

**THE EFFECT OF ACADEMIC SELF CONCEPT ON STUDENTS'
ENGLISH ACHIEVEMENT AT ELEVENTH-GRADE
STUDENTS OF MA MA'ARIF KLEGO
IN ACADEMIC YEAR
2019/2020**

THESIS



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ABSTRACT

Fitrianingsih, Ulfi. 2020. *The Effect of academic self-concept on Students' English Achievement at Eleventh-grade Students at MA Ma'arif Klego in academic year 2019/2020.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo (IAIN). Advisor Ahmad Nadhif, M.Pd.

Key words: Academic Self Concept, English Achievement.

This research has the objective to examine whether there is a significant effect of academic self-concept on students' English achievement at the eleventh-grade students at MA Ma'arif Klego in academic year 2019/2020. This research applied ex-post facto research design using quantitative approach. Thirty eight students at the eleventh-grade students at MA Ma'arif Klego in academic year 2019/2020 was the sample of this research. In this research, a questionnaire and documentation were the technique of the data collection. Simple linear regression formula by SPSS 23.00 for windows was used in analyzing the data.

The finding showed that there is significant effect of academic self-concept on students' English achievement. The value of F-test was the proof of the finding. F-test was $28.618 > F\text{-table } 4.10$. The equational regression model was $Y=63.677 + 0.3X$ and the significance value was 0.000 lower than 0.05. Moreover, it indicated that H_a was accepted and H_0 was rejected. A percentage effect of academic self-concept toward students' English achievement is 44.3% which means students' English achievement was determined by student's academic self-concept itself, while the rest 55.7% was determined by other factors which not discussed in this research.

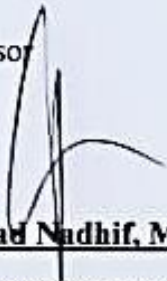
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Appendix 06**PERNYATAAN KEASLIAN TULISAN**

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CHAPTER I

INTRODUCTION

This chapter consists of a background of the study, limitation of the problem, statement of the problem, the research objective, significance of the research, and the organization of the research.

A. Background of The Study

Learning refers to the complex activity that was done by each person in this world. Schunk stated that acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors are involved in the learning activity.¹ It indicates that success or failure the students learning process and goals depending on every student itself. In learning, there were several goals or purposes that want to be achieved. It means that learners should achieve several purposes in the learning process especially in the academic aspect.

Generally, academic achievement refers to the classroom performance of a student. In other words, it can be said that academic achievement is the level of schooling that has been completed to attain success in their studies. Academic achievement in the school system is identified as a good performer and a poor performer. Good performers are considered as skilled learners and poor performers are considered as learning disabled or they need some special attention in their daily learning activities.

¹ Dale H. Schunk, *Learning Theories –An Educational Perspective-* (Boston; Pearson Education, Inc., 2012), 6th Edition, 2.

Language defines as the capacity to product sounds that signify certain meanings and to understand or interpret the sounds that were produced by others.² So, English is an important course to be learned on several elements because it is needed as an international language for communication.

In English learning, students should achieve several aspects or skills. There are four skills and all those skills hold an important part in English. Learners should learn to achieve integrated English skills which are identified as a receptive skill that consists of reading and listening, and productive skills that consist of speaking and writing. All of those skills are needed by every learner to understand incoming information (input).³ It means when learner reads a text or listens to a speech, they must know and understand the content of the text.

Nowadays, in K13 curriculum English lesson was taught only once meeting a week. So, the teacher at Senior High School was given a challenge in the teaching-learning process. This situation also happens in MA Ma'arif Klego.⁴ The researcher got the information that in previous curriculum, English lesson was taught twice meeting in a week, but in this latest curriculum there is the new rule that English lesson was taught once in a week. The teacher also suggested that the students can't master all the material maximally if the

² Victoria Fromkin, *An Introduction to Language* (New York: Saunders College Publishing, 1978), 4.

³ David Nunan, *Practical English Language Teaching, First Edition* (New York: McGraw Hill, 2003), 24.

⁴ Based on an interview with Mrs. Umi, S. Pd as an English teacher in MA Ma'arif Klego 15 February 2020.

learning process just focused on teaching and learning in the classroom. It should be supported by the internal factor for the students themselves.⁵

Another problem that was found was students still lack of motivation to learn more about English even though teachers give the students a new strategy in the classroom. The reasons why the student are not motivated to learn English because they have no interest, no confidence, teachers' teaching method, some negative emotions. Monotonous teaching, lack of interesting material can also be the reasons why students are not motivated to learn and are easy to get bored.⁶ In this case, the researcher analyzed this problem caused by two factors. There are internal and external factors. External factor includes a social environment, the applicable curriculum, the method of teaching English, and the other factors. Besides that, internal factors such as motivation, anxiety, self-concept, and self-confidence also influenced on their English achievement.⁷

Self-concept is the set of perceptions or reference points that the individuals have about himself; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values, and relationships that the individuals know to be descriptive of himself and which he perceives as data concerning his identity.⁸ It means that self-concept is a set of knowledge and

⁵ Agoes Dariyo, Psikologi Perkembangan Dewasa Muda, (Jakarta: PT. Gramedia Widiasarana Indonesia, 2003). 55.

⁶ Based on observation in MA Ma'arif Klego on 19 September-10 November 2019

⁷ Brown, H. D, Principles of Language Learning and Teaching Fourth Edition. (Longman: Library of congress catalog, 2007).

⁸ Marchargo, J. The teacher and self-concept in his or her student: Theory and practice. (Madrid: Escuela Espanol).

attitudes that people have about themselves; the perceptions that people assign and characteristics or attributes that people used to describe themselves. It is understood to be fundamentally a descriptive assessment and has a cognitive aspect.

According to Mars & Craven, students' self-concept related to students' motivation.⁹ Students with high self-concept will tend to motivate to achieve the goals. On the other hand, students with less self-concept will tend to lose motivation and interest, which in turn impact an academic achievement.¹⁰ Self-concept is a motivational factor that influences the performance of people in every sector. It can be said that the self-concepts of children in the school setting influence the learning/academic performance. Wylie in Persad confirmed that "self-concept refers to the individual's perceptions and feelings toward himself and plays a central concerning mental health and to the achievement of psychological maturity".¹¹

For this reason, this study tries to fill the gap by focusing on the effect of academic self-concept on students' achievement at eleventh-grade students of MA Ma'arif Klego in academic year 2019/2020. Based on a previous study, something is interesting to conduct research related to students' academic self-concept. Therefore, it is important to conduct research related to the effect of academic self-concept on students' English achievement.

⁹ H.W Marsh & Craven, *Academic self-concept: beyond the dustbowl. Handbook of classroom assessment: learning, achievement, and adjustment*. (Orlando, FL: Academic Press), 131.

¹⁰ Agoes Dariyo, *Psikologi Perkembangan Dewasa Muda*, (Jakarta: PT. Grameia Widiasarana Indonesia, 2003). 56.

¹¹ Ruth C Wylie, *The self-concept*. (Nebraska: University of Nebraska Press, 1961).

Concerning on the background of the study above, the researcher wants to know whether there is any significant effect of academic self-concept on students' English achievement, so the researcher conducts a research entitled "The effect of academic self-concept on students' English achievement at eleventh-grade students of MA Ma'arif Klego in academic year 2019/2020".

B. Limitation of The Study

Based on the background of the study above, the limitation of this research is focused on knowing a significant effect of academic self-concept on students' English achievement at eleventh-grade students of MA Ma'arif Klego in academic year 2019/2020. This study focused on two variables, there are academic self-concept as an independent variable, and students' English achievement as a dependent variable.

C. Statement of The Problems

Concerning the background and limitation of the research, the problem of this research is stated as follow:

"Is there any significant effect of academic self-concept on students' English achievement at eleventh-grade students of MA Ma'arif Klego in academic year 2019/2020?"

D. Objectives of The Study

From the statement of the problem, the objective of this research is stated as follow:

“To determine whether a significant effect of academic self-concept on students’ English achievement at eleventh-grade students of MA Ma’arif Klego in academic year 2019/2020.

E. Significances of The Study

The researcher wants that this study has some benefits in English teaching and learning:

1. Theoretical Significance

The researcher hopes that this study can improve knowledge either to teachers, students, and readers about the effect of academic self-concept on students’ English achievement. This is also to know that academic self-concept is effective factors that affect students’ English achievement. The researcher also hopes that this research will extend the contribution of knowledge to the English department.

2. Empirical Significances

The result of this study hopefully can be useful for:

- a. For students, this research hopefully motivates the students to increase their achievement by improving their academic self-concept.
- b. For the teacher especially English Teacher, this research becomes an input in understanding psychological factors, such as self-concept that influences learners in increasing students’ English achievement.
- c. For the readers, hopefully, this research can be used as a reference about the effect of academic self-concept on students’ English achievement.

- d. For another researcher, the researcher hopes this research able to be a reference in arranging the next thesis and increase their knowledge and learning process.

F. Organization of The Thesis

This study is classified into five chapters. These chapters are related one to another which is aimed to arrange the thesis easier. The organization of this thesis are:

The first chapter is an introduction. Background of the study, limitation of the study, statement of the problem, objective of the study, the significance of the study, and the organization of the thesis are the parts of this chapter.

The second chapter discusses a review of previous studies, theoretical background about the definition, function, and also the benefits of academic self-concept, definition, and the factors of students' achievement, theoretical framework, and hypothesis of the study.

The third chapter about the methodology of the research. This chapter explains about research design, population and sample, an instrument of data collection, the technique of data collection, and the technique of data analysis.

The fourth chapter discusses the description and analysis of the result of this study.

The last chapter discusses about conclusion. This chapter illustrates the conclusions and the suggestions of this research for the next researchers or readers.

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the researcher gives an overview of the previous studies, the theoretical background, the theoretical framework, and the hypothesis.

A. Previous Studies

Considering the topic discussed in this research, there are some previous researches related to the topic as follows:

The first thesis is the one which was conducted by Aida Mehrad Faculty of Psychology Universitat Autònoma de Barcelona under the title "Mini Literature Review of Self-Concept". The objective of this research is to focus on individuals' self-concept. This study explained the beginning of self-concept, different views toward this vital factor, the role of introspection, and multicultural. Aida found that self-concept is one of the principle factors among individual that was assumed as an important factor that can change someone's belief, attitude, and reaction toward personal and social life. She also stated that knowing self by each and develop it correctly can be valuable. Furthermore, this paper supported the imperative of self-concept.

The second one was conducted by T.Aruna Bharathi¹, Dr. P.Sreedevi with the title "A Study on the Self-Concept of Adolescents". This study was conducted about the self-concept of adolescents. The self-concept scale of Saraswat (1984) was used to analyze the self-concept from 40 adolescents of twin cities of Hyderabad, Telangana State. The result of this research showed

that the higher percentage of adolescents had above the average levels of self-concept in the dimension of temperamental (85), intellectual (77.5), physical (60), and social (52.5). In education, about 47.5 percent of adolescents had high and above the average of self-concept while 57.5 percent of adolescents had high moral self-concept. Overall, adolescent's self-concept was found as 27.5 percent in high and 72.5 percent have above the average. This study confirmed that students perceived certain internal context factors, and revealed that external context factor also have an impact on their self-concept. Hence, this study may help the teachers and parents to preserve the maximum level of adolescents' self-concept.

Another study related to this research was conducted by Desy Alfiyanti Rachmah with the title "The Correlation Between Self-Concept and Students' English Speaking Ability in SMAN 1 Dolopo Madiun". In this research, the writer found the average score of self-concept score was enough, 21 students or 65,63% with a score between 79-81. The English speaking ability score was less, 13 students or 40,63% with the score between 60 and $r_{xy} > r$ table. The conclusion of this research is there is a significant correlation between students' self-concept and students' English speaking ability to the tenth grades students of SMAN 1 Dolopo Madiun. Desy suggested that psychological factor like self-concept should be improved by made an interesting atmosphere in teaching learning process because it can improve students' speaking ability.

The differences in this study from the above researches are as follows:

1. The objective of this research is different from the previous researches

The first previous research is to focus on individuals' self-concept. Besides, the second one is to know the self-concept of adolescents and the third one is to know the correlation between self-concept and the students' speaking ability. It is different because the objective of this research is to look for a significant effect of academic self-concept on students' English achievement.

2. The objects of this research are eleventh-grades students of MA Ma'arif Klego in academic year 2019/2020
3. The design of this research

The first previous research is a literature research design. Besides, the second one is survey research and the third one is the correlation research. It is different because this research uses *ex-post-facto* design. It means that this research predicts that there is a causal relationship between academic self-concept and English achievement.

B. Theoretical Background

This section discusses the detail of the theory of academic self-concept and English achievement.

1. Self-concept

This section gives an overview of the definition of self-concept, kinds of self-concept, academic self-concept, the characteristics of positive and negative academic self-concept and factors affecting academic self-concept

a. Definition of self-concept

Each scientist has a theory about the definition of self-concept. However, all scientists approved one important aspect that the role of self-concept concerning personal, social, intellectual growth, and personal development. Rogers defines a main place in a personality and the major factors that affected behavior are called self-concept.¹²

Self-concept is someone's opinion about herself, what he knows and feels about his behavior, thought and feeling, and how his behavior influences others. The self-concept is the individual's interpretation of himself, which has developed in response to significant others. Children begin to believe the evaluative messages from his parent or teachers who give the praises or criticism.¹³

Self-concept is the set of perceptions or reference points that the individual has about himself; the set of characteristics, attributes, qualities, capacities, values, and relationships that the individual knows to be the description of himself and which he perceives as data concerning on his identity.¹⁴ From the definitions of self-concept by the experts, it can be concluded that self-concept is someone's perception of his characteristics, capacities, and qualities which influenced his personality, sociality, and intellectuality.

b. Kinds of Self-Concept

¹² Ruth C Wylie, *The self-concept*. (Nebraska: University of Nebraska Press, 1961).

¹³ H. Djaali, *Psikologi, Pendidikan* (Jakarta: Bumi Aksara, 2011), 130.

Shavelson, Hubner, and Stanton divided the self-concept generally into four kinds, those are:

- 1) Academic self-concept. Academic confidence and academic effort served as endogenous variables to the general academic self-concept. In the teaching learning situation targeted on academic self-concept instructors should be aware that students' academic self-concept which determine their academic achievement.¹⁵
- 2) Social self-concept that consists of peers and significant others.
- 3) Emotional self-concept.
- 4) Physical self-concept consists of physical ability and appearance.¹⁶

c. Definition of academic self-concept

The most important types of self-concept for students are those that are most relevant to learning and achievement, namely academic self-concept. Academic self-concept is referred to as students' perception about their levels of competencies within their academic realm.¹⁷ Broadly academic self-concept is the way how students feel about themselves as learners. Specifically academic self-concept is composite view of oneself across various sets of specific academic

¹⁵ Musa Matovu, *A structural Equation Modelling of the Academic Self-Concept Scale* (Malaysia: International Islamic University, 2013), 186-198.

¹⁶ H. Agustiani. *Psikologi Perkembangan Pendekatan Ekologi Kaitannya dengan Konsep Diri*, (Bandung: PT. Refika Aditama, 2002)

¹⁷ Ferla et al., 2009; Lips, 2004; Wigfield & Eccles; 2000, Wigfield & Karpathian, 1991).

domains, abilities, and perception. Academic self-concept has been noted of its tendency to decline among students from early to adolescent and also for adulthood,

Mars explained that academic self-concept reaches its lowest point in middle adolescence, but also found out that academic self-concept increased through early adulthood. Academic self-concept becomes relatively stable. It has been noted to vary as students move through grades in which their academic self-concept tend to rise in the direction of their academic achievement.¹⁸

Academic self-concept refers to the declarative self-evaluation of one's cognitive abilities.¹⁹ It means that academic self-concept is self-evaluation as an important part that influenced students' achievement in learning. Self-concept is all forms of belief, feeling, and judgment of individuals' beliefs about him and influenced the process of social interaction with their surroundings. Students' academic self-concept related to students' motivation. Students with high self-concept will tend to motivate to achieve the goals. On the other hand, students with less self-concept will tend to lose motivation and interest, which impacted their academic achievement.²⁰

¹⁸ H. W Young, Mars, *The direction of causality in multidimensional, hierarchical self-concept model: Personality and social psychology*. (1998:75)

¹⁹ Nathan C Hall, Thomas Goetz, *Emotion, Motivation, and Self-Regulation: A Handbook for Teacher* (UK: Emerald, 2013), 82.

²⁰ Agoes Dariyo, *Psikologi Perkembangan Dewasa Muda*, (Jakarta: PT. Grameia Widiasarana Indonesia, 2003). 55.

d. The Characteristics of Positive and Negative Academic Self-Concept

The success of interpersonal communication mostly depends on the quality of their self-concept; positive or negative. According to William D. Brooks and Philip Emmert in their book by the title Interpersonal Communication, the characteristics of people who have positive academic self-concept are:

- 1) They were convinced of his ability to solve the problem of their academic aspect
- 2) They feel be equivalent to others in academic aspect.
- 3) They receive an accolade without feel shy to show their academic ability
- 4) They realize, that each person has any senses, wishes, and behavior which is not all received by society.
- 5) They are capable to repair themselves because they can express the aspect of bad personality in the classroom and try to change it.

In the other hand, people who have negative academic self-concept were characterized by:

- 1) They feel sensitive to criticism. Those people are not the resistance of criticism that they received, and irritability, or easy to be angry in solving the problem in the classroom.

- 2) They have responsive in accolade. They enjoy accolades, otherwise, they often complain of anything and anyone in the classroom. They are unable to express appreciation for the excess of their friends.
- 3) They inclined to feel not to love others and overlooked. Because of that, their response to the other people as an enemy, so it makes them cannot be intimate a friendship in the classroom.²¹

e. Factors Affecting Academic Self-Concept

The factors that affect academic self-concept are as follows:

- 1) Self-appraisal is viewing the self as an object in classroom. It shows a view that ourselves as an object in communication or our impression against ourselves.
- 2) Reaction and response from others in the classroom. Reaction and response from others friends or teacher influenced the concept of self in various topics of academic problems. According to Brooks, self-concept is the direct result of how significant others react to the individual.
- 3) Play roles or roles taking in the classroom. According to Suhardono, the role is a set of a criterion that confines behavior that should be carried out by someone who occupied a position.

²¹ Jalaludin Rakhmat, Psikologi Komunikasi (Bandung: Remadja Karya, 1986), 131-132.

- 4) Reference groups in academic aspects. If this group valuable for people, they can evaluate and react to them, this will be the power to determine the concept of themselves.²²

2. English Learning Achievement

This section gives an overview of the definition of learning, the definition of achievement, and the definition of English learning achievement.

a. The Definition of Learning

Many scientists defined learning in a variety of ways. Each scientist has their theory. Kimble said that learning is a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice.²³ It means that learning has a change in behavior and the reinforcement to reinforce it is needed.

Nowadays that theory also has an understanding that learning is a change in behavior that comes from experience.²⁴ In this theory, learning needed experience but it depends on what kind of experience. The experience is the correlation between stimulus and response.

Schunk stated that learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors.²⁵ It means that learning is not only getting knowledge, but also modifying

²² Alex Sobur, *Psikologi Umum* (Bandung: Pustaka Setia, 2003), 517-521

²³ B. R. Hergenhahn and Matthew H. Olson, *Theories of Learning (Teori Belajar)*, terj. Tri Wibowo B. S. (Jakarta: Prenada Media Group. 2010), 2.

²⁴ *Ibid.*, p. 8.

²⁵ Dale H. Schunk, *Learning Theories –An Educational Perspective-* (Boston; Pearson Education, Inc., 2012), 6th Edition, p. 2.

the knowledge itself and elaborates it into skills, behaviors, attitudes, and others. Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which result from practice or other forms of experience.²⁶ So learning is the process that involves not only the practice but also other forms of experience.

Learning was divided by Schunk into three criteria as follow;

- 1) Learning incriminates a change in behavior. People learn when they become capable of doing something different.
- 2) Learning occurs over time.
- 3) Learning endures through experiences.²⁷

It means that learning needs a complex process. Learning has to establish the changing in the person. Properly, the purpose of learning is to make learners being able to do what they have learned. To achieve the successful learning, it needs time and the process. From the theories above, the researcher concludes that learning should be able to make the learners have their new experiences and knowledge. Then these new parts of learning also have to be collaborated by the learners. That collaboration means that the learners are capable to apply their knowledge in any condition because they understand it maximally.

b. The Definition of Achievement

²⁶ *Ibid.*, p. 3.

²⁷ *Ibid.*, p. 4

Through students' achievement test, the teacher knows how far the students have learned in their learning. Another theorist defined that achievement refers to school-based learning, while ability and aptitude refer to broader learning acquired mostly through non-school sources such as parents and peer groups.²⁸ It means that the achievement test is the way to measure the students' progress in their learning. The teachers get the value of the students' progress from their class that they have taught by using achievement test. .

Oosterhof stated that achievement tests measure students' present status with a set of skills. Achievement tests are used to evaluate the effectiveness of instructional programs and to identify students with learning disabilities.²⁹ It means that the achievement test is the measurement tool that the teachers give to their students to know the effectiveness of the learning process. By the test, the teachers can observe what difficulties that the learners have in their learning process. Gary also states in his book as follows;

One definition of achievement can be found in the Dictionary of Education (which is currently undergoing its first revision in over two decades). In this reference, the achievement is defined as "(1) accomplishment or proficiency of performance in a given skill or body of knowledge; (2) progress in school" (C. V. Good, 1973, p. 7). Academic achievement is defined as "knowledge gained or skills developed in the school subjects, usually

²⁸ Peter W Airasian, Classroom Assessment –Concepts and Application- (McGraw Hill Online Resources, 2008), p. 53.

²⁹ Albert Oosterhof, Developing and Using Classroom Assessment (New Jersey: Pearson Education, Inc., 2003), 3rd Edition, p. 228

designated by test scores or by marks assigned by teachers, or by both" (p. 7).³⁰

So, it means that achievement is something that becomes a standard or criterion that the students have understood the material given by the teacher in their learning process. The designs of the achievement commonly used are in the scores by test scores or teachers' marks.

Based on those theories stated before, the researcher summaries that achievement is the accumulative result of the learning process in a set of skills. By knowing the achievement gained, both the teacher and the students can see, observe and analyze how far the understanding of one material they have been understood in the teaching and learning process.

c. The Understanding of English Learning Achievement

From the explanation from many experts, it can be said that English learning achievement is the accumulative result of students' learning process in class. The score can be indicated as the descriptions of their success in learning. In this research, the researcher illustrates English learning achievement as the students' result in their learning process in the form of the score given by the teacher. The students' score was gained through the test made by the teacher or it can be in the form a standardized test that has been agreed

³⁰ Gary D. Phye, *Handbook of Classroom Assessment –Learning, Achievement, and Adjustment-* (San Diego: Academic Press, 1997), p. 4.

by the teacher association. The achievement score gained by the students helps the researcher to describe the students' learning progress.

In other words, English learning achievement is the students' final result that can be seen after following the English learning process. The result is symbolized by numbering or scoring. There are four language skills in English learning achievement; reading, listening, speaking, and writing. In order to observe the students' English learning achievement, the teacher must conduct an assessment and evaluation. According to Lyle, evaluation is the systematic process to gather information in order to make a decision that is done by the English teacher. This is the discussion of the four English learning achievements.³¹

1) Reading Achievement

According to Nunan, "Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning."³² In other words, to understand the meaning from a text, the readers should combine both the information of the text and their background of knowledge.

2) Listening Achievement

³¹ Lyle F. Bachman, *Fundamental Consideration in Language Teaching* (New York: Oxford University Press, 1997), 22.

³² David Nunan, *Practical English Language Teaching* (America: Contemporary, 2009), 68.

Listening is included receptive skill because there is no production process needed in listening. The learners only receive and understand the utterance in listening. There are four types of listening performance that the students can achieve.

- a) Intensive listening consists of words, phonemes, intonation, discourse marked off a large stretch of language.
- b) Responsive listening consists of a short stretch of language such as greeting, command, question, etc.
- c) Selective listening is processing the field of discourse such as a short monologue to identify certain information.
- d) Extensive listening is a longer range of listening text than selective one. The examples are listening to the conversation and deriving a comprehension message or purpose.³³

3) Speaking Achievement

Different from listening, speaking is included as a productive skill because speaking needs to have a production of language that can be used in communication and can be understood and meaningful. In listening, it is hard to know the speaker, while in speaking, it is very impossible to know the speaker, the listener, the message, and the direct feedback that

³³ Douglas Brown, *Language Assessment Principle and Classroom Practices* (California: Longman, 2003), 120.

was given by the listener. That is why listening and speaking are different.

4) Writing Achievement

As same as speaking, writing is included as a productive skill. It can be seen directly because when someone is writing, he products a written text. Based on Douglas statement, there are four types of writing performance. Those are:

- a) Imitative writing is the basic task of writing. It includes the letter, words, punctuation, and very brief sentences.
- b) Intensive or controlled writing such as dictation of simple phrases or simple sentences and discuss basic grammar.
- c) Responsive writing consists of the way to paraphrase and guide the writing.
- d) Extensive writing includes a higher level of writing such as essay writing.³⁴

C. Theoretical Framework

The theoretical framework, here, means a concept from the theory used in the research that is related to the factors that are identified as important problems. This research is an *ex-post-facto* research and the theories descriptions are:

X : Academic self-concept

³⁴ *Ibid*, 220.

Y : English Achievement

Academic self-concept is the self-evaluation as an important part that influenced a person's behavior in social interaction. English achievement is the students' final result that can be seen after following the English learning process. The result is symbolized by numbering or scoring.

Based on the theory that has been stated before, the researcher conducts this research for looking for a significant effect of academic self-concept on students' English achievement.

D. Hypothesis

The researcher formulates a hypothesis based on the research question after stating the research question and examining the review of the literature. Before beginning the research project, it should be done. The hypothesis is the expectation that the researcher has about the relationship between the research variables. The hypothesis plays a role as a suggested answer to the question of the research. After conducting the research, the researcher will find that this hypothesis is either supported or not by the investigation that has been done.

Concerning on the research problem and objective of this research, this is the hypothesis of this research:

Ha : There is a significant effect of academic self-concept on students' achievement at eleventh-grade students of MA Ma'arif Klego in academic year 2019/2020.

H0 : There is no significant effect of academic self-concept on students' achievement at eleventh-grade students of MA Ma'arif Klego in academic year 2019/2020.



CHAPTER III

RESEARCH METHOD

This chapter provides the methodology of the research with an aim to make the research work automatically. It consists of the design of the study, the sample and population, the technique of data collection, the data collection instrument, and the technique of data analysis.

A. Research Design

The researcher applies a quantitative method to analyze the data of this research. Quantitative research means the test of the objective theories by examining the relationship among variables.

This research particularly explores the simple cause and effect relationships. Because of that reason, *ex post facto* design was applied to discover relationship among variables. This research presented a hypothesis “there is a significant effect of Academic Self Concept on Students’ English Achievement at eleventh-grade students of MA MA’ARIF KLEGO in academic year 2019/2020”.

The hypothesis offers two variables: one independent variable (X) namely academic self-concept and one dependent variable (Y) namely as students’ English achievement. Academic self-concept will be measured through the questionnaire and students’ English achievement will be measured through the documentation.

B. Population and Sample

1. Population

A population means all members of any well-defined class of people, events or objects.³⁵ Based on the statements above, it can be concluded that the population is the subject that will be conducted in the research project. The population of this research is all eleventh-grade students of MA MA'ARIF KLEGO with a number of thirty-eight students.

It was classified into two classes as follow:

Table 3.1 Population of the Research

No.	Class	The number of students
1.	XI IPA	21
2.	XI IPS	17

2. Sample

Sample defines as the target population that the researcher wants to conduct a research for generalizing the target of the population.³⁶ So, the sample is a target population that is observed. Probability and non-probability sampling are the kinds of sample. In this study, the researcher uses nonprobability sampling. The researcher employs a saturation sampling technique. It means that all population become the sample in this research. So, it can be concluded that all eleventh-grade students of MA

³⁵Donald Ary, *Et Al, Introduction to Research in Education Eighth Edition*. (Canada: Wadsworth, 2010), 148.

³⁶ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PEARSON, 2002), 143.

Ma'arif Klego by a total number of 38 students are the sample in this research.

C. Technique of Data Collection

Data of the research has an important part and components in the research activity. So, the essential part when conducting the research is the accuracy of the research data. The researcher in collecting the data uses a questionnaire and documentation technique.

1. A questionnaire

There are many instrument in collecting the data, one of them is a questionnaire as a common instruments. It can be used in a large number of subjects, and also easier to do. The researcher used a Likert scale on arranging a questionnaire.

Sugiyono stated that Likert scale is a tool that is used in measuring the attitude of a person's opinions and perceptions about social phenomena.³⁷ The indicator of the variable that developed is measured by using the Likert scale. The researcher made a choice of a questionnaire of this research. So, the respondents can give a checklist which appropriate with their own perception. Then, the researcher gave the scores as the following:

- a. Strongly agree = 5
- b. Agree = 4

³⁷ Sugiyono, *Metode Pendidikan Penelitian, Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung : ALVABETA, 2012), p.134

- c. Neither agree nor disagree = 3
- d. Disagree = 2
- e. Strongly disagree = 1

In this research, a questionnaire is applied to find out the score of the students' academic self-concept at eleventh-grade students of MA Ma'arif Klego in academic year 2019/2020.

2. Documentation

A recording of the past events in the form of drawing, writing, or monumental work of a people is the means of documentation.³⁸ The researcher used documentation to get the data of students' English achievement, students' names, the vision and mission, the teachers and staff condition, the goals, school facilities, the organization structure and infrastructure of MA Ma'arif Klego.

D. Instrument of Data Collection

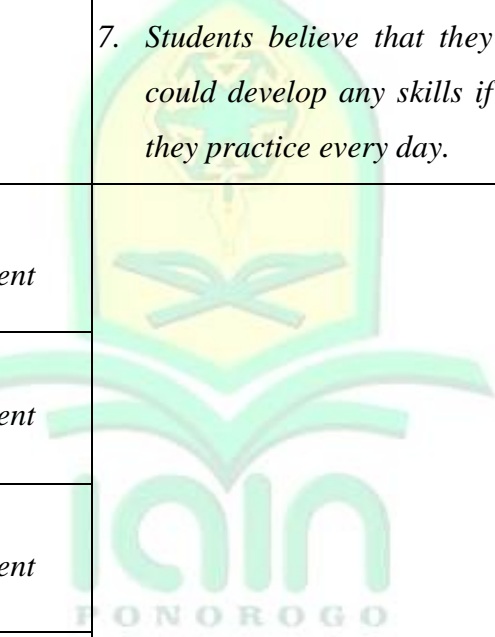
A questionnaire means a tool which is needed in collecting the data for particular purposes commonly in gathering a research data. A questionnaire was used by the researcher to measure students' academic self-concept and documentation is used students' to measure students' English learning achievement as English subject examination score. The research instrument of this quantitative research are described in the following table:

³⁸ Imam Gunawan, *metode penelitian kualitatif: teori & praktik*, (Jakarta: PT Bumi Aksara, 2015), 176.

Table 3.2 Instrument of Data Collection Technique

Title of the Research	Variable	Sub Variable	Indicator	No. Item of Instrument	Technique
The Effect Of Academic Self Concept On Students' English Achievement At Eleventh-grade Students of MA MA'ARIF KLEGO	(VARIABLE X) Academic Self-Concept	Academic confidence ³⁹	<ol style="list-style-type: none"> 1. Students can recognize their academic competence 2. Students believe with their academic competence 3. Student are able to help others in their schoolwork 4. Students are confident that they could deal efficiently with unexpected problems in their schoolwork. 	1,11,15,17 5,7,13, 3 9,19	Questionnire

³⁹ Musa Matovu, *A structural Equation Modelling of the Academic Self-Concept Scale* (Malaysia: International Islamic University, 2013), 186-198.

In academic year 2019/2020		<i>Academic effort⁴⁰</i>	<p>5. <i>Students are able to work hard in English learning</i></p> <p>6. <i>Students are able to involve in English learning</i></p> <p>7. <i>Students believe that they could develop any skills if they practice every day.</i></p>	<p>2,6,10,20</p> <p>4,12,16</p> <p>8,14,18</p>	
	(VARIABLE Y) Students' English Achievement	<i>Listening Achievement</i>			<i>Documentation</i>
		<i>Speaking Achievement</i>			
		<i>Reading Achievement</i>			
		<i>Writing Achievement</i>			

⁴⁰ *Ibid*

The instruments of data collection should be agreed with the instrument of validity and the reliability in quantitative research.

1. Validity

Validity is the most essential consideration in developing, evaluating and measuring instruments. The focus of validity is not on the instrument itself but on the interpretation and meaning of the scores from the instrument. Validity is an important part to make an effective research.

In calculating the validity, there are two ways that are described as follow:

The first way, it can be calculated using the formula as follow:⁴¹

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{N\sum x^2 - (\sum x)^2 N\sum y^2 - ((\sum y)^2)}}$$

Where:

r_{xy} = digit of index product-moment correlations

N = the number of respondents

$\sum xy$ = the total result of multiplication between score of X and Y

$\sum x$ = the total score of X

$\sum y$ = the total score of Y

The second one, validity also can be measured by using SPSS program. The following are the steps to calculate the validity:

- a. Making the table of item analysis from all questions.

⁴¹ Retno Widyaningrum, Statistika, (Yogyakarta: Pustaka Felicha, 2017), 107.

- b. Applying the data to the formula of product-moment correlation.
- c. Making an interpretation of the correlation result (r_{xy}) of each question.

The researcher conducts validity test to know the validity instrument of the students' academic self-concept instrument. Program of SPSS 23.00 for windows was applied in counting the validity of the instrument. The researcher analyzes the data to know the r_{xy} , so it can be consulted with r table with a 5% significance level for product-moment with $n = 17$. The r table is 0.456. The item is valid when the value of r_{xy} is equal to or higher than the value of r table. Besides, the item is not valid when the value of r_{xy} is lower than the value of r table.

The calculation of the item validity using SPSS programs 23.00 version for windows as follows.

Table 3.3 The Result of Academic Self Concept Validity Test

No. Item	r_{xy}	r table	Criteria
Item_1	0.529	0.456	Valid
Item_2	0.550	0.456	Valid
Item_3	0.484	0.456	Valid
Item_4	0.572	0.456	Valid
Item_5	0.513	0.456	Valid
Item_6	0.675	0.456	Valid
Item_7	0.557	0.456	Valid
Item_8	0.507	0.456	Valid
Item_9	0.528	0.456	Valid
Item_10	0.555	0.456	Valid
Item_11	0.566	0.456	Valid
Item_12	0.799	0.456	Valid
Item_13	0.518	0.456	Valid

No. Item	r xy	r table	Criteria
Item_14	0.723	0.456	Valid
Item_15	0.640	0.456	Valid
Item_16	0.487	0.456	Valid
Item_17	0.551	0.456	Valid
Item_18	0.570	0.456	Valid
Item_19	0.475	0.456	Valid
Item_20	0.700	0.456	Valid

Table 3.3, it showed clearly the result of the validity test which is conducted to 19 respondents of MA Yp K.H Syamsuddin Durisawo. The test used 20 items of Academic Self Concept Questioners (ASCQ). Based on that calculation in the table, it can be concluded that all items are valid.

2. The reliability

According to Donald, it was stated that the degree of consistency with which it measures whatever it is measuring is called measuring the reliability instrument.⁴² It means the reliability test should be consistent and dependable.⁴³ In measuring the reliability, the researcher used Alpha Cronbach formula and employed SPSS 23.00 program

There are two ways in calculating the reliability. Firstly, it can be calculated using the formula as follow:

$$r_{11} = \left(\frac{N}{N-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right)$$

Formula of variant.

⁴² Donald Ary, *Et Al, Introduction to Research in Education Eighth Edition*. (Canada: Wadsworth, 2010), 236.

⁴³ *Ibid*, 20.

$$s^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Where:

r_{11} = the reliability coefficient of item

n = the number of items in the test

p = the proportion of students who give the right answer

q = the proportion of students who give the wrong answer

$\sum pq$ = the total number of multiply between p and q

S^2 = the standard deviation of the test

Secondly, SPSS 23.00 for windows can be used to calculate the reliability. The following table explains the result of the reliability calculation. The result of the reliability was calculated by using SPSS 23.00 for windows

Table 3.4 The reliability Statistics

The reliability Statistics	
Cronbach's Alpha	N of Items
.888	20

From the calculation on table 3.4, it can be seen that the reliability of students' the reliability instrument is 0.888. Then, the "r" table on the significance of a 5% is consulted with the value of the reliability. The value of the "r" table is 0.456. It showed that the value of the "r" index the

reliability is 0.888 higher than the “r” table (0.456) so it indicated that the test is reliable.

E. Technique of Data Analysis

The collected data will be analyzed clearly. The purpose is to know whether or not there is a significant effect on academic self-concept on students' English achievement.

Before analyzing the data and examining the hypothesis, the assumption test that is the the normality and hypothesis test should be fulfilled by the data.

1. Assumption Test

a. The normality test

The distribution of the normality data is called the normality test. This test will indicate that the variable of the data comes from the normality distributed population. The normality test of the data can be measured by several statistic test. The SPSS with Kolmogorov-Smirnov formula was applied by the researcher in this research.⁴⁴

b. Linearity test

The linearity test is a linear test of line regression. It is used in the form of simple linear regression analysis and multiple linear regression analysis. By finding the regression line model from the independent variable X to the dependent variable Y, the linearity test

⁴⁴ Andhita Dessy Wulansari, *Statistika Parametrik* (Ponorogo: STAIN Po Press), 38.

will be accumulated. Concerning on the regression line model, the linearity line regression can be checked.⁴⁵

2. Hypothesis test

The researcher applied regression analysis. Simple linear regression and multiple linear regression are two kinds of regression analysis. Because there are two variables in this research those are one independent variable (academic self-concept) and one dependent variable (students' English achievement), so the researcher used simple linear regression to analyze the data.

The researcher used SPSS in calculating the hypothesis test using simple linear regression analysis. This is the way to analyze data simple linear regression formulated as follows.

a. Analyzing the hypothesis

$$H_a = F\text{-test} > F\text{-table}$$

It means that there is any significant effect of variable X to variable Y

$$H_0 = F\text{-test} < F\text{-table}$$

It means that there is no any significant effect of variable X to variable Y

b. Using SPSS Program in testing the statistic data

c. Finding the magnitude of the effect of variable X to variable Y

1) Making the ANOVA table

2) Determining the coefficient of determination.

⁴⁵ Ibid, 55.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher discussed the description of the data, analysis, discussion, and interpretation of the data.

A. Data Description

All eleventh-grade students of MA Ma'arif Klego were the population of this research. In gathering the data, the researcher used 38 students of all population. Two variables of this research are academic self-concept as (X) variable and English achievement as (Y) variable. The representation of variable academic self-concept and English achievement was described as follows.

1. Academic self-concept at the eleventh-grade students of MA Ma'arif Klego in the academic year 2019/2020.

This data determined the level of academic self-concept at eleventh-grade students of MA MA'ARIF KLEGO. The questionnaire instrument was applied by the researcher in getting the data.

From a data a questionnaire's result which is distributed to 38 respondents, it showed that the smallest score on a questionnaire of students' academic self-concept is 56 and the greatest score is 83. Based on a questionnaire result, it can be observed clearly on the following table.

Table 4.1 Score of Academic Self-Concept at Eleventh-grade Students

of MA Ma'arif Klego in academic year 2019/2020

No.	Name	Score
1.	AT	65
2.	AC	66
3.	AP	77
4.	BA	68
5.	BR	58
6.	DS	56
7.	EL	62
8.	EK	63
9.	LM	71
10.	MP	78
11.	MS	72
12.	MA	69
13.	RS	68
14.	UM	69
15.	UK	62
16.	VD	83
17.	YD	71
18.	AC	74
19.	AR	77
20.	BI	65
21.	ED	81
22.	EA	82
23.	FK	81
24.	HL	67
25.	MN	74
26.	MF	78
No.	Name	Score

27	NR	80
28.	NN	78
29.	NZ	80
30.	RF	74
31.	SE	81
32.	SH	61
33.	SA	76
34.	SR	58
35.	TA	83
36.	UM	62
37.	VN	73
38.	FD	70

From table 4.1, it indicated that 56 is the smallest score, 83 is the greatest score, and the mean is 71.39. In more detail, it can be seen the description of the statistic of students' academic self-concept score a questionnaire as follow.

Table 4.2 Statistics Descriptions of Students' Academic Self-Concept
A questionnaire Score

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Academic self_ concept	38	27	56	83	71.39	1.265	7.800	60.840
Valid N (listwise)	38							

From table 4.2, it could be observed that 71.39 with standard error of mean 1.265 is the mean, 7.800 is std. deviation, variance 60.840, range 27, minimum 56 and maximum 83. In more detail, the frequency distribution showed clearly in the following table.

Table 4.3 Frequency Distribution of A questionnaire of Academic Self-Concept

		Self_concept			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	2.6	2.6	2.6
	58	2	5.3	5.3	7.9
	61	1	2.6	2.6	10.5
	62	3	7.9	7.9	18.4
	63	1	2.6	2.6	21.1
	65	2	5.3	5.3	26.3
	66	1	2.6	2.6	28.9
	67	1	2.6	2.6	31.6
	68	2	5.3	5.3	36.8
	69	2	5.3	5.3	42.1
	70	1	2.6	2.6	44.7
	71	2	5.3	5.3	50.0
	72	1	2.6	2.6	52.6
	73	1	2.6	2.6	55.3
	74	3	7.9	7.9	63.2
	76	1	2.6	2.6	65.8
	77	2	5.3	5.3	71.1
	78	3	7.9	7.9	78.9
	80	2	5.3	5.3	84.2
	81	3	7.9	7.9	92.1
	82	1	2.6	2.6	94.7
	83	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

From the table 4.3, it indicates that the score of students' academic self-concept a questionnaire is various. There were 1 student who got score 56 with a percentage of 2.6%, 2 students got 58 with a percentage of 5.3%, 1 student got 61 with a percentage of 2.6%, 3 students got 62 with a percentage of 7.9%, 1 student got 63 with a percentage of 2.6%, 2 students got 65 with a percentage of 5.3%, 1 student got 66 with a percentage of 2.6%, 1 student got 67 with a percentage of 2.6%, 2 students got 68 with a percentage of 5.3%, 2 students got 69 with a percentage of 5.3%, 1 student got 70 with a percentage of 2.6%, 2 students got 71 with a percentage of 5.3%, 1 student got 72 with a percentage of 2.6%, 1 student got 73 with a percentage of 2.6%, 3 students got 74 with a percentage of 7.9%, 1 student got 76 with a percentage of 2.6%, 2 students got 77 with a percentage of 5.3%, 3 students got 78 with a percentage of 7.9%, 2 students got 80 with a percentage of 5.4%, 3 students got 81 with a percentage of 7.9%, 1 student got 82 with a percentage of 2.6%, and 2 students got 83 with a percentage of 5.3%.

According to the description explained before, the researcher makes a histogram below.

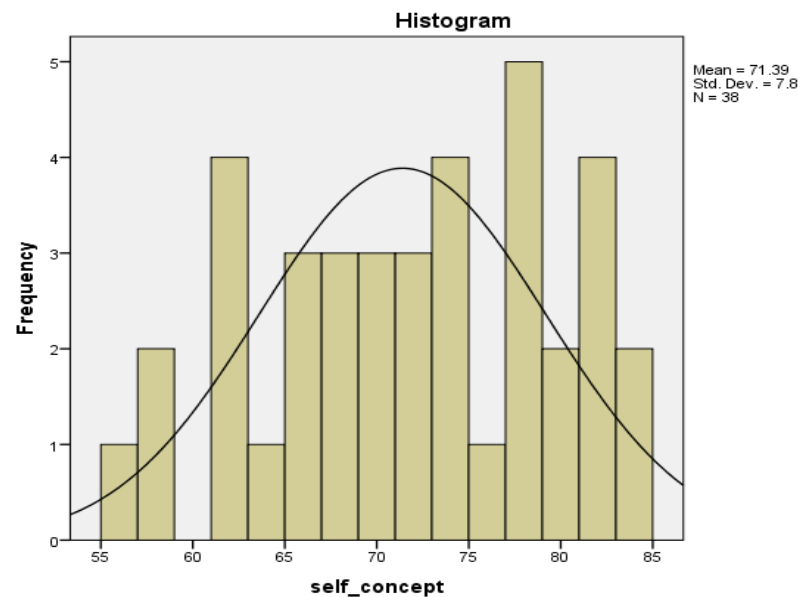


Figure 4.1 Histogram for A questionnaire of Academic Self-Concept

From the histogram in figure 4.1, the mean is 71.39 and the deviation standard is 7.800. It also can be seen that the determination category of students' academic self-concept is good, medium, or low. The students' score is classified into good, medium, or low by using the standard as follow:

- a. Score which is more than $M + 1.SD$ ($71.39 + 7.800 = 79$) is categorized as 'good'.
- b. Score which is between $M - 1.SD$ to $M + 1.SD$ ($63 - 79$) is categorized as 'medium'.
- c. Score which is less than $M - 1.SD$ ($71.39 - 7.800 = 63$) is categorized as 'low'.

In other words, the score which is more than 79 is categorized as 'good', the score which is less than 63 is 'low', and score which is between 63-79 is medium.

Table 4.4 The Categorization of Students' Academic Self-Concept

No.	Score	Frequency	Percentage	Category
1.	More than 79	8	21%	Good
2.	63 – 79	23	61%	Medium
3.	Less than 63	7	18%	Low
Total		38	100 %	

From table 4.4 above, it can be said that there are 8 students who are in a good category with a percentage of 21%. The medium category contains 23 students with a percentage of 61% while 18% of the total students, 7 students, are in low category. In other words, most students are in medium academic self-concept level. The data showed that the students who have medium academic self-concept are 23 students out of 38 students with a percentage of 61%.

2. English achievement at eleventh-grade students of MA Ma'arif Klego in academic year 2019/2020

The data determined the students' English achievement levels at eleventh-grade students of MA Ma'arif Klego. The researcher applied documentation instrument in getting the English achievement score based on the English final examination score.

Based on the final examination data score from documentation instrument, it indicated that students' English achievement showed that 93

is the greatest score and 80 is the smallest score. In more detail, it could be observed on the following table.

Table 4.5 Score of English Achievement at Eleventh-grade Students of MA Ma'arif Klego in academic year 2019/2020

No.	Name	Score
1.	AT	85
2.	AC	83
3.	AP	85
4.	BA	83
5.	BR	80
6.	DS	80
7.	EL	80
8.	EK	85
9.	LM	83
10.	MP	85
11.	MS	85
12.	MA	88
13.	RS	80
14.	UM	83
15.	UK	85
16.	VD	93
17.	YD	83
18.	AC	80
19.	AR	90
20.	BI	83
21.	ED	90
22.	EA	85
23.	FK	90
24.	HL	83

25.	MN	90
26.	MF	85
27.	NR	88
28.	NN	85
29.	NZ	87
30.	RF	85
31.	SE	90
32.	SH	83
33.	SA	85
34.	SR	85
35.	TA	93
36.	UM	85
37.	VN	85
38.	FD	80

From table 4.5, it indicated that 93 is the greatest score, 80 is the smallest score and the mean is 85.08. For more detail, it can be seen the statistics description students' academic self-concept score a questionnaire as follow.

Table 4.6 Statistics Descriptions of Students' English Achievement Score

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
English achievement	38	13	80	93	85.08	.570	3.514	12.345
Valid N (listwise)	38							

From the table 4.6 above, it indicated that the mean is 85.08 with standard error of mean 0.570, 3.514 is std. deviation, 12.345 is the

variance, 13 is a range, 80 is the minimum score and 93 is the maximum score. The following table explains in more detail.

Table 4.7 Frequency Distribution of Documentation
of English Achievement

		English achievement			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	6	15.8	15.8	15.8
	83	8	21.1	21.1	36.8
	85	14	36.8	36.8	73.7
	87	1	2.6	2.6	76.3
	88	2	5.3	5.3	81.6
	90	5	13.2	13.2	94.7
	93	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

From table 4.7, it indicated that there was various scores of students' English achievement. There were 6 students who got score 80 with a percentage of 15.8%, 8 students got 83 with a percentage of 21.1%, 14 students got 85 with a percentage of 36.8%, 1 student got 87 with a percentage of 2.6%, 2 students got 88 with a percentage of 5.3%, 5 students got 90 with a percentage of 13.2%, and 2 students got 93 with a percentage of 5.3%.

According to the description explained before, the researcher makes a histogram below

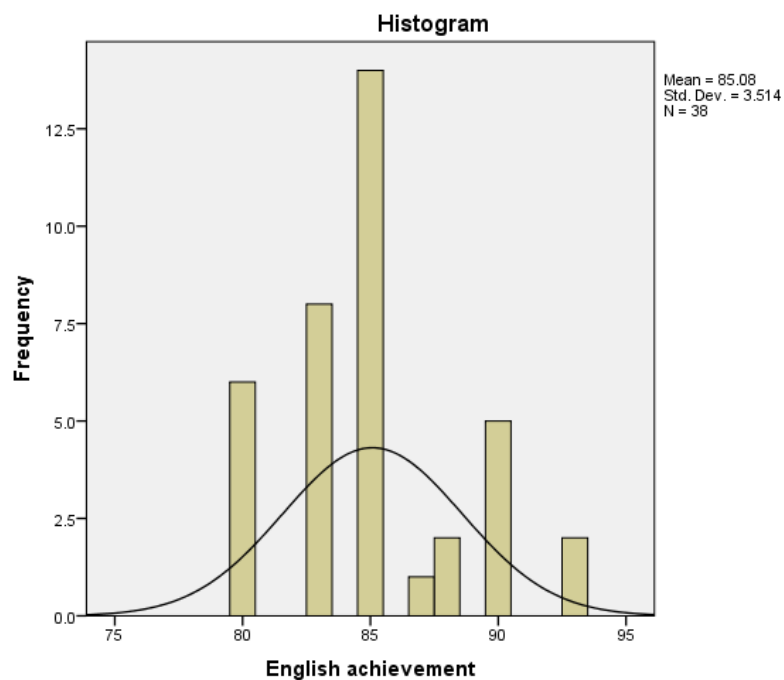


Figure 4.2 Histogram of Students' English Achievement

From the histogram in figure 4.2, the mean is 85.08 and the deviation standard is 3.514. It also can be seen that the determination category of students' English achievement is good, medium, or low. The students' score is classified into good, medium or low by using the standard as follow:

- a. Score which is more than $M + 1.SD$ ($85.08 + 3.514 = 89$) is categorized as 'good'.
- b. Score which is between $M - 1.SD$ to $M + 1.SD$ ($82 - 89$) is categorized as 'medium'.
- c. Score which is less than $M - 1.SD$ ($85.08 - 3.514 = 82$) is categorized as 'low'.

In other words, the score which is more than 89 is categorized as 'good', the score which is less than 82 is 'low', and score which is between 82-89 is medium.

Table 4.8 The Categorization of Students' English Achievement

No.	Score	Frequency	Percentage	Category
1.	More than 89	7	19%	Good
2.	82 – 89	25	65%	Medium
3.	Less than 82	6	16%	Low
Total		38	100 %	

From table 4.8 above, it can be said that there are 7 students who are in good category with a percentage of 19%. The medium category contains 25 students with a percentage of 65% while 16% of the total students, 6 students, are in low category. In other words, most students are in medium English achievement levels. The data showed that the students who have medium English achievement are 25 students out of 38 students with a percentage of 65%.

B. Analysis of the Data

The researcher should fulfill the requirement or assumption test of the data that consist of the normality, linearity and hypothesis test before analyzing the data and identify the hypothesis.

1. Assumption Test

The researcher needs the set of the assumption of the test as the final factor.

a. The normality test

The distribution the normality of the data is called the normality test. This test will indicate that the variable of the data comes from the normality distributed population. The normality test of the data can be measured by several statistic test. The SPSS with Kolmogorov-Smirnov formula was applied by the researcher in this research.⁴⁶

The measurement for the normality test can be seen as follows.

Table 4.9 The normality Test Table

Tests of The normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Academic Self_Concept	.106	38	.200*	.955	38	.126

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From table 4.9, it showed that 0.126 is a significant value which is higher than 0.05. So, it indicated that the test is a normal distribution.

b. Linearity test

Linearity test is a linear test of line regression. It is used in the form of simple linear regression analysis and multiple linear regression analysis. By finding the regression line model from the independent variable X to the dependent variable Y, the linearity test will be accumulated. Concerning on the regression line model, the

⁴⁶ Andhita Dessy Wulansari, *Statistika Parametrik* (Ponorogo: STAIN Po Press), 38.

linearity line regression can be checked.⁴⁷ It can be seen the computation for linearity test as follows.

Table 4.10 Linearity Test for English Achievement and Academic Self-Concept

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
english achievement * academic self-concept	Between Groups	(Combined)	345.596	21	16.457	2.369	.042
		Linearity	202.292	1	202.292	29.116	.000
		Deviation from Linearity	143.304	20	7.165	1.031	.482
	Within Groups	111.167	16	6.948			
Total			456.763	37			

Based on the table 4.10, it showed that the result of linearity test for English achievement and academic self-concept. It indicated the value of the sign. The deviation from linearity is greater than 0.05 those are 0.482. So, it indicated that this sample is linear distribution.

2. Hypothesis Test

In this research there is one hypothesis that should be tested with a purpose to know whether H_a is accepted or rejected, it is necessary to gain the data. Therefore, from the computation of the result, the hypothesis can be accumulated. The H_0 will be rejected when the value of the F-test is higher than F-table, and H_a will be accepted. On the contrary, H_0 will be accepted and H_a will be rejected if the value of F test is lower than F-

⁴⁷ Ibid, 55.

table.⁴⁸ The result of simple linear regression was analyzed by using SPSS version 23.00 for windows. The analysis of academic self-concept on students' English achievement, can be seen as follows.

Table 4.11 Model Summary of Simple Linear Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665 ^a	.443	.427	2.659

a. Predictors: (Constant), academic self-concept

According table 4.11, 0,427 is the score of adjusted R square. The adjusted R square automatically takes account of the number of independent variables.⁴⁹ It indicated that the correlation between two variables those are academic self-concept and English achievement is categorized into a strong categories. Moreover, the researcher knows how well the independent and dependant variables interact based on the value of R-square/coefficient determinations. The score of R-square based on the table is 0.443. It implied that 44.3% contribution (academic self-concept) as the independent variable was given on the (English achievement) as the dependent variable. It means that 55.7% of English achievement affected by other factors.

⁴⁸ Tony Wijaya, *Analisis Data Penelitian Menggunakan SPSS Untuk Skripsi, Tesis Dan Disertasi Contoh-Contoh Penelitian Dan Interpretasi Output SPSS* (Yogyakarta: Universitas Atma Jaya Yogyakarta, 2007), 108.

⁴⁹ Louis Cohen. *Research Methods in Education*, (London and New York: Routledge, 2007). 538.

Then, the analysis of each variable's linearity called academic self-concept as the independent variable toward the English achievement as the dependent variable. Thus, the researcher made the ANOVA table below.

Table 4.12 Anova Table

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	202.292	1	202.292	28.618	.000 ^b
	Residual	254.471	36	7.069		
	Total	456.763	37			

a. Dependent Variable: English achievement

b. Predictors: (Constant), academic self-concept

Based on the ANOVA on table 4.12, it was found that 0,000 is a significant value and 28.618 is the F test which is greater than F-table 4.10. It can be said that the criteria of the linearity have already fulfilled by the regression model equation. So, it is significant and can be used because the criteria of significance is when a significant value (less than) < 0.05 .⁵⁰

Then, the researcher focused on the analysis of the effect of academic self-concept as the independent variable X toward English achievement as the dependent variable Y. The following table, described in more detail.

⁵⁰ Sambas Ali Muhidin, *Maman Abdurahman, Analisis Korelasi, Regresi, Dan Jalur Dalam Penelitian* (Bandung: Pustaka Setia, 2007), 198.

Table 4.13 Coefficients Table

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.677	4.024		15.825	.000
	Academic self_concept	.300	.056	.665	5.350	.000

a. Dependent Variable: English achievement

From table 4.13 above, it can be seen the description about equation regression model through unstandardized coefficients B clearly. Therefore, it was found that the equation regression model is $Y=63.677 + 0.3X$.

It was found that the t-score is 5.350, then it was compared with a 5% level significant that showed 2.021. Based on the explanation above, a significant value showed 0,000 and the T-score is greater than T-table. So, it can be said that it was a significant equated regression because the criteria of linearity (when a significant value (less than) < 0.005) has been fulfilled.

Referring to the computation's result before, it can be concluded that H_a was accepted and H_0 was rejected. It indicated that academic self-concept is significantly influence or affect the students' English achievement.

3. Discussion

The researcher conducted this research to know whether there was a significant influenced of academic self-concept toward students' English achievement at the eleventh-grade students at MA Ma'arif Klego or not. The researcher used a questionnaire to gain the academic self-concept score and the documentation of English examination score was used to gain the students' English achievement and school profile of MA Ma'arif Klego.

The first step was collect the data, then made the description of the data. The finding of the data a questionnaire and documentation was described clearly in the research finding. Then the data analysis was established. Based on the data analysis about a significant influenced of academic self-concept on students' English achievement at the eleventh-grade students at MA Ma'arif Klego in academic year 2019/2020, it was accumulated that a significant value is 0,000.

The next step after collecting the data was made the data description. Firstly, make the description of the questionnaire's result and English achievement score from the documentation instrument. Then, the researcher established the analysis of the data. From those data analysis about a significant influenced of academic self-concept on students' English achievement at the eleventh-grade students at MA Ma'arif Klego in academic year 2019/2020, the researcher found that a significant value is 0,000. Because of the criteria of linearity (when a significant value (less

than < 0.05) has already fulfilled, so it indicated that the regression model equation is significant.

Moreover, the researcher knows how well the independent and dependent variables interact based on the value of R-square/coefficient determinations. The score of R-square based on the table is 0.443. It implied that 44.3% contribution (academic self-concept) as the independent variable was given on the (English achievement) as the dependent variable. It means that 55.7% of English achievement affected by other factors. Then 28.618 as the F test greater than F-table 4.10 and the equation regression model that was found is $Y=63.677 + 0.3X$.

From the data analysis, it was found that 44.3% a significant level of academic self-concept on students' English achievement at eleventh-grade student of MA Ma'arif Klego in academic year 2019/2020. It means that H_a was accepted and H_0 was rejected. It indicated that the greater of students' academic self-concept was followed by the increasing students' English achievement.

The result of this research supported by several theories. The cause and effect relationship between self-concept and learning achievement will appear if it measures specifically on academic self-concept.⁵¹ Academic self-concept defines as a perception of a person about himself/herself. MA Wigfield & Karpathian stated that academic self-concept is an understanding and perceptions of each individual about themselves in

⁵¹ Pudjijoyanti, Clara R. *Konsep Diri Dalam Pendidikan*. (Jakarta: Arcan, 1993).

academic achievement situations. Self-concept is a perception of us involving our attitudes, feelings, and knowledge about our skills, abilities, appearance, and social acceptability.⁵² It means the finding of this research is supported by the theory that academic self-concept affected students' English achievement at the eleventh-grade students at MA Ma'arif Klego in academic year 2019/2020.



⁵² Byrne, B, *The general/academic self-concept nomological network: a review of construct validation research. Review of educational Research*, 1984, 427.

CHAPTER V

CLOSING

This last chapter involves the conclusion and recommendations after doing a research.

A. Conclusion

From the research finding, it can be seen that academic self-concept and English achievement at eleventh-grade students of MA Ma'arif Klego includes on enough or medium category. It can be proven by the finding that there are 61% or 23 students out of 38 students in a medium categorization of academic self-concept and 25 students or 65% of students' English achievement also in medium categorization. Based on the data analysis, it can be said that there is significant effect of academic self-concept on students' English achievement. From the ANOVA table, it showed that $F\text{-test} > F\text{-table}$ ($F\text{-test}$ is higher than $F\text{-table}$) because the $F\text{-test}$ is 28.618 and $F\text{-table}$ 4.10. It indicated that the Null hypothesis (H_0) was rejected and the alternative hypothesis was accepted. From the analysis result, the equal regression model is $Y=63.677 + 0.3X$ with sig. value 0.000. ($P < 0.05$). So, H_a was accepted and H_0 was rejected. The score of R-square based on the table is 0.443. It implied that 44.3% contribution (academic self-concept) as the independent variable was given on the (English achievement) as dependent variable. It means that 55.7% of English achievement affected by other factors.

B. Recommendations

Based on the research result above, the researcher wants to make some suggestions as follow.

1. Teachers: Academic self-concept has a relationship with English achievement. Besides concerning to the external factors of teaching English, teachers should pay attention to the internal factor (self-concept, anxiety, self-confident, etc.) that was proven affected English achievement. So, teachers should motivate the students in improving the students' academic self-concept as an effort to improve students' English achievement.
2. Students: The students should be able to improve their academic self-concept in English learning. So, it means the students will achieve maximally their learning achievement and goals. When knowing that their self-concept is low, they can change their mind pattern to be better. Besides that students should improve and trust with their academic confidence and academic effort.

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