



Self-concepts of Adolescents who Experience Language Difficulties



Noni Darmawati Sukmaretny P. *

Ilmu Psikologi, Universitas Medan Area, Sumatera Utara

*Email: noni27031994@gmail.com

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ABSTRACT

Teens who experience language difficulties have difficulty communicating with their parents, peers and the community around them. In addition, language difficulties can affect adolescent self-concept, self-concept is an important thing in life, especially for adolescents, because adolescents' understanding of self-concept will determine and direct behavior in various situations. This study aims to determine the form of self-concept of adolescents who experience language difficulties and the impact of language difficulties on learning difficulties of adolescents in school. The objective of this study were three adolescents who were still in school and experiencing language difficulties with the classification of mixed receptive-expressive language disorders and the informants taken by the researcher were the biological mothers of each of the three respondents. The type of approach used is a qualitative phenomenological approach with a *theoretical sampling technique*. The results of this study indicate that respondents II and III form a positive self-concept in which both respondents accept their shortcomings and try to improve themselves. Meanwhile, respondent I formed a negative self-concept where respondent I did not accept his shortcomings and did not try to improve himself; respondent I was pessimistic about the competition and thought he was unable to fight. Respondents I, II and III experienced learning difficulties at school, however, respondents II and III had a solution to their learning difficulties by practicing before presenting the lesson, while respondent I preferred to be silent or angry because they could not express what they thought. So the study show that the three respondents form a self-concept and the impact on learning difficulties is different according to the influence of different aspects, factors and processes of self-concept formation.

Keywords: Adolescents, Language Difficulties, Learning Difficulties, Self-Concept.

INTRODUCTION

Adolescence is a period of transition from children to adulthood, during adolescence there are many changes that occur in adolescents both biologically, psychologically and in their environment. In this case, adolescents are required to be able to adapt or be able to adapt themselves from various aspects of the changes that occur to them. One of the physical changes in adolescents is the growth of secondary sexual signs, namely, changes in voice which are closely related to language development.

Self-concept is important in life because a person's understanding of his self-concept will determine and direct behavior in various situations. If a person's self-concept is negative, then one's behavior will be negative, conversely if a person's self-concept is positive, then that person's behavior will be positive (Vispoel, 1995).

The self-concept of adolescents who experience language difficulties depends on the teenager himself who views himself for his deficiencies positively or negatively, if adolescents view language difficulties positively as adolescents accept themselves, are quite satisfied with themselves or are grateful for their creation, cover up his shortcomings by trying to improve achievements in areas that he deems lacking, and trying to cause behavior that makes others like and accept him in the environment both in the school environment and in his daily play environment, then adolescents can be said to have a stable self-concept. . Conversely, if the remaja sees himself negatively, such as feeling different from other people, being ostracized, then adolescents will experience failure both in communicating with their peers and teachers at school and at the same time adolescents will experience feelings of inadequacy, inferiority and even give up if they impose failure on people. other. This positive or negative attitude toward oneself can determine a person's happiness.

RESEARCH METHOD

This research used a qualitative approach to determine the self-concept of adolescents who have difficulty learning languages with this type of phenomenological research. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2005). The qualitative method seeks to understand a symptom as well as the understanding of the respondents studied, with an emphasis on the subject aspect of a person's behavior (Poerwandari, 2007 and Kuswarno, 2006).

RESULTS AND DISCUSSION

1. Identification of Language Difficulties

Results from observations and interviews, respondents I, II and III experienced language difficulties with the appropriate grouping of mixed receptive-expressive language disorders. Respondent I experienced difficulties in expressing and remembering the words that he already knew, the respondent spoke haltingly so that the respondent could not read fluently. In respondent II, namely, the respondent produces limited sentences or words so that when speaking they use broken sentences or words. Respondents have a clear limited vocabulary and make mistakes in tension such as crying while communicating. And in respondent III, namely, respondents have difficulty understanding words, new sentences, have limited clear vocabulary and are choked up when speaking. The grouping of mixed receptive-expressive language disorders has characteristics, one of which is according to the difficulties experienced by the respondent, symptoms including language-expressing disorders, namely, having a clear limited vocabulary, making mistakes in tension, or having difficulty remembering words. or sentences produce length according to developmental stage or complexity and difficulty understanding certain words, sentences, or specific types of words, such as spatial terms.

2. Aspects of Self-Concept

The aspects of the self-concept of the three respondents have differences, namely Respondent I and Respondent III assess themselves as physically not good, respondent I assesses that he has body odor, is fat, is ugly and gets sick easily, the respondent does not feel ashamed of his untidy appearance while at home. inside the house but when outside the house the respondent feels embarrassed. Respondent III assessed that he spoke unclearly, was thin, got sick easily and felt embarrassed by his hair that easily fell out and was white (gray) and the respondent considered himself to be modest in appearance. Meanwhile, respondent II assessed that he was physically better, namely, had a beautiful face, white skin, medium body size, was healthy, took care of food and had a simple appearance. This is in accordance with the theory put forward by Fitts (in Agustiani, 2009) which states that the physical aspect of the self, namely, the view of physical aspects, health, self-appearance and motoric movements.

Respondents I and III felt disappointed with the figure of a father, respondent I assessed that his family did not get along, his mother was *overprotective*, the father was not caring and unfair, the respondent's younger brother was selfish and did not care, the respondent's grandmother was stingy and the respondent was dependent on his mother. Respondent III was disappointed with the divorce of his parents, the respondent considered that his father was angry and did not make promises, the respondent's mother was considered hardworking, patient but did not respond to the respondent's opinion, the respondent's younger brother was open and willing to listen to the respondent's story, the respondent's younger sister was obedient to the respondent, The respondent's brother is religious and often advises the respondent, while the respondent's older sister is considered selfish but willing to advise the respondent. Whereas respondent II considered that his family was harmonious, the respondent's father often told and advised the respondent about religious teachings. The respondent's mother and brother keep their promises and buy the items the respondent wants. Respondents rarely express opinions and suggestions within the family on initiative and respondents rarely make mistakes. This is in accordance with the theory put forward by Fitts (in Agustiani, 2009) which states that the self-aspect of the family, namely, the views and assessments of individuals as family members and their self-esteem assessing family members.

Respondents I, II and III rated themselves as having difficulty speaking, respondents rated themselves as having many deficiencies in terms of physical, attitude, academic and language difficulties they experienced and respondents liked praise. Respondent II assessed that his personality is "*clovenly*" like crying, shy, quiet, afraid of people who are rude, humorous, likes to make his friends smile, is obedient to his parents but gives up on problems he cannot solve. Meanwhile, respondent III assessed that he is selfish, difficult to speak,

speaks loudly, is closed, does not like being noticed when he is performing worship, is ashamed of his gray hair and is proud of his clothes, which he considers syar'i. This is in accordance with the theory put forward by Fitts (in Agustiani, 2009) which states that the personal aspect is how the individual describes his identity and how the individual assesses himself.

Respondents I, II and III apologized when they made a mistake, but respondents I and III would be angry when they were accused of doing something wrong. Respondent I when doing good expects a reward, when under pressure the respondent dares to lie, respondent II assesses that he likes to advise and defend friends who have problems, respondent apologizes when he feels he has done something wrong or not, the respondent is afraid to fight the offender for fear of adding to the problem so that the respondent chooses to be silent or pray for God, the respondent obeys the rules and is diligent in worshiping God. Whereas respondent III is afraid to tell his friend's mistakes because he is afraid of being hated, the respondent defends someone who is considered innocent, the respondent is diligent in worshiping and does not like showing his worship to others, the respondent apologizes for his mistake, but when he feels he is not mistaken, the respondent will be angry or silent when he is blamed. This is in accordance with the theory put forward by Fitts (in Agustiani, 2009) which states that the moral aspect of self-ethics is how individuals feel about God's relationship and judgments about things that are considered good and bad.

Respondents I, II and III assessed that their social environment did not want to listen to and respond to the respondent's conversation, respondents II and III were closed to their environment, respondents II and III told the problem only to people who were believed to be able to keep secrets, however, respondent I told the problem to the mother or someone who are considered to have authority in their lives and act independently so that the respondent is easily influenced by that person, the respondent is not confident in adapting to those around him. Respondent II is very careful in his social environment so as not to cause trouble, the respondent is embarrassed to start a conversation when communicating so that the respondent rarely expresses his opinion, but the respondent likes to be friendly by smiling at his environment. Respondent III is less adaptable to his environment, the respondent prefers to be quiet and stay at home, the respondent's friend is considered to like to interrupt the respondent's conversation and the respondent's friend is not happy with the respondent's jokes who they think are offensive. This is in accordance with the theory put forward by Fitts (in Agustiani, 2009) which states that the social aspect of the self, namely, how the individual feels self-worth in social interactions.

3. Self-Concept Formation Process

The process of forming the self-concept of each respondent also has differences from one another from childhood to adulthood. According to Hardjaman (2004) and Allport (in Sarwono, 2007) the process of self-concept formation, namely:

1. Childhood: Hardjaman (2004) states that self-concept is not something that is born from birth, self-concept originates and is rooted in developing childhood experiences, especially as a result of relationships with other people. Experience of relationships and how other people treat individuals will form ideas in the individual to assess himself as a person. Other people who influence self-concept include parents, siblings, peers and society. Respondents I and III often tell tales by their mothers and develop into their self-concept, Respondent I assesses a fat body, arrogant attitude and looks down on others as negative after hearing the deer story from their mother, respondent II becomes obedient, afraid to be hostile to his brother and afraid to break promises to others because of the stone fairy tale that his mother often told. Respondent I forms an independent attitude towards people who have authority, the respondent is not liked by his friends because of his careless and selfish attitude, the respondent's mother is *overprotective*, making him uncomfortable and judging his father to be mean and not caring. Respondents did not get the right reward for their good or bad behavior as a child. Respondent II as a child was close to children so that the respondent's parents rated the respondent as suitable to be a Koran teacher, when he was small, the respondent liked to cry, the respondent considered his family to get along, did what he wanted, made promises and liked to advise on religious matters, the respondent's mother rated the respondent like himself namely, simple in appearance, quiet, shy and experiencing language difficulties like his father. Respondent III, the respondent's family inculcated the value of beauty not from the physical who must dress, but personal hygiene and behavior, when he was a child, the respondent was judged odd, pretentious and quiet by his

- friends. Mother instilled the value of discipline from the experience of her grandmother's upbringing.
2. Adolescence: *Extension of the self*. Marked by the ability of a person to consider people or other things as part of himself as well. The feeling of selfishness (selfishness) decreases, on the other hand a feeling of belonging grows. One of the distinctive signs is the growing ability to love others and their natural surroundings. The ability to be considerate of those they love, to share in the suffering experienced by those they love, shows signs of *amature personality*. Another characteristic is the development of the ideal ego in the form of ideals, idols, and so on, which describe the ego (self) in the future. Respondents I and III really idolized their mother. Respondents II and III, as a form of love for nature, took the initiative to clean and care for their environment. Respondent I is dependent on mother and people who have authority or take sides with her, respondent gives excessive attention to people she loves or is *overprotective*, respondent does not take the initiative in displaying his love for his natural environment. Respondent III Respondents empathize with people they love, respondents borrow money from their neighbors for the needs of their families who are in financial trouble. When the respondent's mother is sick, the respondent does all the housework and takes care of the mother. Respondents took the initiative to clean, plant flowers, care for, fertilize and water them. Meanwhile, Respondent II idolized his parents because they gave him attention and encouragement. Respondents obeyed and believed in their parents' choices. Respondents will invite people they like to communicate and empathize when that person experiences difficulties. Respondents took the initiative to sweep the yard, plant and water the flowers.
 3. Adolescence: The ability to see oneself objectively (*self objectivation*). Characterized by the ability to have insight about oneself (*self-insight*) and the ability to grasp humor (*sense of humor*), including those who make themselves a target. He doesn't get angry when criticized. At times of need he can detach himself from himself and view himself as an outsider. Respondents I, II and II were angry, upset and thought seriously when humor was related to language difficulties and deficiencies in the respondent, respondents I, II and III accepted and carried out criticism that was considered good and capable of doing. Respondent I did not realize that his jokes were sometimes rude and could harm others. Respondent II, respondent laughed less to prevent himself from crying, while respondent III often made humor to his friends and siblings even though the respondent's humor was considered by his friends to be offensive.
 4. Adolescence: Having a certain (*philosophy of life unifying philosophy of life*). It can be done without needing to formulate it and put it into words. An adult person knows exactly where it belongs in terms of the arrangement of the other objects in the world. He knows his position in society, he understands how to behave in that position, and he tries to find his own way towards the goals he sets himself. Such a person is no longer susceptible to influence and his opinions and attitudes are quite clear and firm. Respondents II and III accepted suggestions and results of deliberations even though they felt they were not in accordance with their wishes, while respondent III was selfish, forcing what he wanted to the environment. Respondent I is easily influenced and depends on people who have authority over him, respondent gets angry when criticized by people who have no authority in him. Respondent II obeyed people's wishes in order to get attention. Respondents dared to express their likes and dislikes to others, but their parents felt uncomfortable. Meanwhile, respondent III is firm with what he thinks is good or bad for him and does not impose his own opinion.

Allport mentioned the process of self-concept formation in adolescence, starting when adolescence physically grows secondary sexual signs. He begins to fall in love, begins to have an idol, and so on and at adulthood this self-concept becomes permanent.

4. Impact of language difficulties on learning difficulties

Respondents I, II and III experienced learning difficulties. Respondent I cannot read fluently, respondent falters when presenting lessons in front of the class, respondent is silent or angry when he cannot express his thoughts verbally. Respondent II cried when explaining the lesson in front of the class without prior preparation, it is better if the respondent prepares it carefully, the respondent can explain it without crying even though in halting language. Whereas respondent III had difficulty understanding words and sentences

in the lesson, the respondent read the book over and over again in order to understand and remember the lesson well and the respondent faltered when presenting the lesson in front of the class.

This is in accordance with the theory expressed by Jamaris (2014) which states that adolescents who enter education levels at school and outside of school, language difficulties can be the cause of learning difficulties that will interfere with the academic achievement of adolescents in the educational path they live in. Generally, children who have difficulty in language do not speak like their peers and cannot respond appropriately to various verbal statements, such as greetings, orders, requests and others. And documentation from the report on the even semester learning outcomes of respondents at school get an idea that the respondent has learning difficulties with an indication that the respondent's value is below the school minimum requirement criteria. From these results, in this case, respondent I scores below the minimum requirement criteria or experiences difficulties in the subjects of Al-Qur'an Hadith, Akidah Akhlak, Jurisprudence, Islamic Cultural History, Indonesian Language, Arabic, English, Mathematics, Science, Social Studies, Kitobah, Muhadasah and Quran Tahsin. Respondent II scored below the KKM or experienced difficulties in Arabic, Mathematics, Physics, Biology, Chemistry and Economics. And respondent III scores below the KKM or has difficulty in the subjects of Jurisprudence, Arabic, Mathematics, Physics, Biology, History, Tahfidzul Qur'an and Tahsin Qur'an.

CONCLUSIONS

Following, the conclusions obtained from the results of the research that has been carried out are:

1. Based on the results of the research, the researcher concluded that the form of positive self-concept in respondent II where respondent II had accepted the language difficulties he was experiencing and tried to reduce or cure the language difficulties he experienced by practicing a lot. Respondent III also has a positive self-concept because the respondent has accepted his shortcomings and tries to fix them, such as, the respondent dyes the hair of the respondent who has gray or white hair and reads repeatedly or asks questions to be able to understand words or sentences. Whereas respondent I has a negative self-concept because the respondent cannot accept his lack, complains a lot and always tells his mother the problem he has without taking the initiative to improve himself.
2. In the aspects of self-concept, the three respondents have different aspects. Physically, Respondent I rated himself as smelly, fat, ugly and easily sick, Respondent III rated himself as ugly because he had white hair (gray hair), spoke unclearly, was thin, easily hurt. Meanwhile, respondent II rated himself as more positive, namely, beautiful, white, medium body size and healthy. Respondents I and II felt disappointed with the relationship of their parents, especially in the figure of a father. Meanwhile, respondent II considered that the relationship between his parents was harmonious. Respondents I, II and III rated themselves as difficult to speak, respondent I considered himself to be lacking in physical, attitude, academic terms, respondent II considered himself to be crying, shy, quiet, afraid of being rude, humorous and obedient to his parents. Meanwhile, respondent III considered himself selfish, spoke harshly, was closed and not arrogant. Respondents II and III volunteered to help others while respondent I demanded a reward. Respondents I, II and III considered themselves less adapted to their social environment and considered their environment not responding to the opinions or speech of respondents I, II and III.

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