

**THE CORRELATION BETWEEN SELF COMPASSION AND
ENGLISH ACHIEVEMENT OF THE ELEVENTH GRADE
STUDENTS OF SMAN 1 INDRALAYA**

A Thesis by

SALAMA

06121001042

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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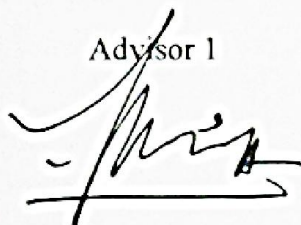
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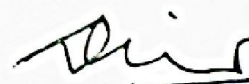
Approved by

Advisor 1



Muslih Hambali, M.L.I.S
NIP.19570826198431001



Advisor 2



Dr. Margaretha Dinar Sitinjak, M.A
NIP.195710041988032001

Certified by,

Head of Language and Arts Department

Dr. Didi Suhendi., M.Hum
NIP.196910221994031001

Head of English Education
Study Program,



Hariswan Putera Jaya S.P.d., M.Pd
NIP 197408022002121003

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INDRALAYA**

SALAMA

NIM 06121001042

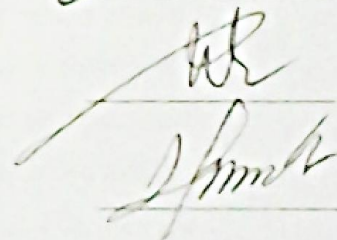
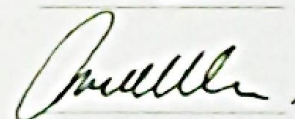
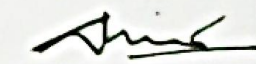
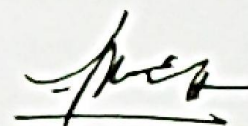
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Day: Tuesday

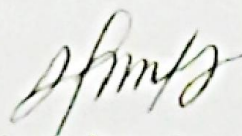
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EXAMINATION COMMITTEE

- | | | |
|---|-----------|--|
| 1 | Chairman | : Drs. Muslih Hambali, M.L.I.S |
| 2 | Secretary | : Dr. Mgt. Dinar Sitinjak, M.A |
| 3 | Member | : Machdalena Vianty, M. Ed, M. Pd, Ed. D |
| 4 | Member | : Erlina, S. Pd, M. Pd, M. Ed |
| 5 | Member | : Hariswan Putra Jaya, S. Pd, M. Pd |



Certified by,
Head of English Education Study Program



Hariswan Putra Jaya, S. Pd, M. Pd
NIP. 197408022002121001

DECLARATION

I, the undersigned,

Name : Salama
Student Number : 06121001042
Study Program : English Education

Certify that the thesis entitled "The Correlation between Self Compassion and English Achievement of The Eleventh Grade Students of SMAN 1 Indralaya" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Indonesia Number 17,2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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The Undersigned,



NIM: 06121001042

ACKNOWLEDGMENTS

First of all, the writer would like to express her great-sincere gratitude to Allah SWT the Almighty for the blessing and mercies so that this thesis could be completed. Alhamdulillah. The deepest gratitude and great appreciation are expressed to her advisors, Drs. Muslih Hambali, M.L.I.S and Dr. Margaretha Dinar Sitinjak, M. A. for their guidance, advice, and support in writing this thesis. Then, the writer would like to express her gratitude to the Dean of Faculty of Teacher Training and Education (Prof. Sofendi, M.A., Ph.D), and all his staff members, the Head of Language and Arts Education Department (Dr. Didi Suhendi, M. HuM.) and the Head of English Education Study Program (Hariswan Putra Jaya, S.Pd., M.Pd.) for their assistance in administrative matters. Moreover, she would like to express her appreciation to the headmaster, the English teacher, all the teachers and staffs of SMAN 1 Indralaya and especially all of the eleventh grade students of SMAN 1 Indralaya for their help during her research. Finally, the deepest gratitude is expressed to her parents, her friends for their love, support, and prayers.

Indralaya, June 2016

Salama

In the name of ALLAH SWT, Most Gracious and Most Merciful

This thesis is dedicated to:

- ❖ My beloved Mother, the most precious one in my life who always supports, prays and loves me unconditionally. Pray and thankyou also given to my beloved father in jannah, eventhough you are not beside me but I know that you always be there, watching and protecting me. I love you both.
- ❖ My brother, Marufiadi, thankyou for all your support, you are our best “KING” and my brother who are in Jannah, Muhammad Jungkir, I love you and I miss you.
- ❖ My beloved sisters Harita and Ida, I love you both more than anything.
- ❖ “YOU” who always supports, protects, advises, and accompanies me. Thankyou and I hope you’ll always be there for the rest of my life.
- ❖ My best friend for the past, present and future inshaAllah, Nike Ardila, thankyou for everything.
- ❖ My accidental sisters uni Yuri, dedek Shafit, Elma and Silvi. Laf ya! Laf ya! Laf ya! I can’t express my gratitude to Allah that He united us together.
- ❖ My big family you are all know how much I love you.
- ❖ My classmate SEESPA 12
- ❖ All my friends from elementary school till senior high school.

Motto:

No one can shut a door that Allah’s going to open, and no one can open a door that Allah’s going to shut. Be faithful to Allah.

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THE CORRELATION BETWEEN SELF COMPASSION AND ENGLISH ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMAN 1 INDRALAYA

ABSTRACT

This study aimed (1) to find out the Self compassion level of the eleventh grade students of SMAN 1 Indralaya, (2) to find out whether or not there was any significant correlation between Self compassion and English achievement of the eleventh grade students of SMAN 1 Indralaya, (3) to find out whether or not there was any correlation between each of the subscales on Self compassion scale and English achievement of the eleventh grade student of SMAN 1 Indralaya, (4) to find out how much self compassion contributed to the students' English achievement, and (5) to find out how much each aspect of self compassion contributed to the students' English achievement. Explanatory design of correlational study was used in this study. The population was the eleventh grade students of SMAN 1 Indralaya and simple random sampling was applied to get the sample of the study. The sample was 170 students chosen randomly from 200 students of the population. The instrument used was Self Compassion Scale (SCS) which used to get the information about the students' Self compassion level. Besides, the documentation of the students' odd semester examination result was used to get the information about students' English achievement. Pearson Correlation Product Moment and regression of Statistical Package for Social Science (SPSS) version 22 was used for data analysis. The result showed that most of the students had medium self compassion level. The correlation analysis showed that self compassion, self kindness, mindfulness, and common humanity positively correlated with the students' English achievement. The result of regression analysis showed that self compassion contributed 24.6% to the students' English achievement. From the regression analysis, it was shown that common humanity give the highest contribution (25%) to the students' English achievement. Overall, two conclusions can be drawn from the result of the study. The first was the higher students self compassion level the higher their English achievement and the second was self compassion can be used as a tool to increase the students English achievement.

Keywords: *Self-compassion, Self Compassion Scale (SCS), English achievement*

A Thesis by a students of English Education Study Program, Faculty of Teacher
Training and Education

Name : Salama

Student's Number : 06121001042

Advisor 1 : Muslih Hambali, M.L.I.S

Advisor 2 : Dr. Margaretha Dinar Sitinjak, M.A

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problems of the study, the objectives of the study, and the significances of the study. Each will be discussed one after the other in the following pages

1.1 Background

The concept of self compassion is recently introduced by Neff, a professor of human development at the University of Texas and a pioneer of the study on self compassion in 2003 (<http://self-compassion.org>). The definition of self compassion is similar with the definition of compassion to the others. Wolpaw, Johnson, Hertel and Kincaid had explained that “Compassion is a feeling of deep empathy and respect for another who is stricken by misfortune and the strong desire to actively do something about it.” (2011, p. 17). Meanwhile, according to Neff (as cited in Neff & Germer, 2013, p. 28) Self compassion involves being touched by one’s own suffering, generating the desire to alleviate one’s suffering and treat oneself with understanding and concern. Self compassion is the extension of kindness, care, warmth, and understanding (instead of beratement and criticism) toward oneself when faced with shortcomings, inadequacies, or failure. It means that someone gives a treatment to himself/herself when he/she face a failure or when she/he making a mistake. Having self compassion means to honor and accept your own humanity. Neff (as cited in Seppala, 2011, p. 62) had explained that Self compassion is divided into 3 divisions. They are Self kindness which is the feeling of caring yourself, common humanity which is accepting yourself as it is and the last is mindfulness which is a feeling of nonjudgmental toward yourself. Actually, those three aspects has its own opposite which is the negative of those aspects (self kindness \times self judgement, common humanity \times isolation and mindfulness \times over identification) but, in this study the writer only focus only on the self compassion aspects without its opposite. Current studies indicated that self compassion was significantly associated with psychological well-being, such as

purpose in life, happiness, and optimism (Kirkpatrick, 2006), social identity strength (Williams, 2005), and academic success (Conway, 2007). The compassionate students are considered more successful in their academic achievement. Those who are compassionate tend to be more consistent in doing their tasks, it is supported by a study conducted by Landgraf (2013) who found out that the compassionate individuals tended to perform and persist more consistently even though under a pressure such as failure or a pressure from their environment.

The academic achievement may be influenced by many factors. One of them is psychological factor such as depression and motivation. The students who are in depression would probably be low in their academic achievement. It was supported by Hadriyanti (2013) in her study on 202 students of SMAN 65 Jakarta, found out that there was a negative relationship between depression and academic achievement which means the lower their depression the higher their achievement and vice versa. On the other hand, the recent study conducted by Ozyesil and Akbag (2013) to 522 sample of university students in Turkey showed that self compassion and depression are negatively correlated. It explains that the students who have high self compassion would be having less depression and self compassionate individuals also would have less motivational anxiety (Williams, Stark, & Foster, 2008). Based on the explanation above, the writer was interested to find out whether or not there was a correlation between self compassion and English achievement.

In this study the writer focused on English Achievement of the students of SMAN 1 Indralaya because of SMAN 1 Indralaya is one of the outstanding schools in Indralaya that has A in accreditation. The student admittance system itself is through a tight selection process. It means the competition among them after being students in the school is also tight. It also could make them depressed in which it may affect their English achievement. It was supported by the cases that the writer observed from the counselling teacher of SMAN 1 Indralaya when she was doing teaching practice at that school. Most of the students who were in trouble at school got depressed because they could not handle the problem in their study and other factors from the students' environment (family, friend and social environment)

which affected their achievement. Therefore, based on the result of the study by Hadriyanti (2013) and Ozyesil and Akbag (2013) the writer assumed that there must be a correlation between self compassion and the achievement of the students, in this case English achievement. If the students have high self compassion level, then the depression will decrease which will make their achievement will also be good or on the other word if their self compassion level is good their achievement will also be good. This study was conducted to prove that assumption

The writer choose Self Compassion because self compassion itself is a new self-concept introduced by Neff in 2003 and the study about it still limited especially in Palembang, Indonesia. There are 303 studies about self compassion based on its category as shown in the following table.

Table 1.1 Studies on Self Compassion

No	Ctegrory of The Study	Total
1	Self compassion, age, gender and culture	27
2	Self compassion, body image and eating behaviour	19
3	Self compassion, caregiving and burn-out	17
4	Self compassion in clinical context	29
5	Self compassion, coping and resilience	22
6	Self compassion: General reviews	16
7	Self compassion, health and athletics	23
8	Self compassion and interpersonal concerns	10
9	Self compassion interventions	8
10	Self compassion and comparisons with mindfulness	11
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12	Self compassion and motivation	10
13	Self compassion and psychological functioning	9
14	Self compassion and positive psychology	5
15	Self compassion and psychological well-being	32
16	Self compassion scale: translation and psychometrics	18
17	Self compassion and self esteem	8
18	Self compassion in work contexts	5
	Sum	303

Source: <http://www.selfcompassion.org>

Based on the studies that had been conducted by many researchers over the world, it shows that self compassion is good for many aspects of human's life for example: self compassion decreases dysfunctional attitudes (Iskender, 2011), self compassion moderates academic burn-out and depression (Kyeong, 2013), self compassion decreases physiologic stress (Bluth, Roberson, Gaylord, Faurot, Grewen, Arzon, & Girdler., 2015), Self compassion is good for psychological health (Neff, Kirkpatrick, Rude., 2006), and higher level of self compassion was significantly linked to more perspective taking, less personal distress, and greater forgiveness (Neff & Pommier., 2012), etc.

Eventhough most of the studies on self compassion is addressed to university students, Bluth and Blanton (2014) explained that self compassion would be more effective if it introduced to the younger teen than the older one, because the result of their study showed that a lack of self compassion had a greater negative effect on older teens than the younger one. On the other hand, Konpka (as cited in Sutisna, 2012) divided the teen phases into three: youngest teen which was 12-15 years old, middle teen which was 15-18 years old and oldest teen which was 19-22 years old. Nevertheless the teens aged 14-15 were still very labile so that the writer consider choosing the age between 16-17 because in this age they start to think about their

future. So that, it became the reason why the writer chose the eleventh grade students of SMAN 1 Indralaya.

The writer chose English academic achievement as the focus because the writer herself is a student of English Education Faculty of Teacher Training and Education who will be an English teacher later. The result will be useful for the writer and also other English teacher in teaching and learning process especially to improve the English achievement of the students through inserting Self Compassion in teaching and learning process. This study was conducted to find out whether or not there was a correlation between self compassion and students' English achievement at SMAN 1 Indralaya. The writer used Self Compassion Scale (SCS) to measure Self Compassion level of the students. There were three subscales in the Scale; self kindness, common humanity, and mindfulness. The writer also found out the correlation between each of the subscales in self compassion scale with the English academic achievement of the students and the result was discussed forward.

1.2 The Problems of the Study

The problems of the study were formulated in the following questions:

- How was the self compassion level of the eleventh grade students of SMAN 1 Indralaya?
- Was there any significant correlation between students' self compassion and their English achievement?
- Was there any correlation between each of the subscales in self compassion scale with English achievement of the students?
- How much did self compassion contribute to the students' English achievement?
- How much did each aspect of self compassion contribute to the students' English achievement?

1.3 The objectives of the Study

The objectives of this study are to find out

- How the self compassion level of the eleventh grade students of SMAN 1 Indralaya was
- Whether or not there was a significant correlation between students' self compassion and their English achievement
- Whether or not there was any correlation between each of the subscales in self compassion scale with English achievement of the students
- How much self compassion contributed to the students' English achievement
- How much each aspect of self compassion contributed to the students' English achievement

1.4 The Significances of the Study

It was expected that the result of this study would be useful for; (1) The students to know their self compassion level and how good was self compassion for their academic achievement, if self compassion was good for their English achievement, the writer would tell them to be more self compassionate. (2) English teacher to help them construct a new strategy or to use self compassion through insert it in teaching and learning process to increase the level of self compassion of the students'. (3) Other researchers who want to use self compassion concept or English academic achievement as the focus of the study and for and (4) for the writer herself as a useful provision for teaching strategy

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