of Letters, Christian University of Indonesia. In analysing the data, both descriptive and inferential statistics were used to analyse the data. The findings of this research showed that Global English self-concept and English ability are positively and significantly correlated. It means that English self-concept contributed students English ability should be increased to ensure high English skills among students consisting of Speaking, Reading, Writing, Listening and Grammar. Although the findings also indicted that there is no statistical difference both Global English self-concept and English Ability based on gender. It is essential that English lecturers, counselors, parents, and indeed all stakeholders of educations should think it as a task to consider this self-concept of students since it has an influence on the development of positive self-concept among students when dealing or interacting with them. In addition, they must be able to motivate students to increase their self-concept and to motivate them in their day-to day learning English, especially speaking, writing, reading and writing since such effort improve students' English skills significantly.

Key words: Global English Self-concept, English Ability

Introduction

Historically, self-concept research has been dominated by a unidimensional perspective in which self-conceptions were considered to be relatively consistent and undifferentiated across social, academic, physical, and other domains (Wylie, 1989). As these researchers stated self-concept to be the sum total of an individual's self-perceptions, total self-concept was represented by a single score. Today, it is generally believed that self-concept functions in separate domains, i.e., self-beliefs are classified according to a specific field (Valentine, DuBois, & Cooper, 2004). Academic self-concept, for example, is an individual's self-perception of competence and his/her evaluative judgments in the academic domain (Mercer, 2011). According to Purkey (1988), self-concept is the cognitive or thinking aspect of self (related to one's self-image) and generally refers to totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Franken (1994) states self-concept is, perhaps, the basis for all motivated behaviour. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behaviour. This supports the idea that one's paradigm or world view and one's relationship to that view provide the boundaries and circumstances within which we develop our vision about possibilities. This is one of the major issues facing the young generations today (Huitt, 2004). The relationship between self-concept and achievement are dynamically interactive and reciprocal, each is mutually reinforcing to the extent that a positive (or negative) change in one facilitates a commensurate change in the other. Students with high self-concept tend to approach school related tasks with confidence and success of those tasks reinforces this confidence. The opposite situation is likely to occur for students with low academic self–concepts.

The term 'self-concept' is oneof the oldest constructs mainly in the social sciences (James, 1896) and it is widely acknowledged that it plays a vital role in all learning situations (Denissen, Zarrett, & Eccles, 2007). Increasing students' self-concept must be seen as a major aim of education (O'Mara & Marsch, 2006) and has related with many educational gains, such as better academic achievement, perseverance, coursework choice (Marsh & Craven, 2006), and attitudes to learning (Burnett, Pillay, & Dart, 2003). Based on researchers, the concept of self has three major components. The first, the perceptual component is the image the person has of the appearance of his

body and the impression he makes on others. The perceptual component is often called the 'physical concept'. The second, the conceptual component is the person's conception of his distinctive characteristics, abilities, background and origin and future. It is often called the 'psychological self-concept' and is composed of such life adjustment qualities, such as, honesty, self-confidence, independence, courage and their opposites. The third, the attitudinal component are the feelings a person has about himself, his attitude, his present status and future prospectus, his feelings about his worthiness and his attitudes of self-esteem, self-reproach, pride and shame. According to James (1980), a person has many selves. The real self for example, is what a person really believes he is, ideal self the person he aspires to be and social self is what he believes, what others think of him and how they perceive him

Academic achievement is the amount of knowledge derived from learning. The child gains knowledge by instructions he/ she receives at school and are organized around a set of core activities in which a teacher assigns tasks to pupils and evaluates and compares the quality of their work. The school provides a wide variety of achievement experiences than does the family.

Labeling of children based on school performance as under achievers or over achievers tends to suggest that intelligence is not the sole basis of predicting achievement and agrees that there are other variables influencing achievement. This leads us to the question of discovering other variables predicting achievement. It is found that certain psychological factors, like self-concept plays a major role in determining the academic achievement of students (Shah, 1990). Hence it becomes very useful for the researches to ascertain the influence of self-concept on the academic achievement of students. Based on Marsh (1990), self-concept is formed through experience with and interpretations of environment. It develops when we are children and gradually learn to identify a self as distinct from others. As we incorporate beliefs, attitudes and memories, new experience and ideas will be affected by the previously existing notion of who we are and by our need to protect this fragile self. In addition, an individual concept of self is especially influenced by evaluations from significant others, reinforcements, and attributions for one's behavior.

William and James (2002) identified that beginning readers' reported word identification strategies for identifying unfamiliar words in text were

examined in relation to reading achievement, reading-related skills, and academic self-perceptions. Children who were participating in a three-year longitudinal study of reading acquisition in a whole language instructional context were placed in two groups according to their reported word identification strategies obtained towards the end of their first year of schooling. Results indicated that children who reported using wordbased strategies showed superior reading and reading-related performance, and reported more positive self-efficacy beliefs in reading and more positive academic self-concepts than children who reported using text-based strategies.

Marsh and Martin (2011) stated self-concept has a direct and indirect effect on subsequent achievement. Not only is self-concept an important outcome variable in itself, it also plays a central role in affecting other desirable educational outcomes. The studies reviewed pertaining to self-concept and academic achievement are compiled and presented hereunder. In their study Coover and Murphy (2000) examined the relationship between self-identity and academic persistence and achievement in a counter stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement. Based on the research conducted by Abisamra (2000), there is a relationship between emotional intelligence and academic success. The population of the study was five hundred 11th graders-boys and girls-- from public and private schools in Montgomery, Alabama. The sampling was stratified, making sure that schools, genders, races, socio-economic status, and abilities will be appropriately represented. The result proved that that there is a relationship between emotional intelligence and academic achievement. Pujar and Gaonkar (2000) stated that mode of expression of self-concept among both high and low achieving adolescents improved with age and the self-concept of students from nuclear families was higher than that of those from the joint families.

Rana and Iqbal (2005) examined cause-effect relationship between the independent variables of students' self-concept and gender and the dependent variable of academic achievement in Science. Data were collected from 2142 students of grade 11 and 12 selected from 88 (44 male and 44 female) colleges throughout the Punjab. The results found that students' self-concept and

gender has significant effect on their achievement in Science. Based on a study conducted by Manger and Eikeland (2006) Norwegian elementary schoolboys showed significantly higher Mathematics self-concept than girls and they also had a significantly higher mathematical achievement score than girls. Xu Jin and Zhao Jingbo (2006) conducted a survey among 598 medical sophomores of a medical university in China by using the self-concept questionnaire and strategy inventory of language learning. The results showed that self-concept had significant correlation with language learning strategies. It was concluded that during the training of language learning strategies, importance should be attached to enhancing English self-concept level.

It was well known that the learners' self-concept would not only influence their choice of activities that they undertook, but also affect the amount of effort that they prepared to expend and their level of persistence. The main objective of this study was to reveal the characteristics of UKI's English Department students in terms of their self-concept on English learning and their English ability and to investigate the way gender influenced both their English self-concept and English ability.

Futhermore, it aimed at studying the relationship between self-concept and English ability. With regard to the relations between English self-concept and English ability, the findings of the research can be in line with the hypothesis that positive self-concept contributes significantly to English ability and learners with high self-concept might use the learning strategies better than those with lower self-concept and thus achieve better performance. The results of the study can contribute to a better understanding of English self-concepts UKI's student in English majors hold about themselves in English learning, and thereby help lecturers find effective ways to stimulate and enhance them. Demonstrating the relationship between self-concept and English ability can subsequently lead to better performance in English. To begin with, the study on relationship between self-concept and English ability promotes a new perspective to research into English ability and can enrich research on English language learning and English self-concept. In addition, the findings of this study might serve as a foundation for further studies on foreign language learning and English self-concept. Second, this study can help Indonesian English lecturers better understand the characteristics of EFL students' self-concept and English ability. The results on the relationship between English self-concept and English ability can help lecturers teach English to their studends. Third, the research might provide some theoretical

implications for psychological research into the nature of English self-concept. All these considerations lead to the following research questions: (1) What are the characteristics **of the first year English Department students at UKI Jakarta** in terms of their self-concept on English learning and the English ability? (2) What roles does gender play on the development of English self-concept and English ability? (3) What is the relationship between self-concept and English ability of **the second year English Department students at UKI Jakarta?**

Method of Research

The current study involved 28 *first-year students of Faculty of Letters, Christian University of Indonesia, Jakarta* majoring in English Departmentat but only 12 questionnaires are properly used in data analysis. The sources of data of the study came from two kinds, the first data is on English self-concept consisting of five sub scales, namely Speaking self-concept, Writing self-concept, Reading self-concept and Listening self-concept, Grammar self-concept and the second one is on English skills scores consisting of five sub scales, namely Speaking scores, Writing scores, Reading scores, Listening score, Grammar scores. The questionnaire on self-concept is created by modifying the academic self-concept scale (1= very strongly disagree, 2= strongly disagree, 3= doubt, 4= strongly agree, 5= very strongly agree) by Liu and Wang (2005). The scale consisted of 30 items and five subscales and the total score ranged from 30-150. As a result, 12 questionnaires of respondents were valid and reliable and used for statistical analyses. The internal consistency (reliability) of the Global English self-concept and its sub scales was 0.780. The second data, the total English skills scores (English Ability) which ranged 0-500 was derived from the total scores of the student's mid term test scores in Speaking, Writing, Reading, Listening, and Grammar. Each of English ability sub scales ranged from 0-100. The distributions of all the data both English self-concept and English ability are normal processed by Kolmogorov-Smirnov Test.

The questionnaires were conducted during normal class time. The data is statistically procesed based on Pearson Correlation to examined the relationship English self-conceptand English ability and T-Test was used to find out the difference of English self-conceptand English ability between girls and boys. Before conducting data analysis, responses to all negatively worded items in English self-concept scale were first reversely scored so that higher

scores reflected higher self-concept. Then the total scores of each subject's English self-concept, English speaking self-concept, Writing self-concept, Reading self-concept, Listening self-concept, and Grammar self-concept were calculated statistically. After that, English skills scores consisting of five sub scales, namely Speaking scores, Writing scores, Reading scores, Listening score, Grammar scores were also put into the computer and were conducted with SPSS 21. As to the first research question, descriptive statistics was conducted to find out the overall situation of all participants' self-concept and English ability. Then an independent samples t-test was carried out to identify whether there were significant differences in the self-concept between boys and girls students. Finally, the Pearson correlation and regression analysis were conducted to reveal whether there was a significant relationship between the self-concept and English ability.

Analysis and Interpretation

Table -1 Descriptive Analysis of Global English Self- Concept and its Sub Scales

	Mean	Std. Deviation	N
LISTENING SELF- CONCEPT	22.4	2.7	12
SPEAKING SELF- CONCEPT	24.3	3.1	12
READING SELF- CONCEPT	22.7	3.5	12
WRITING SELF- CONCEPT	18.5	3.1	12
GRAMMAR SELF- CONCEPT	22.8	3.4	12
GLOBAL ENGLISH SELF- CONCEPT	110.91	11.2	12

In Table-1, for the descriptive analysis, the data shows that the mean of Global English self-concept is 110,91. It is high of the range score from 30 to 150. Its sub scales shows 18.5; 22.4; 22.7; 22.8; and 24.3 for Writing self-concept, Listening self-concept, Reading self-concept, Grammar self-concept and Speaking self-concept respectively. Of five sub self-concept sub scales, Writing self-concept is the lowest.

Table-2 Analysis of Pearson Correlation of Global English Self-Concept and its sub scales

		ENGLISH SELF CONCEPT
LISTENING SELF CONCEPT	Pearson Correlation	0.636*
	Sig. (2-tailed)	0.026
	N	12
SPEAKING LISTENING SELF CONCEPT	Pearson Correlation	0.872**
	Sig. (2-tailed)	0.000
	N	12
READING LISTENING SELF CONCEPT	Pearson Correlation	0.596*
	Sig. (2-tailed)	0.041
	N	12
WRITING LISTENING SELF CONCEPT	Pearson Correlation	0.766**
	Sig. (2-tailed)	0.004
	N	12
GRAMMAR LISTENING SELF CONCEPT	Pearson Correlation	0.680*
	Sig. (2-tailed)	0.015
	N	12

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

From the Table-2, it is evident that there are significant relationship between Global English Self-Concept and its subscales, namely with Listening Self-Concept, Speaking Self-Concept, Reading Self-Concept, WritingSelf-Concept and Grammar Self-Concept and significant at 0.01 level and the others at 0.05.

Table -3 Descriptive Analysis of English Ability (total English skills scores and its Sub Scales

	Mean	Std. Deviation	N
LISTENING SCORE	84.0	11.9	12
SPEAKING SCORE	79.1	4.9	12
READING SCORE	83.7	12.4	12
WRITING SCORE	65.2	10.6	12
GRAMMAR SCORE	69.8	20.2	12
ENGLISH ABILITY	382.0	50.8	12

In Table-3, for the descriptive analysis, the data shows that the mean of English ability is 382. It is high of the range score from 0 to 500. Its sub scales shows 65.2;69.8;79.1; 83.7 and 84.0 for Writing score, Grammar score, Speaking score, Reading score, and Listening score respectively. It can be seen that Writing score is in the lowest rank and Listening score is in the highest rank.

Table-4 Analysis of Pearson Correlation of English Ability and its Sub Scales

		ENGLISH ABILITY
LISTENING SCORE	Pearson Correlation	0.899**
	Sig. (2-tailed)	0.000
	N	12
SPEAKING SCORE	Pearson Correlation	0.687*
	Sig. (2-tailed)	0.014
	N	12
READINGSCORE	Pearson Correlation	0.919**
	Sig. (2-tailed)	0.000
	N	12
WRITING SCORE	Pearson Correlation	0.703*
	Sig. (2-tailed)	0.011
	N	12
GRAMMAR SCORE	Pearson Correlation	0.878**
	Sig. (2-tailed)	0.000
	N	12

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

From Table-4, it is evident that there are significant relationship between English Ability and its subscales, namely with Listening Score, Speaking Score, Reading Score, Writing Score and Grammar Score. Their correlations are significant at 0.01 level and the others at 0.05.

Table-5 Analysis of Pearson Correlation Regression of English Self-Concept and English Ability

		ENGLISH ABILITY
GLOBAL ENGLISH SELF- CONCEPT	Pearson Correlation (R)	0.386
	Sig. (1-tailed)	0.108
	N	12

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.386ᵃ	0.149	,064	49,201

a. Predictors: (Constant), GLOBAL ENGLISH SELF-CONCEPT

From the above table (Table-5, it can be seen that two variables of the present study, namely, Global English self-concept and English ability are all possitively correlated with each other. The coeficient correlation (R) shows 0.386. R Square is 0.149. It means that there is 14.9% the contribution of Global English self-concept into English ability.

Table-6 Analysis of means values of Global English Self-Concept by Gender

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
GLOBAL ENGLISH SELF- CONCEPT	boys	5	109.80	6.686	2.990
	girls	7	111.71	14.221	5.375

Table-7 Analysis of T-Test of Global English Self-Concept by Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
GLOBAL ENGLISH SELF- CONCEPT	Equal variances assumed	3.13	0.107	-0.27	10	0.78	-1.91	6.90	-17.31	13.4
	Equal variances not assumed			-0.31	8.9	0.76	-1.91	6.15	-15.83	12.0

Table-6 above shows that the mean of Global English self-concept of boys' score is 109.80 lower than girls (111.71). Independependent sample t-test analyses were conducted to find out the differences in Global English self-concept levels between the group of boys and the group of girls. In Table-7, P value is 0.107 bigger than 0.5. It means that there is no significant difference of English self-concept between boys and girls of English Department students at Christian University of Infonesia, Jakata.

Table-8 Analysis of means values of English Ability by Gender

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
ENGLISH ABILITY	boys	5	401.00	28.870	12.911
	girls	7	368.43	60.575	22.895

Table-9 Analysis of T-Test of English Ability by Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
ENGLISH ABILITY	Equal variances assumed	3.52	0.09	1.10	10	0.29	32.571	29.481	-33.1	98.25
	Equal variances not assumed			1.23	9.0	0.24	32.571	26.285	-26.8	91.98

Table-9 shows that the mean of English ability of boys' score is 401.00 higher than girls (368.43). Independependent sample t-test analyses were conducted to find out the differences in English ability levels between the group of boys and the group of girls. Table-10 shows that P value 0.09 is bigger than 0.5. It means that there is no significant difference of English ability between boys and girls of English Department students at Christian University of Infonesia, Jakarta.

Discussion

The study was mainly designed to gain the relationship between students' English self-concept consisting Listening self-concept, Speaking self-concept, Reading self-concept, Writing self-concept and Grammar self-concept and a global English ability consisting Listening ability, Speaking ability, Reading ability, Writing ability and Grammar ability. This study also attempted to explain the difference of English self-concept and global English ability by gender between boys students and girls of English Department students at Christian university of Indonesia, Jakarta.

The preliminary study found that each of English self-concept sub scales, namely Listening self-concept, SpeakingSelf-Concept, ReadingSelf-Concept, WritingSelf-Concept and GrammarSelf-Concept has positively and significantly correlated independently with Global English self concept. On the other hand, each of English skills (English Ability) sub scales, namely Listening ability, Speaking ability, Reading ability, Writing ability and Grammar ability has concepts has positevely and significantly correlated with English Ability (the total English skill scores). The results of the research also show that Global English self-concepts has positevely correlation with English ability. It means that the higher English self-concept, the higher English ability the students have. These findings supports previous research showing that positive self-concept was related to high academic achievement (Liu, 2009). The findings also indicted that there is no statistical difference both Global English self-concept and English Ability between boys and girls of English department students at Christian University of Indonesia, Jakarta. Based on this research, gender does not significantly influence toward Global English self-concept and English ability. The result contradicts previous the research conducted by Manger and Eikel (2006) which showed that Norwegian elementary scoolboys performed significantly higher Mathematics self-concept that girls.

Conclusion

Self-concept is the cognitive or thinking aspect of self (related to one's self-image) and generally refers to totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence (Purkey (1988). After conducting the research, it is found that each of English self-concept sub

scales, namely Listening self-concept, SpeakingSelf-Concept, ReadingSelf-Concept, WritingSelf-Concept and GrammarSelf-Concept has positively and significantly correlated independently with Global English self concept.

The researh also showed that each of English skills (English Ability) sub scales, namely Listening ability, Speaking ability, Reading ability, Writing ability and Grammar ability has concepts has positively and significantly correlated with English Ability (the total English skill scores). In addition, Global English self-concepts has positevely correlation with English ability. It means that the higher English self-concept, the higher English ability the students have. It strengthened the previous research conducted by Liu (2009) showing that positive self-concept was related to high academic achievement. The findings also indicted that there is no statistical difference both Global English self-concept and English Ability between boys and girls of English department students at Christian University of Indonesia, Jakarta. Based on this research, gender does not significantly influence toward Global English self-concept and English ability. The result contradicts previous the research conducted by Manger and Eikel (2006) and Rana and Iqbal (2005)showing that gender has a relationship between students' self-concept and academic achievement.

For future research, the writer has a strong motivation to examine more deeply about Global English self-concept and English ability based on gender in other departments, faculties, universities/colleges and the last the writer suggests other researchers focus more on examining the English self concept based on their study program background such as the Science students and non Science student in bigger number of samples. *It is very suggested that English lecturers, counselors, parents, and indeed all stakeholders of educations should think it as a task to consider this English self-concept since it has an influence on the development of positive self-concept among students when dealing or interacting with them. In addition, they must be able to motivate students to increase their English self-concept and to motivate students in their day-to day learning English.*

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