

The Correlation Between Student Self-Control And English Achievement

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Abstract

This study entitled “The correlation between student self-control and English achievement”, this study involved 124 respondents of General English 1, 2, 3, and 4 in Universitas Klabat. The instrument was the questionnaire adopted from Habernicht (2000). Purposive sampling method was used to gather the data, and Descriptive Method was used to analyze the level of student self-control and their English achievement, *t*-test to analyze the difference of student self-control based on gender, and student English achievement based on gender, ANOVA to analyze the difference of student self-control based on level of English, and the difference of student achievement based on level of English. Pearson-Product Moment Coefficient Correlation was to find whether there was a significant correlation between student selfcontrol and their English achievement. The findings revealed that student self-control was in high level; their English achievement was in high level; there was no significant difference of student self-control in gender; there was no significant difference of student English achievement based on gender; there was significant difference of student English achievement in level of English; there was no significant correlation between student self-control and their English achievement. It is recommended that General English 1 and 2 teachers are to improve their teaching by making it more enjoyable.

Key words: self-control, English achievement, gender, and level of English

I. Introduction

Life in general field with various unexpected problems, among family members, neighborhood, community, environment, universities students, teachers, regulations, food, drinks, tests, etc. without self-control, one is in danger to manage each problem or temptations to distract the goals. Self-control is needed especially in determining the succeed in English, Habernicht (2000) argued that lots of people are governed by their feeling, in facts those who are lack of self-control are in danger to other people. Therefore, it is a must to have self-control to manage emotion to motivate brain to make a good decision in life. Furthermore, Pose and Melgosa (2001) stated that the purpose of discipline is to improve good habits, pleasant behavior, attitude, and right conducts. Moreover, discipline according to them is similar to selfcontrol. In

addition, Oxford (2001) stated that self-control is capability to manage oneself in emotion and desires, this describes that emotion and desire can be manage as long as one used social control. Therefore, based on the researcher’s observation that some General English student achievement was not maximized due to lack of self-control. Those who have selfcontrol in food, drinks, honesty, social relationship, and entertainment, can improve his study habit in order to succeed in every subject, especially in English achievement.

Self-control and English Achievement

Feelings are needed in life, in order to show our affection to someone special, when one experiences sadness in life, or in happiness, however, feelings cannot control anyone. As Habernicht (2000) stated that one thing to be

learned as a child was self-control in order to build self-concept, social development, character, and spirituality; for the children who respects the rules and have learned self-control are liked by others daily. Furthermore, Burkholder (1988) cited that the emotions sometimes perform in such a balanced way without the guidance of intelligence. In other words, those who have the tendency to let the feelings overrule us must learn to harness our feelings. White (n. d) suggested that human mind must be taught self-control and educated to govern human being, children who are trained will deficient in moral energy and have responsibility and the power of self-control strengthens the character of a person.

According to Brandt and Dowdy (1974) that self-discipline exposes training a child to accept duties which are not to debate, such as necessary routines at home, school, church, and community. It also involves teaching standards in which the child can judge his own behavior. Moreover, it teaches him to face the difficulties of life with full confidence, hope, eagerness, and determination. Moreover, Duckworth, Quinn, and Tsukayama (2012) commented that selfcontrol helps student study, complete their assignment, and behave appropriately in the classroom. In addition, self-control also predicts changes in grades overtime better than the IQ. In an article Bradberry (2012) suggested six secrets of self-control: First meditating at least five minutes each day to focus on breathing and your senses, improving self-awareness, and brain's ability, second eating something which contains a slow burn for your body, such as whole grain rice or meat, third exercising, getting one's body at least 10 minutes in order to get rid of n causes neurotransmitter (GABA) which causes the brain feel soothed and helps you in control of your impulses, the fourth is sleeping to get good night slumber each night , the fourth is riding the wave, when the impulse you need to control is tight, waiting for this wave of desire is often sufficient to keep yourself in control, and the sixth is forgiving yourself.

Self-control and Gender

There are various studies related to

gender difference as Gillespie (2007) reported that female corpus collosum that allows for communication between the right and left hemispheres is 20 % larger than in males. It may indicate that females use more oral vocabulary, take in information through touching, better at remembering names and faces in social settings, more adept at multitasking, more earlier, promotes more immediate discussion and handling of problems, move from specific and concrete in order to build up to conceptualizations, work better in groups and in low-light rooms than males. Boys are often seen as better at spatial and abstract reasoning, but they tend to need clear evidence, unable to multitask, during puberty, boys are often more aggressive and stimulated to abstract thinking, when physically active, boys are more competitive, have a tendency to physically explode to release pent-up emotions, think about a way to solve a problem, then often work alone in solving it, prefer to work independently, tend to need a louder voice rather than a softer one, work better in well-lit rooms, often need more physical space in which to work (P. 24).

English Achievement and Gender

Achievement place important role in education, as Katharine (2007) stated that achievement is the outcome of education where the students have earned after learning. Supported by Smith and Hudgins (1964) stated that achievement is to do the best, to be successful, to accomplish task requiring skill and effort to be recognized by authority, and Webster Dictionary (1994) cited that "achievement is an act of achieving, the quality and quantity of a student's work" (P. 9). Furthermore, Sumolang and Nuning (2013) in their study found out that female students English Achievement was higher (M = 98) than males' (M = 82). Meanwhile, Malalantang and Rumbay (2013) found out that female students English achievement was also higher (M = 76) than males' (M = 72). Their findings showed that there was a significant difference in English achievement based on gender.

The main purpose guiding this study was to determine whether there was a

significant correlation between student self-control and their English achievement. In addition, this study sought to find the following questions:

1. What is the level of student selfcontrol?
2. What is the level of student English achievement?
3. Is there any significant difference of student self-control based on gender?
4. Is there any significant difference of student self-control based on English level?
5. Is there any significant difference of student English achievement based on gender?
6. Is there any significant difference of student English achievement based on English level?

Level of English

English level refers to General English subjects which are divided into four classes; after taking English entrance test, a new student may find out his level of capacity: to be in English Foundation if his English is still below, but normally they get General English 1 in the beginning. After passing General English 1, the student pursues to General English 2, after passing General English 2, then the student can take General English 3, finally after taking General English 3, the student is to take General English 4.

METHOD

This study utilized descriptive, comparative and correlational. Descriptive method used in order to find the average level of student self-control and English achievement. While comparative method used to see if there is a significant difference in self-control based on gender and level of English, if there is a significant difference of student English achievement based on gender and level of English, and correlational method used to find if there is any correlation between student selfcontrol and English achievement.

Purposive Sampling Method will be used in this study, according to Lathan (2007)

that Purposive Sampling Method is selecting a

sample on the basis of one's own knowledge of the population.

The instruments used for this study was the questionnaire Habenchicht's (2000), consisted of fifteen items. This instrument was divided into two parts, the first part was the socio demographic background of the respondent, included student ID number, gender, and level of English. The second part consisted of 15(fifteen) items of the questionnaire, related to self-control and English achievement and it was tried out and distributed to 42 students taken as the pilot study. Result of the reliability test using Chronbach Alpha Scale to measure the reliability of the questionnaire was .710, and the invalid items were number 4, 12, 15.

In interpreting the data, the researcher used Likert Scale (Gay 1992) as follows:

1	=	Very Low (1.00 - 1.49)
2	=	Low (1.50 – 2.49)
3	=	Moderate (2.50 – 3.49)
4	=	High (3.50 – 4.49)
5	=	Very High (4.50 – 5.00)

The General English students' grades were interpreted based on Universitas Klabat grading system such as following scales:

91-100	(A)	superior
=		
85-90	(A-)	superior
=		
82-84	(B+)	above average
=		
78-81	(B)	above average
=		
75-77	(B-)	above average
=		
70-74	(C+)	average
=		
67-69	(C)	average
=		
60-66	(C-)	average

RESULTS

The result of this study showed that the level of student self-control was 3.58, and it was good. The mean score of student English achievement was 80.60, in high level. Also, the finding revealed that there was no significant difference in self-control based gender ($p = .055 > \alpha = .05$); there was no significant difference in self-control based on level of English ($p = .86 > \alpha = .05$); there was no significant difference in student English achievement based on gender ($p = .0213 > \alpha = .05$); there was no significant difference of English achievement in General English 1 and 2, as well as 3 and 4; however there was a significant difference in General English 1 and 3 ($p = .000 < \alpha = .05$), 2 and 3 ($p = .000 < \alpha = .05$), 2 and 4 ($p = .000 < \alpha = .05$), as well as in General English 1 and 4 ($p = .002 < \alpha = .05$); also, the finding showed that there was no significant correlation between student selfcontrol and their English achievement ($p = .289 > \alpha = .05$).

Table
The Significant Difference in Student English Achievement based on English Level

Multiple Comparisons			
Dependent Variable: achievement			
LSD			
(I)	(J)	Mean Difference	Sig.
classroom classroom (I-J) mlevel			
mlevel			
	ge2	1.519	.476
	ge3	-	.000
ge1		8.619*	
	ge4	-	.002
		6.513*	
	ge1	-	.476
	ge3	1.519	.000
		-	
ge2		10.138*	

ge4 - .000
8.032*

*. The mean difference is significant at the 0.05 level.

DISCUSSION

Based on the findings of this study, student self-control is in high level, their English achievement is in high as well, male student self-control is higher than female's, but it is not significant different; there is no significant difference in self-control based on level of English, female student English achievement is higher than male's, but it is not significant; there is no significant difference in student English achievement based on level of English between General English 1 and 2, and between General English 3 and 4, however, there is significant difference in student English achievement between General English 1 and 3, General English 1 and 4, General English 2 and 3, and General English 2 and 4 likewise. Finally, the finding showed that there is no correlation between student self-control and their English achievement.

Since the level of English achievement of General 1 was moderate, and there were significant differences between 1 and 3, 1 and 4, 2 and 3, and 2 and 4, then the researcher recommends English teacher in General English 1 and 2 need to give special attention in teaching the students in their classroom, so the students English achievement can be improve.

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