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## The Importance of Self-Esteem in the Language Learning Journey: Procedural Writing Students' Stories in Indonesia

Listyani\* 

Satya Wacana Christian University,  
INDONESIA

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**Abstract:** Self-esteem can be simply defined as how a person views and appreciates him or herself as an individual. This is closely related to the idea of self-concept, which is an individual's perception of who they are emotionally, physically, spiritually, and socially, as well as with regard to various other facets. Self-esteem is an important aspect of a language learner. It deals with how a learner views him or herself, whether a learner views him or herself as a successful or failing language learner. This study revealed how Procedural Writing class students in a private university perceived themselves. The study was conducted in an English Education Study Program of a private university in Central Java, Indonesia. It questioned whether these students had high or low self-esteem. The research only focused on one question: Do Procedural Writing class students with high self-esteem have good language learning achievement? The data was mainly collected from 14 students; 13 were Indonesian, and one was Korean. The findings revealed that students with good achievements do not always have high self-esteem. Many factors affected their self-esteem. Their characters, learning environment, and past experiences were a few of the other factors. In contrast, students considered as low achievers could have high self-confidence and self-esteem.

**Keywords:** *EFL, procedural writing class, language learning, self-esteem.*

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### Introduction

There is a famous quotation on trusting one's ability to face failure and rise again: "*Think like a queen. A queen is not afraid to fail. Failure is another stepping stone to greatness*" (Quotes.net, 2021). This quote is very useful and beautiful to motivate someone who just faced failure. It is also good to boost one's self-concept. This is an assemblage of beliefs that someone has about oneself (also referred to as self-identity, self-construction, self-structure, or self-perspective). It is important because our self-concept influences our way of thinking and doing something.

An individual's self-concept is comprised of self-schemas, which are shelves in the past and future. Self-concept is dissimilar with self-awareness. Self-awareness deals with how far self-knowledge is defined. Self-concept also differs from self-esteem. Self-concept enables one to describe oneself, while self-esteem is how someone is being evaluative and opinionated about him/ herself. An example of self-concept is a thought like "*I am a diligent student*". But an example of self-esteem is a thought like "*I feel good about being a diligent student*". Someone's perceptions of their past and future are related to their perceptions of their current self. People tend to think of their past selves less favorably and their future selves more positively. People tend to think "*I am better than I used to be*" and "*I will be better than I am now*" (Ayduk et al., 2009).

Self-esteem and language learning have a very close and clear connection. According to Rubio-Alcalá (2017), no other affective factors bring much influence on language learning as self-esteem and anxiety do. However, not much research has been done in the area of self-esteem. It is one of the determining factors in successfully learning a foreign language, since it is included in the aspects of personality. According to Kazumata (1999), the consideration of personality variables for oral production tasks in second languages cannot be separated from the issue of self-esteem. Additionally, as part of the typical learning process for a language, one must take chances with new information in order to reach high levels of speaking proficiency. In addition, it is believed that the level of self-esteem is associated with success in

#### \* Correspondence:

Listyani, English Language Education Program, Faculty of Language and Arts, Satya Wacana Christian University, Salatiga, Indonesia.

✉ [listyani.listyani@uksw.edu](mailto:listyani.listyani@uksw.edu)



learning a second language, particularly in tasks requiring oral performance. Studies show there is a positive connection between self-esteem and oral performance. Looking at the need to conduct a study in this field, I thus conducted this research.

The research question examined in this study is: *“Do Procedural Writing class students with high self-esteem have good language learning achievement?”* Conducting an analysis of the students’ self-esteem and its impact on their language learning process is the study’s main goal. This research is preliminary and a component of a larger effort to determine the relationship between students’ self-esteem and academic success. This research will hopefully be beneficial for EFL teachers in general, particularly writing teachers. They hopefully can have a better grasp of students’ self-esteem, and thus can help these learners enhance their writing performance as well as competence. For Indonesian EFL students, this study strives to encourage them about the significance of self-esteem in their language learning success.

### Literature Review

All language learners differ in many aspects from one to another. One of the founding fathers of Second Language Acquisition (SLA), Ellis (1989), claimed that human beings are individuals. They are different in terms of their age, personality, self-esteem, gender, motivation, and learning style. According to Neill (2005, as cited in Ackerman, 2018a), a person’s whole conception of who they are, including their physical, emotional, social, spiritual, and other characteristics, is known as their self-concept. People develop and control their self-concept as they age based on the information they have about themselves. It has many dimensions and can be divided into these particular components. Other self-constructs, such as self-esteem, self-image, self-efficacy, and self-awareness, are connected to one’s self-concept.

Ackerman (2018a) stated further that self-concept is different from self-esteem, even though self-esteem is an element of self-concept. Self-concept is an insight that an individual has about him/herself. It is an observation of the question, *Who am I?* In another aspect, self-image is similar to self-concept but is not as broad. It deals with how an individual perceives something. Self-image might not match reality. Self-concept is a more thorough assessment of the self than self-image, which is based on how a person views himself or herself. It is heavily influenced by how an individual views, perceives, believes in, and feels about oneself. Self-concept is very important in children’s development. According to Chatterjee (2021), children with a good self-concept can accept responsibility, be successful in school achievement, accomplish their goals, and grow to be productive society members. High self-esteem is essential for a healthy self-concept during childhood.

Lieswani (2018) also mentioned that self-concept is a concept of how individuals perceive their behavior, abilities, and characters. The idea is that self-concept is an image of who we are based on our perceptions. For example, if someone thinks *“I am a good friend”*, it means that he/she has a self-concept that he/she is a good friend. Self-concept is determined by organizations that a person follows like a religion, community, campus, and other organizations. When someone is acting in a religious community, then she/he will have a self-concept that *“I am a religious person because I am active in this community”*.

According to Bracken (as cited in Lieswani, 2018), there are six special aspects which form self-concept. They are social, competence, affective, physical, academic, and family aspects. The social concept is related to interactions with others. The aspect of competence deals with our ability to fulfill all needs as individuals. The affective concept is related to our emotions. The concept that is related to our physical appearance and health is called the physical concept. The academic aspect deals with one’s success and failure at school. The last concept, the family aspect, talks about how self-concept is formed from our feelings about our roles in the family. Figure 1 clarifies self-concept with its six aspects.

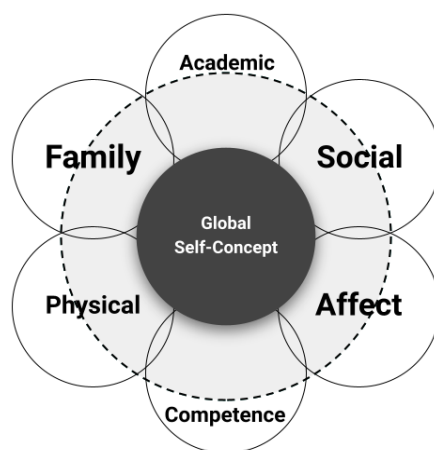


Figure 1. Self-Concept with Its Six Aspects (adapted from Bracken, 2009)

Self-image is about how we perceive ourselves. Self-image may not be like reality. Someone may have a self-image that is much better than reality. On the other hand, they may have a negative self-image and the reality is not that bad. For example, a young teenage boy may feel that he is awkward and not interesting at all. He could feel that he cannot attract anyone. In fact, he is a very interesting person who is enjoyable to be with. Self-image can come from different aspects in life like one's characteristics, physical appearance, traits, and someone's role in his or her social life (Bracken, 2009, as cited in Lieswani, 2018). Self-esteem is about how much someone appreciates his/herself. This is clarified in Figure 2.

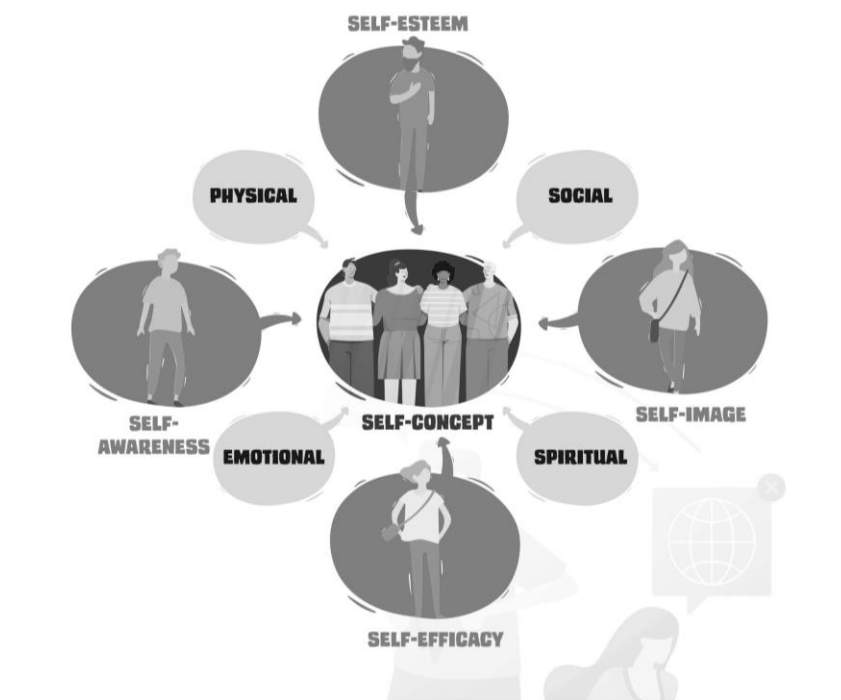


Figure 2. Self-Esteem and Its Aspects

There are several factors, which influence self-esteem like how we compare with others and how others respond to our attitude. When other people give positive responses, we will tend to have positive self-esteem and vice versa. When we like comparing ourselves with others and always feel worse than them, this can give a negative impact on us (Lieswani, 2018). In line with Lieswani (2018), Hayati et al. (2013) described self-esteem as a trait in people that reflects their opinions about their own deservingness or admiration of their own. Myers and Myers (1992) as well as Rosenberg and Rosenberg (1978, as cited in Amirazodi & Amirazodi, 2011), described self-esteem as how one evaluates one's value, capabilities, sense of their worth, or importance. In short, self-esteem then can be defined as a person's judgment or evaluation of one's value and worth.

#### *Self-Esteem and Language Learning*

In the sphere of education, self-esteem and anxiety have a close relationship. Rubio-Alcalá (2017) mentioned that self-esteem and anxiety are closely related and they are mutually interactive. Therefore, one with a higher level of healthy self-esteem will have a lower level of language anxiety. These affective factors have also been shown to play a significant role in students' behavior, leading to either positive or negative attitudes which may result in either a better or worse classroom atmosphere and higher or lower academic achievement. There is an apparent gap between recognizing the significance of self-esteem and anxiety and actually implementing teaching strategies and activities in the foreign language classroom (FLC).

The study of self-esteem and self-concept in FLC started later than anxiety. Krashen (1982, as cited in Rubio-Alcalá, 2017), developed the affective filter hypothesis as part of the monitor model. Krashen hypothesized that high levels of anxiety or low self-esteem create a filter or barrier that prevent foreign language (FL) input from being processed cognitively. Gardner (1985), (as cited in Rubio-Alcalá, 2017), also proposed the socio-educational model. Anxiety is one of the key elements which raise the stress of inhibition. This delays students from performing communicative activities appropriately, thus setting an obstacle to the optimal acquisition of FL (Rubio-Alcalá, 2017).

Higgin (1987, as cited in Rubio-Alcalá, 2017), invented the theory of self-discrepancy, while Deci and Ryan (1985, 2000), in Watt & Richardson (2015), developed the self-determination theory. Dörnyei's (2005) theory of the L2 motivational self-system has contextualized both theories into the field of SLA (as cited in Rubio-Alcalá, 2017). Higgin's

theory of self-discrepancy proposed that motivation arouses after the conflict between the ideal, ought-to, and actual self. While Deci and Ryan's theory of the self-determination theory described how individuals internalize external responsibilities and the role each self plays in the process.

Dörnyei then reduced the model to the *ideal self*, the *ought-to self*, and the L2 learning experience. Six steps are listed to promote positive motivational states, as follows. The first is constructing the vision, followed by strengthening the vision. The third is substantiating the vision, followed by activating the ideal L2 self. The fifth is developing an action plan, and the last one is considering failure (Rubio-Alcalá, 2017).

Both anxiety and self-esteem are affective states that affect the success of language learning. Since both are complex constructs, they have been studied separately. However, some others have attempted to establish links between them; for example, Young (1990), in Rubio-Alcalá, 2017) described the following relationship. Those who have low self-esteem are apt to possess a high level of communication apprehension, language anxiety, and social anxiety. Low self-esteem can have a particularly significant effect in the language classroom where students must interact verbally more frequently than in larger government, history, or science classes (Young, 1990, as cited in Rubio-Alcalá, 2017). Zare and Riasati (2012) also found that anxiety and self-esteem are negatively correlated; in other words, a high level of anxiety and a low level of self-esteem are connected to low academic achievement in FLC (in Rubio-Alcalá, 2017).

### *Self-Esteem in Maslow's Hierarchy*

One of the most famous and worldwide psychological ideas today is *Maslow's hierarchy of needs*. The most common form of the description of the hierarchy of needs is the pyramid with the physiological needs at the bottom and the safety and security needs on top of it. The next layer is love and belongingness. This is followed by self-esteem. Then the peak of the pyramid is self-actualization. In a succinct explanation of the hierarchy of needs, Maslow stated, "*Man is a hierarchy of needs, with the biological needs at the base of the hierarchy and the spiritual needs at the top*" (Nielson, 2016).

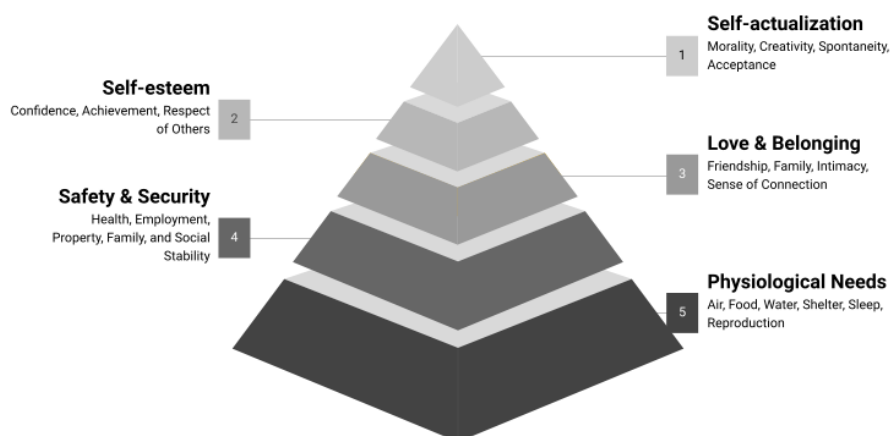


Figure 3. Maslow's Pyramid (adapted from Nielsen, 2016)

Mead (2021) mentioned that Harrill (n.d.) constructed a self-esteem inventory, which contains 25 statements about self-esteem that the participants should answer. It is called the Harrill Self-Esteem Inventory (Harrill, n.d.). The questionnaire items focus on self-esteem, like "*I feel equal to other people*"; or "*I learn and grow from my mistakes*". Another expert, Demo (1985), explained that little attention has been given to measurement problems and this becomes a problem in the study of self-esteem. Besides that, few studies have used more than one type of self-esteem instrument.

In line with Demo, Dewi and Jimmi (2018) explained that self-esteem is an affective factor that has garnered much attention since it affects personal achievement, particularly in academic performance. Self-esteem is essential since it affects individuals' (and language learners') choices and decisions. It motivates people to appreciate and take care of themselves. With good self-esteem, people can also search for their potentials and try to obtain their goals and aspirations. Rubio (2007, as cited in Dewi & Jimmi, 2018), also reinforced this idea by saying that "self-esteem is a

psychological and social phenomenon". Through self-esteem, individuals evaluate themselves and their competence based on certain values.

In line with Rubio, Brown (1994, as cited in Dewi & Jimmi, 2018) also stated that self-esteem has many dimensions, or simply said, it is multidimensional, and there are three types of self-esteem that everyone has. Each type of self-esteem has different qualities and can influence people's daily performance in life. The first one is *global self-esteem*. It is an overall evaluation that considers one's worth in various situations. It is stable in adults and resistant to change. Only extended therapy can bring about changes. The second type is *situational or specific self-esteem* which deals with one's self-worth in certain life situations. Included in the second type are work, education, social interactions, and special traits like intelligence, communication ability, and empathy. The last type is *self-esteem related to particular tasks* like educational tasks.

Pramita carried out research on 11<sup>th</sup> grade high school students at SMAN 7 Denpasar, Bali. She discovered that self-esteem has a positive and significant effect on the students' English proficiency with a score of 88.36%. Next, the language learning strategies have a positive and significant effect on their English proficiency with a score of 62.9%. Then self-esteem and language learning strategies have a positive and significant effect on the students' English proficiency with a score of 91.01%.

### Methodology

This study was conducted in a Procedural Writing class of an English Language Education Program (ELEP) of a private university in Central Java. The research was done in Semester II of the 2020-2021 academic year.

#### Data Collection Methods

Data was collected through questionnaires sent to all the participants' emails. The questionnaires consisted of closed and open-ended questions and an inventory of students' self-esteem. Data was also derived from in-depth interviews with six students. Based on the questionnaire answers, these students had high self-esteem with a low Grade Point Average (GPA), or vice versa. Some students had very low self-esteem even though their GPA was very high.

#### Data Collection Instruments

The first instrument applied in this research was a questionnaire adopted from Ackerman (2018b) with some adaptations and modifications. The questionnaires were distributed throughout the semester. All questionnaires were returned with the answers in April 2021. The questionnaire is attached as an appendix to this study.

The second instrument was the interview protocol with only one question asked to the interviewees. Interviews were done individually, and all were done in one day, that is, on April 27, 2021. The interview question for the students with a high GPA and low self-esteem was: *Can you explain what makes you have low self-esteem, even though your GPA is quite high?* While the question for the students with a low GPA and high self-esteem was: *Can you explain what makes you have high self-esteem, even though your GPA is quite low?*

#### Data Collection Procedures

Before distributing the questionnaires to the students, the researcher, who was also the lecturer of the class, asked about the students' willingness and availability to be the respondents of the study. After all the respondents agreed, the questionnaires were distributed via the students' email addresses and returned after they had filled in the answers. The questionnaire consisted of 30 questions. After analyzing the students' answers to the questionnaires, interviews were done. The researcher also asked the students' permission to be interviewed via Google Meet. The interviews were all recorded under the students' willingness and knowledge.

#### Data Analysis Procedures

Data from the questionnaires was analyzed as follows. First, the students' answers were noted down as *Yes* or *No*. The analysis was based on the high self-esteem (HSE) questions. For example, in question number one, *I really appreciate myself (Saya sangat menghargai diri saya sendiri)*, it signifies high self-esteem (HSE). If the student said "agree" or "yes", the student would get a score of 1 (one). Next, fifteen other questions indicated low self-esteem like question number 2, *I get offended easily (Saya mudah tersinggung)*. If a student said "disagree" or "no", then, he/she would get a score of one, because the question signified low self-esteem (LSE). A denial of the fact meant that the student had high self-esteem (HSE). After all the questions were answered, the HSE answers were calculated. The highest score would be 30, and the lowest 0 (zero).

In the questionnaire, fifteen questions indicated low self-esteem, while the other fifteen items showed high self-esteem. The questions were randomly arranged. Students who answered a question on high self-esteem (HSE) with "agree" or "yes" would get a score of one. The same thing happened if they answered "disagree" or "no" to a question on low self-esteem (LSE). They scored one for that answer. After that, the percentages of the "yes" answers depicting high self-

esteem and “no” responses conveying low self-esteem were calculated. The higher the scores were, the higher the self-esteem was. The highest score was 30. If a student got a score of 30, it meant that he/she had very high self-esteem.

For example, a student with a score of 27 has very high self-esteem. The percentage of the self-esteem score is 90%. This is derived from  $(27:30) \times 100\%$ . In the estimation, the researcher broke down the scales like the one described in Table 1. The breakdown of the levels was a proposed estimation.

*Table 1. Breakdown of the Students' Self-Esteem Levels*

Scores in Percentage	Interpretation
0-20	Extremely poor/ low
21-40	Very low
41-60	Low
61-70	Average
71-80	High
81-90	Very high
91-100	Extremely high

### Participants

Altogether, there were 14 student respondents. They were all freshmen, in their second semester, with an age range between nineteen and twenty years old. Five of them were male, and the remaining nine students were female. Among the respondents, there was a Korean male student.

The analyses of the data were done in the following section. First, students' answers were noted and put in the table according to the classification, whether it showed high or low self-esteem (HSE or LSE). For example, Student 1's answer for question 1, *I really appreciate myself*, is Yes, then, this would be considered as HSE (High self-esteem). This classification was done for every student (14 students altogether) for the whole 30 questions. The percentages of the HLE and LSE were then found.

### Results

The findings of the questionnaire answers are presented in Table 2. The first column consists of the students' initials. The second column shows the scores of HSE, while the next one displays the scores of LSE. Column 4 contains the percentages. The last column provides information on each student's GPA.

*Table 2. Percentage of HSE and LSE and Students' GPAs*

Students' Initials	HSE Answers	LSE Answers	Percentage	GPA
Student 1	29	1	96.77% H 3.23% L	2.81
Student 2	27	3	90% H 10% L	3.65
Student 3	18	12	60% H 40% L	3.15
Student 4	27	3	90% H 10% L	Below 2
Student 5	25	5	83.33% H 16.67% L	2.62
Student 6	15	15	50% H 50% L	3.85
Student 7	24	6	80% H 20% L	3.46
Student 8	25	5	83.33% H 16.67% L	3.88
Student 9	26	4	86.67% H 13.33% L	4
Student 10	24	6	80% H 20% L	3.65
Student 11	28	2	93.33% H 6.67% L	3.08
Student 12	28	2	93.33% H 6.67% L	1.85
Student 13	19	11	63.33% H 36.67% L	3.44
Student 14	25	5	83.33% H 16.67% L	3.65

Besides questionnaires, this study also used interviews as another evaluation instrument. Six students with unique cases like having a high GPA with LSE were selected. From the interviews with six students, it was revealed that the students had special reasons for having high or low self-esteem. The following answers were stated by the students and are summarized in Table 3.

*Table 3. Students' Reasons for Having HSE & LSE*

Students' Initials	Case	Reasons
Student 1	Very high SE, GPA: Below 3	He believed in himself that he could do anything.
Student 3	Average SE, GPA: Above 3	He felt other friends were better than him.
Student 4	Very High SE, GPA: Below 2	She was very optimistic and had a strong belief that she could be like her other friends someday.
Student 6	Low SE GPA: Above 3.5	She was very shy and had reserved characteristics; she used to undergo homeschooling and she was one of the highest-achieving students compared to the other five students.
Student 12	Very High SE, GPA: Below 2	Similar to Student 4, she was not a high achiever. She was very shy and had reserved characteristics. She was the lowest-achieving student compared to the other five students.
Student 13	Very High SE, GPA: Above 3	This student had reserved characteristics and had difficulty making friends in the study program. She often felt that other classmates were better than she was.

### Discussion

From the findings of both the questionnaire answers and the interviews, there are several important and interesting things revealed. First, students with a good or high GPA do not mean necessarily have high self-esteem and vice versa. Student 1, Student 4, and Student 11, for example, felt very confident, and thus they had very high self-esteem (HSE). Student 11, with a GPA of 2.81, which is not too high compared with other classmates who had a GPA of above 3, felt that he could do anything by himself. His self-esteem could be considered *very high* at 96.77%. There was nothing he could not do. This was his motto.

Similar with Student 1 were Student 4 and Student 12. These two students even had a GPA below 2. Yet, they were very optimistic and had very high self-esteem. Student 4's self-esteem is 90%, which is very high, while Student 14's self-esteem is 93.33%, which can be considered very high. Both Student 4 and Student 14 mentioned that they had faith and optimism that someday they could be as good as their classmates. They had very good self-confidence, which is why they had very high self-esteem. This is in line with what Hayati and Huzairin (2013) assumed. They revealed that self-esteem might contribute to the success of learning, specifically in terms of reading, because self-esteem may affect the learners' motivation and self-confidence. If the students' self-esteem is high, then they will trust their ability in English and it can improve their overall abilities, especially in terms of reading comprehension.

Timothy et al. (2001, as cited in Hayati et al. 2013) suggested that self-esteem has a clear association with verbal communicative skills and that students with low self-esteem find it challenging to convey their opinions or thoughts in English confidently. In another study, Richardson (2003, as cited in Hayati et al. 2013) revealed that self-esteem affects students' reading comprehension ability. This infers that self-esteem is not only related with speaking and writing ability but also level of reading comprehension.

Different from Student 1, the other two students had different reasons. Student 4 and Student 14 had very high self-esteem, even though their GPAs were not too high. They admitted that they were optimistic that someday they would be like their classmates and they could have a GPA of a minimum of three. It was amazing to know that students with low GPAs were very enthusiastic and optimistic in their language learning. This is in line with what Hayati, et al. (2013) stated. Self-esteem is vital as it influences individuals' responses to stimuli in their lives, especially for students. For example, they will respond positively to others and themselves if they have positive self-esteem. Student 4 and Student 14 had very strong motivation to be successful in their language learning. Their motivation can be considered instrumental because they wanted to achieve a high GPA like their other classmates. Ellis (2012) also mentioned that learners with an instrumental reason for learning L2 could be successful.

On the other hand, there were some students with very good GPAs who felt inferior and did not have self-confidence. These students had very low self-esteem. The underlying reasons were different. Student 3, Student 6, and Student 13 were smart and intelligent students with low self-esteem. Student 3 admitted that he always felt inferior to his classmates. He felt that his classmates were better than he was. That is why, even though he had a GPA above 3, he did not have self-confidence and thus, had low self-esteem.

Student 6 had a special case. She used to be homeschooled during her secondary school time. She would study with her other 5 friends, and she admitted that she always got the lowest scores among the six students. Since then, she always felt that she was less intelligent than her friends. Besides that, Student 6 was also an introverted student. She was a

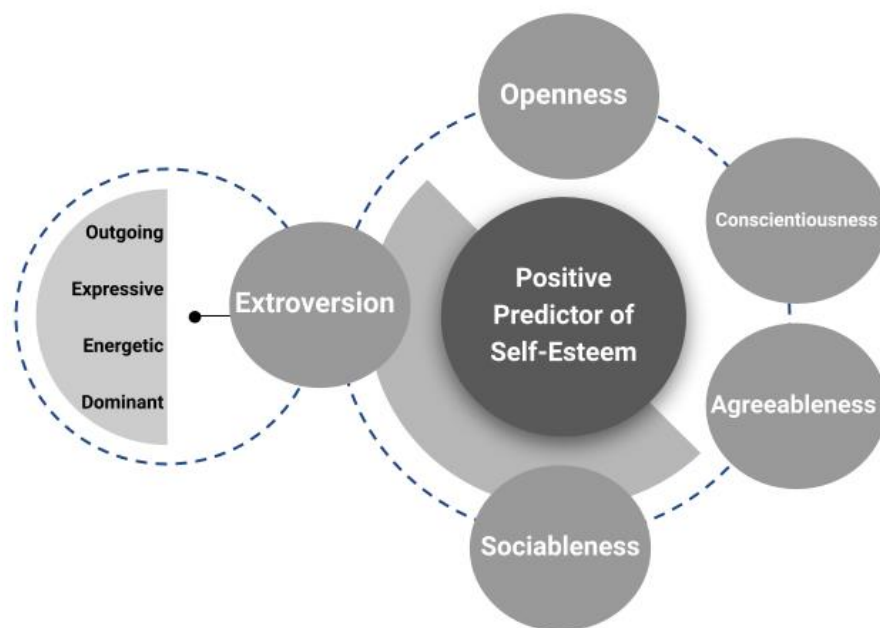


reserved person with a closed personality. Cervone and Pervin (2011) also mentioned that those with low self-esteem tend to maintain a consistent self-image. They are stuck to keeping a low image of themselves and keep bitter experiences related to negative emotions.

A similar case happened to Student 13. She admitted that she did not have any close friends in the study program. She felt alienated and could not make friends with anyone in her class year. That is why she lacked confidence and liked to be alone. This affected her self-confidence and thus made her have low self-esteem. Besides the problems mentioned above, Student 13 was also an introverted person like Student 6. She was also closed and did not have an outgoing personality. This might be the reason why it was difficult to make friends.

Concerning the connection between self-esteem and social relationships, Harris and Orth (2019) put forward that when people are instructed to mention what affects their self-esteem, they rarely mention social relationships. They further claimed that other sources like achievements and personality traits are more common (Harris, Donnellan, Beer, & Trzesniewski, 2019). As considered from the dynamic interactionism perspective, reciprocal effects are commonly found between one's self-esteem and the quality of one's social relationships (Asendorpf et al., 1998 & Magnusson, 1990, as cited in Harris & Orth, 2019, p.1). Cameron and Granger (2019, as cited in Harris & Orth, 2019) also mentioned that previous research had noticed a slight meta-analytic effect of self-esteem on social relationships. The findings were according to a longitudinal study, which examined self-esteem at a particular point in time and social relationships at a later time.

F. Amirazodi and M. Amirazodi (2011) also carried out research on the association between self-esteem and personality traits. The study results depicted that there was a connection between personality traits and self-esteem. Extraversion versus introversion, agreeableness versus antagonism, conscientiousness versus a lack of direction, and openness versus closeness towards experience traits were the significant positive predictors, while neuroticism versus emotional stability was a significant negative predictor of self-esteem. The characteristics linked with extroverts are being expressive, dominant, outgoing, and energetic. The lower order traits are social hang-ups or inhibition (feelings of uneasiness in social situations), sociability, dominance, and energy/activity level (Caspi et al., 2005, as cited in F. Amirazodi & M. Amirazodi, 2011). It can be surmised that extroversion is inclined to be a positive predictor of self-esteem. The connections between personality traits and self-esteem are depicted in the following figures.



*Figure 4. Relationship between Personality Traits and Self-Esteem: The Positive Predictors*



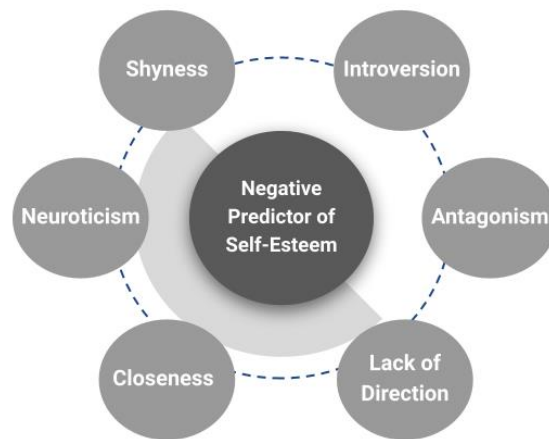


Figure 5. Relationship between Personality Traits and Self-Esteem: The Negative Predictors

### Conclusion

From the findings and discussion above, several conclusions can be drawn. First, students with good achievements do not always have high self-esteem. Many factors affect their self-esteem. Their characters, learning environment, and past experiences are three other factors. In contrast, students who are low achievers might have high self-confidence and self-esteem.

The learning environment and classroom atmosphere may also be significant determining factors that influence students' self-esteem. When learners find an unsupportive atmosphere, they may lack confidence and this can influence their self-esteem. Different from that, when they find a supportive environment, they will feel confident and thus have higher self-esteem. Besides that, teachers' role can also help improve it. Teachers can play a significant role in boosting students' self-esteem. Teachers can help their students' self-confidence and self-esteem. By showing students that their teachers care about them, it can help them have better self-confidence, which can enhance their self-esteem. Constructive and positive feedback can also boost students' self-esteem.

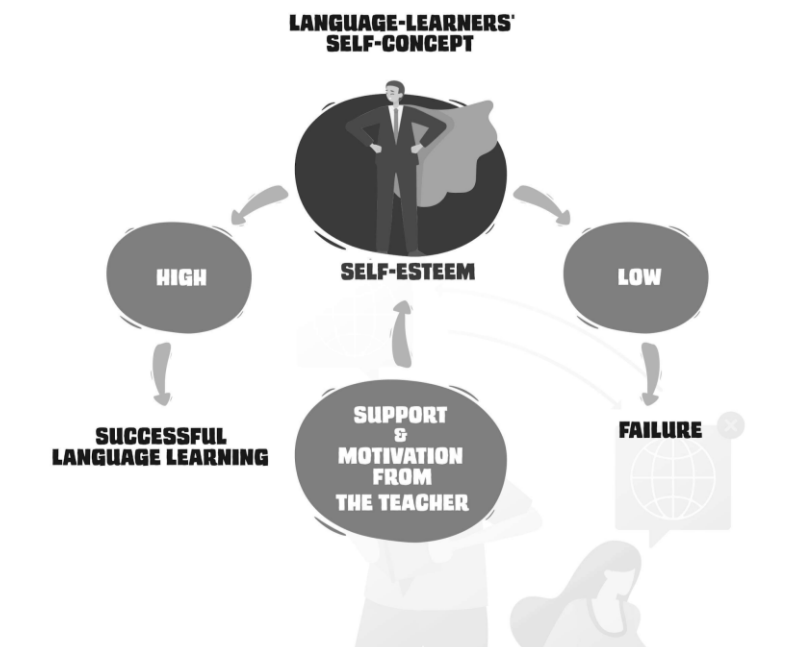


Figure 6. The Teacher's Role in Enhancing Students' Self-Esteem

### Recommendations

Future researchers can deepen this study in several aspects. First, future researchers can have more participants so that more valid findings will be derived. Besides that, it is a good idea to do similar research on secondary and primary level students as well. Thus, the findings will be richer and wider. Various data collection methods other than

questionnaires and interviews can also be selected. Future researchers can also get data from focus group discussions (FGDs) with schoolteachers or university lecturers.

For practitioners in the field of psychology like school counseling teachers for instance, it is recommended that when dealing with students, children, teenagers, or anyone who is struggling with their own self-concept, they should encourage their students and clients of the importance and the power of having positive self-concept. This may sound simple, but this modest idea of reminding people of the value of their own self-concept and self-image might save many lives destroyed by negative thoughts about themselves. This paper hopefully can be a little help, adding some insights for practitioners about the importance of self-esteem.

### Limitations

This study, however, still has its limitations. First, only fourteen respondents took part in this study. Future researchers can include more participants, so that the results can be generalized in a wider scope. Next, other instruments from other experts can be used, like the one from Rosenberg or Coopersmith. The last suggestion deals with the data collection method. Future researchers hopefully can conduct in-depth interviews with all the student respondents. In this case, more information on the participants' real-life conditions can be obtained.

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### Appendix

Table A1. Abbreviations Used in this Paper

EFL	English as a Foreign Language
FLC	Foreign Language Classroom
GPA	Grade Point Average
H	High
HSE	High Self-Esteem
L	Low
L2	Language 2; Second Language
LSE	Low Self-Esteem
SE	Self-Esteem
SLA	Second Language Acquisition

Table A2. Questionnaire Items

No	Pernyataan (Statement)	Setuju (Agree)	Tidak Setuju (Disagree)	Keterangan (Description)
1.	Saya sangat menghargai diri saya sendiri. (I really appreciate myself.)			
2.	Saya mudah tersinggung oleh perkataan orang lain. (I easily get offended by somebody else's words.)			
3.	Saya kreatif. (I'm a creative person.)			
4.	Saya merasa pendapat saya tidak berharga. (I feel my opinions are not worthy.)			
5.	Saya bisa dan berani membuat keputusan sendiri. (I can and dare to make my own decisions.)			
6.	Semua yang saya lakukan tidak ada yang baik. (All I have done is not good.)			
7.	Saya bisa konsentrasi dengan baik untuk mencari pemecahan masalah dalam hidup saya. (I can concentrate well to find solutions for my life problems.)			
8.	Dunia ini tidak aman buat saya. (This world is not safe for me.)			
9.	Saya tahu nilai-nilai baik apa saja yang ada dalam diri saya. (I know the good values within myself.)			
10.	Entah mengapa, saya sering merasa sedih dan tidak berharga. (For unknown reasons, I often feel sad and unworthy.)			
11.	Saya suka berbagi dengan orang lain (dalam arti luas, pendapat, ide, juga hal-hal fisik seperti makanan, dll). (I like to share with others – both abstract and concrete things.)			
12.	Saya menghindari dan tidak suka mencoba hal-hal baru. (I avoid and don't like trying new things.)			
13.	Saya percaya bahwa saya setara dengan orang lain. (I believe I'm equal to others.)			
14.	Saya selalu membandingkan diri saya dengan orang lain, dan merasa orang lain lebih baik dari saya. (I always compare myself with others and think they are better than I am.)			
15.	Saya belajar dari kesalahan-kesalahan saya ketika saya gagal. (I learn from my mistakes when I fail.)			
16.	Saya selalu berusaha menyenangkan orang lain. (I always try to please others.)			
17.	Saya senang saya bertumbuh sebagai seseorang yang memiliki arti penting dalam hidup ini. (I'm happy I grow as someone important in life.)			
18.	Saya mudah marah. (I get angry easily.)			

Table A2. Continued

No	Pernyataan (Statement)	Setuju (Agree)	Tidak Setuju (Disagree)	Keterangan (Description)
19.	Saya bisa menggali kemampuan-kemampuan terpendam dalam diri saya. (I can search for my potentials.)			
20.	Saya membenci diri saya sendiri. (I hate myself.)			
21.	Saya bisa menolak apa yang orang lain suruh untuk saya lakukan jika saya tidak suka atau tidak setuju. (I can refuse what people ask me to do if it is something I don't like or I don't agree with.)			
22.	Saya terlalu sensitif dan curiga terhadap pendapat orang lain. (I am sensitive and suspicious of others' opinions.)			
23.	Saya memiliki hubungan yang manis dan saling menghormati dengan orang lain. (I have a good relationship with others and respect them.)			
24.	Saya meragukan dan mencurigai setiap keputusan yang terkait dengan diri saya. (I doubt and get suspicious of any decision related to me.)			
25.	Saya berbicara dan mengemukakan pendapat saya dengan tenang dan sopan. (I talk and express my opinions calmly and politely.)			
26.	Saya kesulitan membina sebuah hubungan baik dengan orang lain. (I find it difficult to build a good relationship with others.)			
27.	Saya berani menolak orang-orang yang berusaha memanipulasi atau memanfaatkan saya untuk kepentingan mereka. (I dare to refuse manipulative people who want to take advantage of me.)			
28.	Saya tidak berani mengambil resiko, dan saya tidak berani mencoba hal-hal baru. (I don't dare to take risks and try new things.)			
29.	Saya tidak tinggal dimasa lalu, saya hidup dimasa kini. (I don't live in my past, but I live for today.)			
30.	Sulit bagi saya untuk berkata "Tidak". (It's hard for me to say "No".)			