

ABSTRACT

NurHamidah, Alfiyati.2016. *A Correlation between student's Self Esteem and English Achievement of SMPN 5 Ponorogo in academic year 2015/2016.* Thesis, English Education Department, tarbiyah Faculty, State College Islamic of Ponorogo, Advisor Wiwin widyawati, M. Hum.

key word: Self esteem, English achievement

Self-esteem is a positive or negative attitude of an individual towards him or herself. The people with high self esteem is confident, People with moderate self esteem is confident too and then people with low self esteem usually show signs of stress and unhappiness. Self esteem push the student get high achievement in English lesson. The researcher was interested in finding the correlation between student's self esteem and English achievement with the formulated research question: (1) How is the student's self esteem in English achievement of SMPN 5 Ponorogo in academic year 2015/2016, (2) How is the student's English achievement of SMPN 5 Ponorogo in academic year 2015/2016, (2) Is there any correlation between student's self esteem and English achievement of SMPN 5 Ponorogo in academic year 2015/2016.

This research used quantitative research. The design of the research was correlational. Technique of data collection used documentation and questionnaire. The population was taken from Eighth grade students of SMPN 5 Ponorogo in academic year 2015/2016 that is 287 students. The researcher choosed "random sampling" in this study, that is 25% from the population that consist of 72 students.

The result of the study shows that : (1) Student's self esteem of eighth grade can be categorized into moderate, the score is 22-28 Or 79, 16 %. (2) Student's English achievement of eighth grade can be categorized into moderate, the score is 75-79 or 86, 11 %. (3) There is positive correlation between student's self esteem and English achievement in Eighth grade of SMPN 5 Ponorogo in academic year 2015/2016. The correlation is 0, 539, it higher than the r of table 0, 367 at the level of significant 5%.

CHAPTER I

INTRODUCTION

A. Background of study

In the era of globalization the individual needs qualified human resources, as for the quality of human resources can be generated by a qualified educational institution. The quality of education institution is the quality of students' achievement, and it could be gotten by a good learning process. English is the important language because most of all global information source in so many life aspect use the English language.¹In this case instruction of English language for the youth have to be conducted to give the opportunity to them to ready to compete in the world of this global.² It means that english is the major role of the human resources development. Therefore, students are with high value in English achievement be able to compete in globalization.

In this era, the competition is very hard. To follow that development, people need english which has become international language. English is international language which is used in almost all the world. It is international language that gives high influence in science and technology. Therefore, the people must have ability in using english.

¹ Durand, globalization, Language and culture. New york: springer company 2006, 7 (jurnal)

² Rixon, 1992, English language in Globalisation, Kubanek-german, 1998

Language is the system of sounds and word used by human to express their thoughts and feelings.³ Language is a media of communication between one person and another. By the language people can communicate and give information to other people. The function of language is to establish relationship and to convey the information about speaker. Language is very important thing in social life. English language as a subject matter can be given from the children until to adult when it is needed by the society and when it is supported by good self esteem.

Self-esteem is confidence in ability to think and to cope with the challenges of life. Confidence in our right to be happy, the feeling of being worthy, deserving, entitled to assert our needs and wants and to enjoy.⁴ Self esteem is confidence in the ability of self in making a choice. The choice, for example to be happy, to be appreciated, to be worthy and etc.

Based on the research conducted in class VIII, there are students with high self esteem, moderate self esteem and low self esteem. The students with low self esteem are always silent and afraid make the mistake. Students with high and moderate in self esteem are students who are active and always answer the question from the teacher learning process.⁵

A student's self esteem is commonly affected by during the school years. High and low self esteem can cause different experiences for students. Self-esteem is defined as the complication of feelings that guide behavior,

³ A S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), 622.

⁴ Branden Nathaniel, *The Psycology of Self Esteem*, (New York, NY: Bantam, 1971)., 8.

⁵ Observation, in eighth grade of SMPN 5 Ponorogo, March 2016

influences attitudes, and drives motivation.⁶ Student's self esteem can cause a different experience in the behavior, attitudes and motivation of students.

Self-esteem is a powerful human need. It is a basic human need that makes an essential contribution to the life process. It is indispensable to normal and healthy development it has survival value. Coopersmith (1967) power here mean the individual ability to influence the others, and also control the others, beside have a command over his own. If the individual able to control the ownself and others will push formed his self esteem which are positive or high and otherwise.⁷

Lacking positive self-esteem, our psychological growth is stunted. Positive self-esteem operates as, in effect, the immune system of consciousness, providing resistance, strength, and a capacity for regeneration. When self-esteem is low, our resilience in the face of life's adversities is diminished. We crumble before vicissitudes that a healthier sense of self could vanquish. We tend to be more influenced by the desire to avoid pain than to experience joy.⁸ self-esteem proclaims itself as a need by virtue of the fact that its (relative) absence impairs our ability to function. This is why we say it has survival value. So the deficiency of self esteem or low self esteem can make students become less able to survive in a difficult situation and all

⁶ Dedmond, Laqunda. Self-esteem: The Relationship between Urban and Suburban Fourth-grade Girls' Image of Themselves. Diss. Capella University, 2009. ProQuest. Web. 10 Mar. 2011. (jurnal)

⁷ <https://skripsipsikologie.wordpress.com/2010/01/09/aspek-aspek-harga-diri> accessed on 28th februari 2016

⁸ Branden Nathaniel, The Psychology of Self Esteem, (New York, NY: Bantam, 1971). 9

flavors difficult it can be defeated when the students have a good level of self esteem.

This research discusses problems with self-esteem and how it can affect students. Struggling with self-esteem creates adverse affects on all areas of a student's life from social to achievement.⁹ Researchers have assumed that people want to maintain a confident level of self- esteem because they posses the desire to feel good about themselves.

The above statement is also strengthened by alwasilah (2010), who stated that students' motivation or self esteem is one of the variables to achieve their success in implementing educational program.¹⁰ It means that when students have good confidence and power or they have ability in English, they will show their ability or positive aspect in holding English proficiency.

The nature of his self-evaluation has profound effects on a man's thinking processes, emotions, desires, values and goals. It is the single most significant key to his behavior. ¹¹It means that to understand a man psychologically, oneself must be understanding the nature and degree of his self-esteem, and the standards by which he judges himself.

The nature of the relationship between self-esteem and academic achievement, students' self-esteem, it is clear that the emphasis is on social

⁹ Leary, Mark R. "Making Sense of Self-Esteem." American Psychological Society 8.1(1999). JSTOR. Web. 14 Sep. 2011. 32 (Jurnal)

¹⁰ Alwasilah, A. C. Language, culture, and education: A portrait of contemporary Indonesia. (Bandung: CV. Andira, 2010).57

¹¹ Branden Nathaniel, The Psycology of Self Esteem, (New York, NY: Bantam, 1971). 109-110

and emotional outcomes rather than academic outcomes. We would argue that educators should not have to choose between affective and cognitive outcomes, but recognise that both are important goals for gifted students.

Therefore, researcher were confident that an examination of the relationship between self-esteem and English achievement of the gifted students in sample would be of value. Progressively student with good self esteem hence good progressively in academic value.

Based on the description above, it is necessary to observe the correlation between students' self esteem and English achievement. This study take place for observe what correlation of students' self esteem and English achievement. As the sample, this study focuses on the eighth grade students of school in academic year of 2015/2016. The title of the correlation between students' self esteem and English achievement in eighth grade of SMPN 5 Ponorogo in academic year of 2015/2016.

B. Limitation of the problem

The writer limits the research only about the correlation between students' self esteem and English achievement for the eighth grade students of SMPN 5 ponorogo in academic year 2015/2016

C. Statement of the problem

Based on the producing statements, the researcher propose the following statements:

1. How is the self esteem of the eighth grade students of SMPN 5 Ponorogo in academic year 2015/2016?
2. How is the english achievement of the eighth grade students of SMPN 5 Ponorogo in academic year 2015/2016?
3. Is there any correlation between students' self esteem and english achievement of the eighth grade of SMPN 5 Ponorogo in academic year 2015/2016?

D. Objective of the study

Related to the problem statements above, the objectives of the study in this research can be stated as follows:

1. To find out students' self esteem of the eighth grade students of smpn 5 ponorogo in academic year 2015/2016.
2. To find out english achievement of the eighth grade students of smpn 5 ponorogo in academic year 2015/2016.
3. To find out significant correlation between students' self esteem and english achievement of the eighth grade students of smpn 5 ponorogo in academic year 2015/2016.

E. Significant of the study

By conducting this research, it is the big expectation of the researcher that theoretically and empirically the result of the research hope fully can give the significance as follow :

1. Theoretical significance

The result of this research can add knowledge especially about the contribution toward education in improving teacher's competence in teaching english.

2. Empirical significance

a. The teacher

It will be an input for the english teacher to help the students to have good self esteem.

b. The student

The research is also expected to give benefit to students in order to understand the difference between student have high self esteem and low self esteem in mastering english ability.

c. The reader

It is good for the reader who want to conduct a research, especially about the student self-esteem toward their learning english.

F. Organization of study

1. CHAPTER I INTRODUCTION

Consist of Background of the Study, Identification of the Problem, Limitation of the Problem, Statement of the Problem, Objectives of the Study, Significance of the Study and Organization of Thesis.

2. CHAPTER II REVIEW OF RELATED LITERATURE

Consist of theoretical analysis about 1) Definition of Self esteem, The importance of self esteem, Aspect of Self esteem, 2) Definition of achievement, some factor that influence the achievement, 3) The Correlation between Students Self esteem and English achievement, 4) Theoretical Framework, 5) Hypothesis.

3. CHAPTER III RESEARCH METHODOLOGY

Consist of Research Design, Population, Sample, Instrument of Data Collection, Technique of Data Collection and technique of Data Analysis.

4. CHAPTER IV RESEARCH RESULT

Consist of Research Location, Data Description, Data Analysis and Discussion.

5. CHAPTER V CLOSING

Consist of Conclusion and Recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Definition of self esteem

According to Coopersmith self esteem is personal judgement about the worth of which is expressed in the attitude of himself.¹² How much we like or appreciate to ourselves could constitute an overall judgement, or it can be related to specific areas of our lives. For example, we could have a generally high opinion of ourselves but we do not like characteristics, for example, we have curl hair when we want to straight hair. How far we love ourselves according to our self perception.

Self-esteem is a positive or negative attitude of an individual towards him or herself. It means a person who has high self esteem is confident. People who have low self esteem usually show signs of stress and unhappiness.¹³ So self esteem is the attitude of a person, whether it's positive or negative in which if the high self esteem will make a person confident and someone who has a low self esteem that will shows a lack of good.

Feelings of positive self-esteem, are critical to success in school so Norton recommends that teachers find ways to create environments that

¹² Ricard Gross, Psychology The Science of Mind and Behavior (sixth edition, (Yogyakarta, Pustaka pelajar, 2013). 229

¹³ Burns, R. B. The self concepts: Theory, measurement, development and behavior. (New York: 1979, Longman). (jurnal)

promote self-esteem in their students.¹⁴ Because of positive self esteem is considered essential to the success of students in school, so teachers should play an important role in the development of positive self esteem of students.

Self esteem is how we value ourselves, how we percieve our value to the world and how valuable we think we are to others. Positive self esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection.¹⁵ It means that self esteem is how to think that students to be have responsibility in their life and not afraid although students ever make the mistake.

Students with high self esteem usually set higher goals for themselves and become more willing to continue in spite of failure. Furthermore, high self esteem may also help students have the confidence to challenge difficult situations as well as see satisfaction from their progress and success. On the other hand, students who lack of confidence in their academic skills visualize a low grade even before they start an examination.¹⁶ The students with high self esteem can help students have the confidence in difficult situations to success and than students with low self esteem is not confident to start in challenges.

¹⁴ Norton, Terry L., and Carol S. Anfin. "Birthday Booktalks: Fostering Emergent Literacy and Self-esteem in Young Children." *Reading Horizons* 43.3 (2003): 203-212. ProQuest Central. Web. 3 Sep. 2011.

¹⁵ www.PRPOonline.net accessed on 3th May 2016

¹⁶ Murk, J.C. *Self esteem research, theory, and practice 3rd: Toward a positive psychology of self esteem.* (New York: Springer Company, 2006). 37

Rosenberg also express that self esteem is attitude which is pursuant to perception of concerning somebody value in self esteem represent the positive attitude and negative to individual ownself. High self esteem more sensitive to criticism from environment but accepting and expecting input verbal and non verbal from others to assess the ownself. Individual with high self esteem more esteeming of valuable as one as who ownself, important and worth and trust the view and also ownself experience as real correct and real experience.¹⁷

Study Coopersmith, found that children with high self esteem in consistently showed higher performance than those whose self esteem is low, both in education and employment.¹⁸ So we should support everyone to have high self esteem in order to achieve the happiness.

According to the statements above, self esteem is is a sense of trust that exist within one's self in thinking skills to face the challenges of life from the students in school for more success.

2. The importance of self-esteem

Gilliland devotes a whole a chapter to self-esteem in excelent book teaching the native american and concludes, “self-esteem is the most important factor in achievement.¹⁹ self esteem needed for human in this world to achieve their goal.

¹⁷ Rosenberg, M. Beyond self esteem: The Neglected Issues in Self-concept research. 1976

¹⁸ Ricard Gross, Psychology The Science of Mind and Behavior (sixth edition, (Yogyakarta, Pustaka pelajar, 2013). 235

¹⁹ Gilliland, Hp. Teaching the native American. New Jersey: 1994, prentice Hall, inc. (jurnal)

Self esteem should be a result of positive things one has done with his life, such as learning in school or helping others, rather than a birthright. Students can feel good about themselves based on the result of their effort and hard work they exert in and out of School.

People with appropriate self-esteem experience themselves better, they are and feel alive, they are proud of it and are more willing to go beyond themselves and care for others. They establish certain bonds easily, they don't feel alone, and so important to manage their lives with ease and are relaxed towards their own destiny, towards their own happiness interpersonal.

3. Aspect of Self Esteem

Coopersmith (1976) mentions there are four aspects in individual self-esteem. The aspects that are power, significance, virtue and competence.²⁰, are explained as follows :

a. Significance

That matter makes the individual tend to develop the negative or low self-regard. Become, success or failure of individual own the measurable self-meaning through attention and affection posed at by environment.

b. Power

Power here means the individual ability to influence and control the others, besides having a command over his own. If individual able to

²⁰ Ricard Gross, Psychology The Science of Mind and Behavior (sixth edition, (Yogyakarta, Pustaka pelajar, 2013). 235

control the ownself and others better hence the mentioned will push formed his self esteem which are positive or high, and so do on the contrary. Power is also related to by initiative. At individual having the power of high will own the high initiative and conversely.

c. Competence

Competence as owning high effort to get the good achievement, as according to its age step. For example, at adolescent of boy will assume that the achievement of academic and athletic ability is two principal plane used to assess its interest, hence the individual will conduct the maximal effort to succeed in the area. If effort individual as according to demand and expectation, that mean the invidu own the interest which can assist to form the high self esteem. On the contrary if individual often experience of the failure in reaching for achievement or fail to fulfill the expectation and demand, hence the individual feel are not competent.

d. Virtue

Individual adherence to order in society and also do not conduct action deviate from norm and rule going into effect in society will make the the individual accepted better by society. And when individual able to exemplify or can become the peer which is both for its environment, will be accepted well by society. Become the individual adherence to order of individual ability and society give a lead for society can generate the high environment acceptance to the

individual. High environment acceptance push formed is high self esteem.

Some the clarification inferential that self esteem have various aspect that is power, individual able to influence the others. Secondary aspect that is competence, individual able to succeed in his line . Third aspect that is virtue, individual can fulfill the existing norm in society and and religion norm. The last Aspect that is significance, individual feel esteemed by others.

4. Standard and Character of Self Esteem

Characteristic of self esteem according to coopersmith (1967)²¹ distinguishable become three characteristic, are explained as follows:

a. Character of High Self Esteem

Individual with high self esteem tend to satisfy with the character and ownself ability. Existence of acceptance and appreciation from which are positive this give the safety in living with positive or respond to the stimulus and social environment.

Individual with high self esteem is happier and more effective in face of environmental demand than low self esteem. Individual with high self esteem prefer to take the active role in social group. Do not a period of had cold feetly and ownself doubt. more supporting adapt to the situation and big show belief that they succeed.

²¹ Ricard Gross, Psychology The Science of Mind and Behavior (sixth edition, (Yogyakarta, Pustaka pelajar, 2013). 236

b. Character of moderate Self Esteem

Individually with moderate in self esteem is tend to own the experience picture took a fancy, to owning a lot of equation individually owning high self esteem.

c. Character of Low Self Esteem

Individually with low self esteem have to feel the self confidence less in assessing ability and what he own. This matter make the individual unable to express the ownself in social environment. Invidu with low self esteem become be afraid, ashamed, hate of ownself and lack of accept the ownself. Low self esteem is the higher level show of dread and more amount show of feeling depresi.

5. English achievement

a. Achievement

Webster's collegiate dictionary lists the meaning of achievement as successful completion, accomplishment, are result brought about by resolve, presence, or endeavor and then the quality and quantity of a student's work.²² Achievement is the result from quality and quantity of student's work.

Achievement means all things that peepole obtain from his/her effort. But in educations, achievement means the result of test designed

²² Leo Van Lier. Interaction in the language Curriculum, (England:1996, Longman), 118

to determine student mastery of a given academic area.²³ Achievement is the result of student's mastery in learning process.

Achievement is result that got by someone when do assignment or certain activity. This achievement can be expressed in term of value and results of the test or exams, also in learning english.

Learning english is defined as process of thinking activities consciously to unerstand the english concept and english principles and then apply in other situation or environment.

Student english achievement is how children accepting the english language as the foreign language. But in foreign language learning, students have different achievement. They must be compatible in the four skills, they are listening, speaking, reading and writing.

To distinguish the skills is by stating that listening and speaking are oral skills while reading and writing are written skills. Another way to distinguish those skills is distinguish between the skills and their direction. Listening and reading are receptive skills because the focus is on receiving information from an outside is on producting information. The explanation is stated in the following paragraphs.

Listening is an active, purposeful process of making sence of what we hear.²⁴ the major reason for teaching listening is because it

²³ Julian C. Stanley, *Measurement in Today's School*, (New JerseyPractice Hall, 196), 2

²⁴ Marc Helgesen, *Practical English language teaching*, editor by: David nunan (New York: McGraw-Hill, 2003) 24.

helps students to acquire language subconsciously even if teachers do not draw attention to its special features.²⁵

Speaking is the productive aural/oral skill. It consists of producing systemic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language school around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.²⁶

Reading is a process undertaken to reduce uncertainty about meanings a text conveys.²⁷ Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning.²⁸

Writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. Writing purpose is both to express and impress. Writing is a process and also a product. The process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a

²⁵ Jeremy Harmer, *How to teach English* (England: Longman, 1998) 98.

²⁶ Kathleen M. Bailey, *Practical English language teaching*, editor by: David Nunan (New York: McGraw-Hill, 2003) 48

²⁷ <https://coerll.utexas.edu/methods/modules/reading/01> ., accessed on 28th february 2016

²⁸ Neil Anderson, *Practical English language teaching*, editor by: David Nunan (New York: McGraw-Hill, 2003) 68-69

wider audience, and about product of writing is often an essay. Letter, story, or research report.²⁹

According to the concept above, they can be concluded that learning achievement is the result of student's learning after instructional process in harmony with the instructional object in particular period of time. It mean that the students have achieved the skill and knowledge in using target language(English).

b. Some factors that influence English achievement

Success or not someone in the learning process is caused by some factor which affect an achievement that is from inside of the people and the outside of them. According to M, Dalyono there are internal factor and external factor. Internal factor that are healthy, intelligence, interest and motivation, and then external factor that are family, school and social environment³⁰, are explained as follows:

1. Internal factor

a) Healthy

Spiritual and physical healthy has the biggest influence in learning ability. If someone always unhealthy, has headache, fever, have cold and etc, it could make someone fell unanthusiastic to learn. Also if psysical health someone is unhealthy such have mind problem, feel upset cause has conflict with close friend, parent or another problem. It could annoy or

²⁹ Maggie Sokolik, Practical English language teaching, editor by: David Nunan (New York: McGraw-Hill, 2003) 88

³⁰ M, Dalyono, psikologi Pendidikan (Jakarta: PT. Rineka Cipta, 1991) 55-57

reduce the spirit of learning. Because that keeping healthy is more important for everyone either physic or mental so the body is still strong, mind always fresh and conscious to learn.

b) Intelligence and talent

Intelligence and talent is having a big effect to learning ability of someone. If someone has a high intelligence and the talent in some object this learned, so the process of thir learning will go well and success.

c) Interest and motivation

Interest and motivation is two psychological aspects which has a big effect in getting a good achievement. Interest could appear cause there attractive power from outside and also from inside. Strong and weak of learning motivation of someone is affected their successful.

2. External factor

a) Family

Family is father, mother, children and family members who become residents. Parental factors have a major impact on the child's success in learning.

b) School

Teacher quality, teaching method, curriculum suitability with student ability. Facilities of school, room class situation,

student member in each class, implementation of school discipline, and etc.

c) Social environment

When it in a state residential community consist of people who are well educated, especially the children of high school average and good moral, it would encourage the children to study hard. But otherwise many live in neighborhood if children are naughty, uneducated and unemployed, this would reduce the enthusiasm of learning or be said not to support, so the learning motivation less.

6. The correlation between student's Self Esteem and English Achievement

There are many efforts that done by students to reach a successful in their learning, as follow a course to get a high achievement. That effort is a positive thing, but there is another factor that most important to reach a good achievement, that factor is self esteem. Self esteem is an evaluation or result of assessment conducted by ownself to their ability. The assessment seen from appreciation to their meaning and existence. Studying is just not only about the interaction between students and their books, but relationship between student and student, student and teacher and etc. With self esteem, students be able to convince their self that the student was capable, important, successful and valuable.

In English lesson there are 4 skills which must be assessed that is listening, reading, speaking and writing. The relationship between self esteem and listening achievement is the student have the high self esteem hence they tend to have to feel which trust in their ability in listening a items given in English language, from the mentioned hence student can doubtlessly reply the question given with the confidence without doubt.

The relationship between self esteem and reading achievement is when individual have the high self esteem and they have to feel the self confidence of teacher moment ask to read ossifiedly and also read in front of the class without existence of having be afraid and also ashamed. Therefore somebody with high self esteem can get the good value when them able to conduct such as like ough to be conducted fully feel to believe.

The relationship between self esteem and speaking is when individual have the high self esteem and they have to feel the self confidence of the converse moment, individual with high self esteem not afraid make the mistake in speaking, although the individual is less in the fluency, but they do not ashamed and exactly always learn to be able to converse the English.

The relationship between self esteem and writing is when individual have the high self esteem and they have to feel the self confidence of the moment to write. Individual with high self esteem have to feel to believe that the them able to write better and real correct,

although they ever make the mistake, individual with high self esteem will appreciate with what they have write.

B. Previous Researcher Findings

To conduct this research, the researcher refered to the journal. This first jurnal typed by Loree J. Hisken at Department of educational leadership and human development university of Central Missouri. In this journal explained about the detail information that there is a positive correlation between self-esteem and reading ability, reading level, and academic achievement. Students' levels of self-esteem were positively impacted if they were successful in reading and other academics.

The second jurnal typed by Intan Satriani at STKIP Siliwangi - Bandung. In this jurnal explained about the detail information that self esteem was found as the important factor which influences students' performance or ability in mastering a language. Besides the implementation of self esteem to several language skills, such as reading, speaking, and writing (see background), it also played a considerable role in english language proficiency holistically. This study showed strongpositive relationship between the students' self esteem and their english language proficiency. The study discovered that the null hypothesis is rejected. On the other hand, in rising up students' english proficiency score (toefl, ielts, toiec), teacher should take students' english self esteem as the consideration. Graduate students who have low self esteem should be trained to overcome their negative feelings about

themselves and look positively at their toefl proficiency or learning capabilities.

The last jurnal typed by Intan Rahmawati at STKIP Medan. In this jurnal explained about the correlation between student's self esteem to the student's speaking achievement have positive and significant correlation.

The similar things in their thesis are discusion about student's self esteem and achievement. From three thesis said that all correlation between self esteem and achievement there is correlation is possitive.

C. Theoritical Framework

X: student's self-esteem

Y: english achievement

From the variable above, we can conclude the theoritical framework as follows:

1. If the students have high self esteem, the student's will have Good achievement
2. If the students have low self esteem, the student's will have Bad achievement

D. Hypotesis

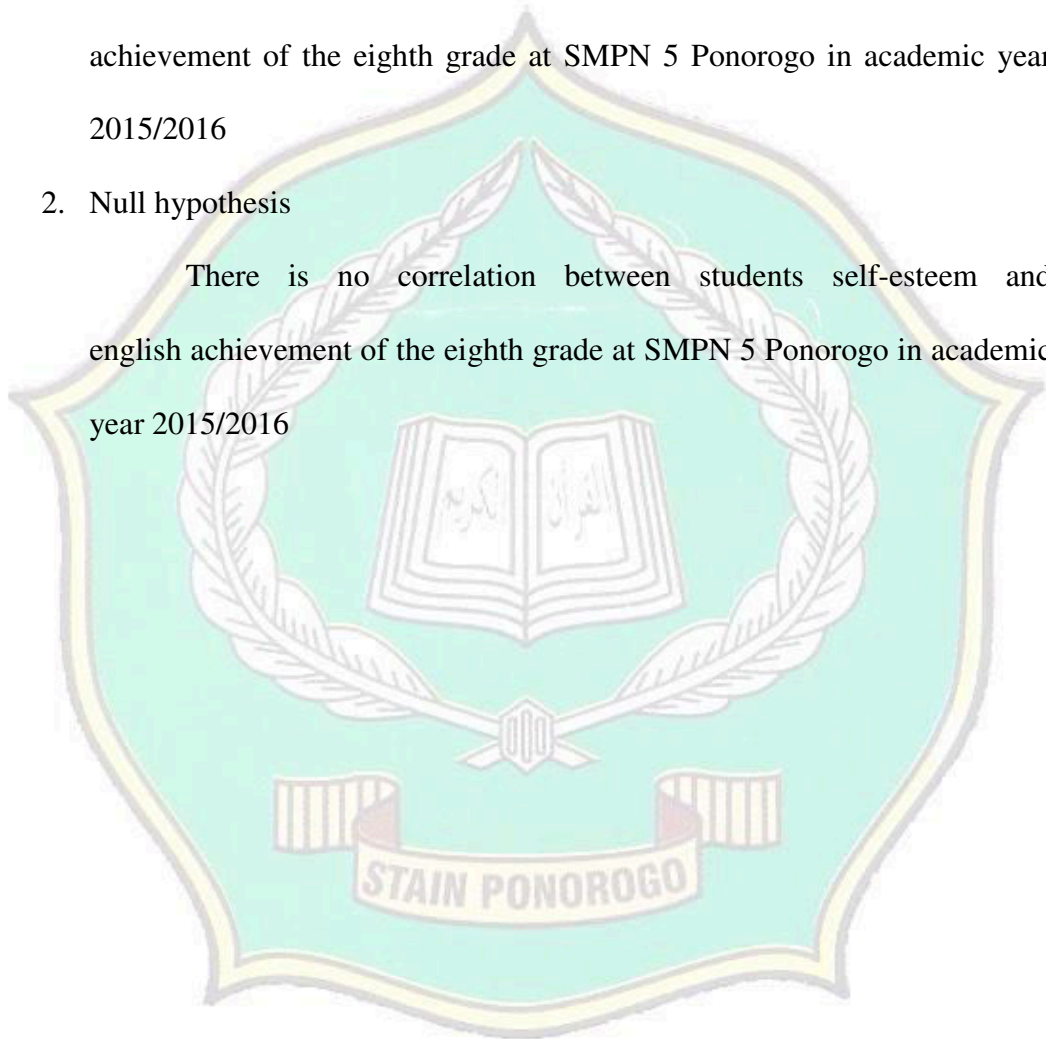
In this research, the researcher choose the alternative hypothesis (ha) as follow:

1. Alternative hypothesis

There is any correlation between students self-esteem and english achievement of the eighth grade at SMPN 5 Ponorogo in academic year 2015/2016

2. Null hypothesis

There is no correlation between students self-esteem and english achievement of the eighth grade at SMPN 5 Ponorogo in academic year 2015/2016



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher use quantitative research method. This research applies a correlative research. This research has goal of the study; that is to know the correlation student's self esteem and English achievement at eighth grade of SMPN 5 Ponorogo in academic year 2015/2016. A correlation is the measurement of the co-relationship between two or more variables using correlation statistics.³¹ It means, correlation is a kind of method in research to know relationship between some of variables.

The correlation research has a goal that is : to determine wether two or more variables are related.³² Correlation research intends on to know the similarity and the differences, so that, correlation reserach intents on to find out wheter there is a correlation or not. And if it found there is a correlation how is the correlation of it.³³

This research promotes a hypothesis that there is a significant correlation between students' self-esteem and english achievement. The hypothesis offers two variables: x variable and y variable. X variable is identified as students' self-esteem and y variable is identified as English achievement. The sutdents' self-esteem question were measured through

³¹ Muhammad Adnan Latif, *Research Methods on Language Learning*, (Malang; UM Press, 2012),p.112.

³² Geoffrey marczyk, david Dematto, David Festinger, *Essentials of research design and methodology* (New Jersey: John Wiley & sons Inc, 2005) 3.

³³ Suharsimi Arikunto, *Prosedur penelitian: Suatu pendekatan praktek: Edisi revisi V* (Jakarta: PT. Rineka Cipta, 1998) 251.

questionnaire and the English achievement was taken from documentation of students' English achievement took from documentation of final test. The result of the questionnaire and the students' achievement were used to examine whether there was a significant correlation between students' self-esteem and english achievement or not.

B. Populasi and sample

1. Population

Population in educational research usually is defined as all the members of a real or hypothetical set of people, events, or objects to which educational research wish to generalize the result of the research.³⁴ It means, population is all of the objects in the research which to know the accurate of the data.

Population is the group of interest to researcher, the group to whom the researcher would like to generalize of the result of the study.³⁵ It means, population is cluster choose by researcher to do the research.

From definition above researcher concluded that population is all the subjecting which the researcher can get to bed used as the data. Population provides the researcher with information or data that will be used to solve the research problems.

In the research, the populations are students' eighth class from A up to J at SMP N 5 Ponorogo in academic year 2015/2016 and the total population are 287 students.

³⁴ Ibid, 181.

³⁵ Yatim Rianto, *Metodologi Penelitian Suatu Tujuan Dasar* (Surabaya: SIC Surabaya, 1996),61.

2. Sample

Sample in research study refers to an group on which information is obtained.³⁶ It is used to make the process of data collection more effectively, efficiently, and objectively conducted. Sample is representative of the accessible population and so the knowledge gained from the sample can be safely generalized into the accessible population.³⁷ It means sample is some objects taken from population in the research.

According to Suharsimi Arikunto, sample is a part of population which researched, if the subject is less then 100, it better taken by all and it is research of population. But, if the subject very great, the sample can take between 10-15% or 20-25% or more.³⁸ From the population number of 287 students, the researcher takes 72 students. They are one class of the eight C grade students of SMPN 5 Ponorogo in academic year 2015/2016. It means 25% from population. The researcher gets the sample with the random sampling.

Random sampling is taker sampel with the technique mingle the subjects in population so that all object assumed of equal. Researcher entitle same to each subjek to get the opportunity to become the sampel. Therefore rights of each subject is equal, hence quit of researcher of

³⁶ Jack R. Frankel, Norman E. Wallen, *how to design and Evaluate Research in Education*, (new York: Mc GRAW_HILLING, 1993), 70

³⁷ Ibid, 181.

³⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), 134.

feeling wish to regard to Special one or some subject to be made the sampel.³⁹

3. Variable

a) Independent variable (x)

Independent variable of this research is the student's self-esteem.

b) Dependent variable (y)

Dependent variable of this research is english achievement at smpn 5 ponorogo in academic year 2015/2016.

C. Instrument of data collection

In the quantitaive research, the instrument of data collection or the reserach instrument is agreed with the instrument validity and reliability. The test is reliable or can be trusted if it can give the constant result if the test is tested in many times. Reliability consist of estimation the amount of variantion in language test scores that is due to measurement error. This estimation focuses in the effect of test score.⁴⁰ if the test are reliable, it means that performance on Craig A. Metler and C. M. Charles said that a valid test is always reliable, but a reliable test is not necessary valid.

1. Validity

Validity means the ability of the test to measure what we want to measure. To measure the validity of questionnaire, in this research, the

³⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), 134.

⁴⁰ Lely F. Bachman, *fundamental consideration in Language testing*. (united Kingdom: 1997, oxford University Press), 236.

researcher use the item validity by using the formula product moment correlation. The steps to calculate the validity are:

- a) Make the table of item analysis of all questions.
- b) Apply the data to the formula of product moment correlation.

$$R_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes :

R_{xy} = the correlation coefficient between x variable and y variable

$\sum X$ = the total number of scores of x variable (self esteem)

$\sum y$ = the total number of scores of y variable (students' english achievement)

$\sum xy$ = the total of score multiplication of x variable and y variable

$\sum x^2$ = the total number of square of x variable

$\sum y^2$ = the total number of square of y variable

N = the number of subject

2. Reliability

Reliability means dependability. It means that numerical results produced by an indicator do not vary because of characteristics of the measurement instrument itself.⁴¹ reliability is the consistency of the result if an indicator or question is repeated in similar condition. To measure reliability used Spearman Brown di bawah ini:

$$r_i = 1 + \frac{2 \cdot r_b}{1 + r_b}$$

⁴¹ W Lawrence Neuman, Basic of Social Research Quantitative and Qualitative Approach Second Edition, (Boston: Person Education, 2004), 116

Keterangan:

r_i = reliabilitas internal sally of instrument formula

r_b = korelasi product moment between first and the second cleavage

Table 3.1
Instrument of data collection can be shown as the table below

Title of research	Variable	Indicator	No, item of instrument	Technique
A correlation between student's self-esteem and english achievement at eighth grade of smpn 5 ponorogo in academic year 2015/2016	Independent variable : student's self esteem	- Acceptance - Apresiasi	1,2,4,6 and 7 3,5,8,9 and 10	Questionnaire
	Dependent variable : english achievement	- English value		Documentary

To get data collection about variable x used of questionnaire or angket that consist of 10 questions that to be 4 groups answered with scale likes as follow:

Table 3.2
Score answered of angket

Alternative answer	Number	Score
Strong agreement	1	4
Agreement	2	3
Disagreement	4	2
Strong disagreement	6	1
	7	

Alternative answer	Number	Score
Strong agreement	3	1
Agreement	5	2
Disagreement	8	3
Strong disagreement	9	4
	10	

D. Technique of data collection

1. Questionnaire or angket

Types of this questionnaire is that used in this research is direct to closed which from of list question to students as subject research, and students must chosen of answers.this method has advantages to get data about role parents on students on student education (variable x).

2. Documentary study

To know the student learning english achievement, the writer took the raport value of eighth grade students of SMPN 5 Ponorogo in academic year 2015/2016 in learning English achievement final test second semester.

E. Technique of data analysis

Technique of data analysis is step to answer statement of the problem in research. It is has in order to get a conclusion from result of research. There are technique that used in this research is correlation quantitative, which correlation research has aim to find there are or no there of correlations. And then, if there are a correlation, how far the correlation significant this correlation.

There are techniques to answer hypothesis or statement of the problem in number three is product moment correlation is a technique to look for the correlation between two variables that used. This technique is developed by Karl Pearson. Because this data is interval or ratio and total of n is minus from 30, so the use formula with correlation of perason product moment. There are operational methods analysis of data by step:

1. Arrange of hypothesis about h_a and h_o
2. Prepare of table calcutaion
3. Add up flue variable x
4. Add up flue variable y
5. Multiply of each line between variable x
6. Be quadrate value of variable x
7. Be quadrate value of variable y

Calculate coeficient correlation k rxy.⁴²

$$\text{Formula : } r_{xy} = \frac{\sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum x^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

⁴² Sugiyono, Metode Penelitian Pendidikan, (Bandung: Alfabeta, 2010), 225

Explanation :

R_{xy} = indeks digit product mometn correlation

$\sum x$ = total of all value x

$\sum y$ = total of all value y

$\sum xy$ = total result multiplication between value x and y

N = the number of subject

8. To interpretation , look for degree of free (db/df) with formula $db = n - nr$.
9. After find value of db, so we see of table value “r” product moment

Table 3.3
The indexes of correlation

Value of “y”	Interpretation
0,00 – 0,20	Correlation is very low
0,20 - 0,40	Correlation is very low
0,40 – 0,60	Correlation is enough
0,60 – 0,80	Correlatin is high
0,80 – 1,00	Correlation is very high

1. Compare between r_{xy} / r_o by r_t
2. Make a conclusion

Ix. Organization of thesis

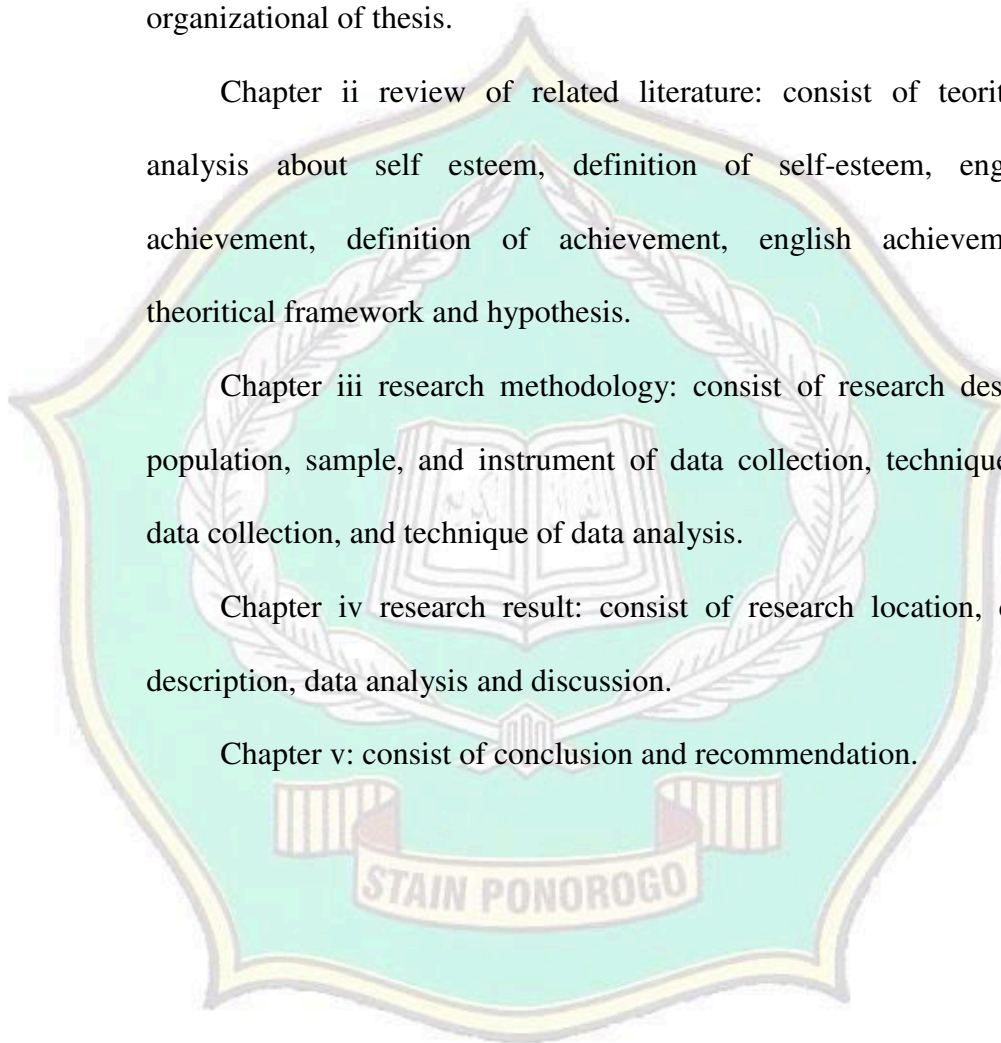
Chapter i introduction: consist of background of study, identification of the problem, limitation of the problem, statement of the problem, objectives of the study, significance of the study and organizational of thesis.

Chapter ii review of related literature: consist of teoritical analysis about self esteem, definition of self-esteem, english achievement, definition of achievement, english achievement, teoritical framework and hypothesis.

Chapter iii research methodology: consist of research design, population, sample, and instrument of data collection, technique of data collection, and technique of data analysis.

Chapter iv research result: consist of research location, data description, data analysis and discussion.

Chapter v: consist of conclusion and recommendation.



X. Table of countain outline

Cover

Cover title

Chapter i introduction

I. Title of thesis

Ii. Background of study

Iii. Limitation of the study

Iv. Statement of the problem

V. Objective the study

Vi. Significant of the study

Vii. Theoritcal background, theoritical framework, hypothesis

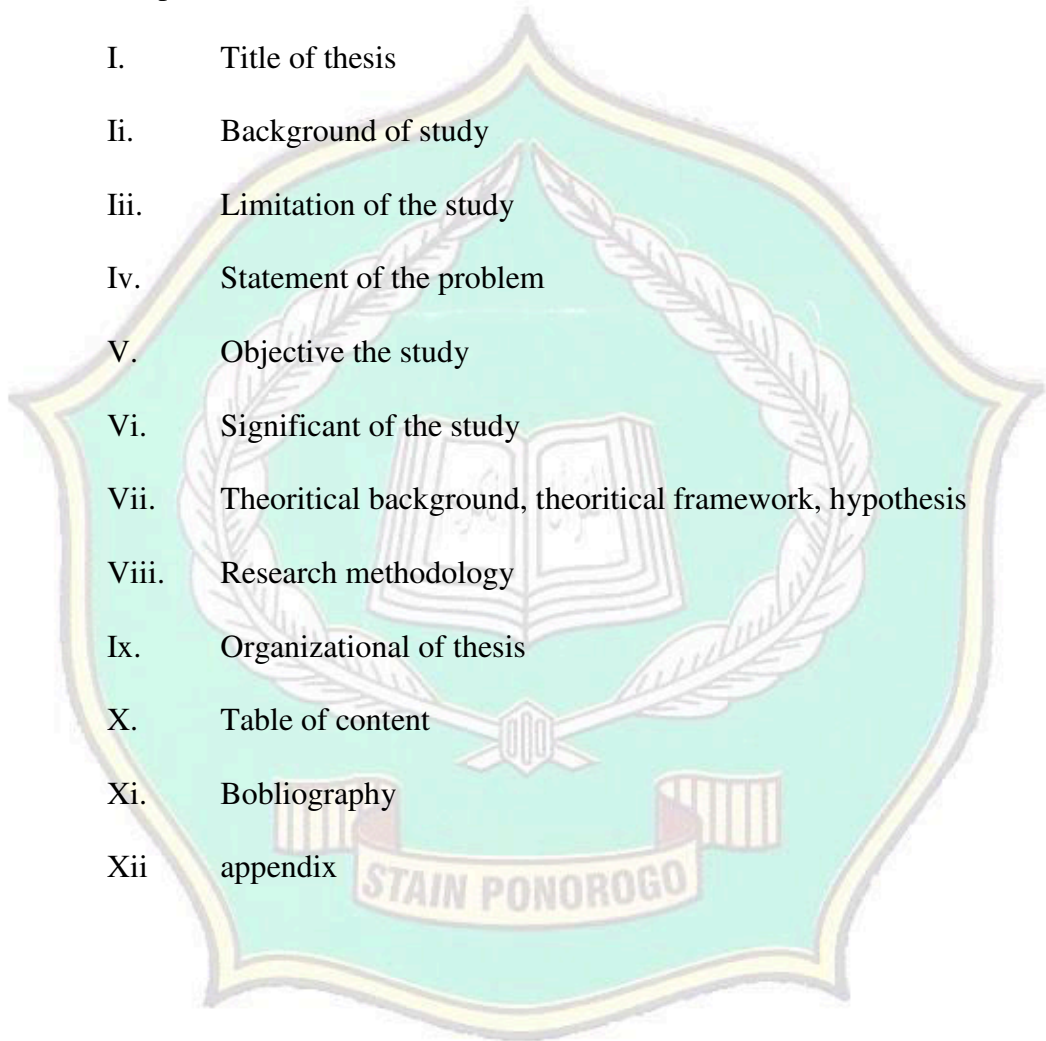
Viii. Research methodology

Ix. Organizational of thesis

X. Table of content

Xi. Bobliography

Xii appendix



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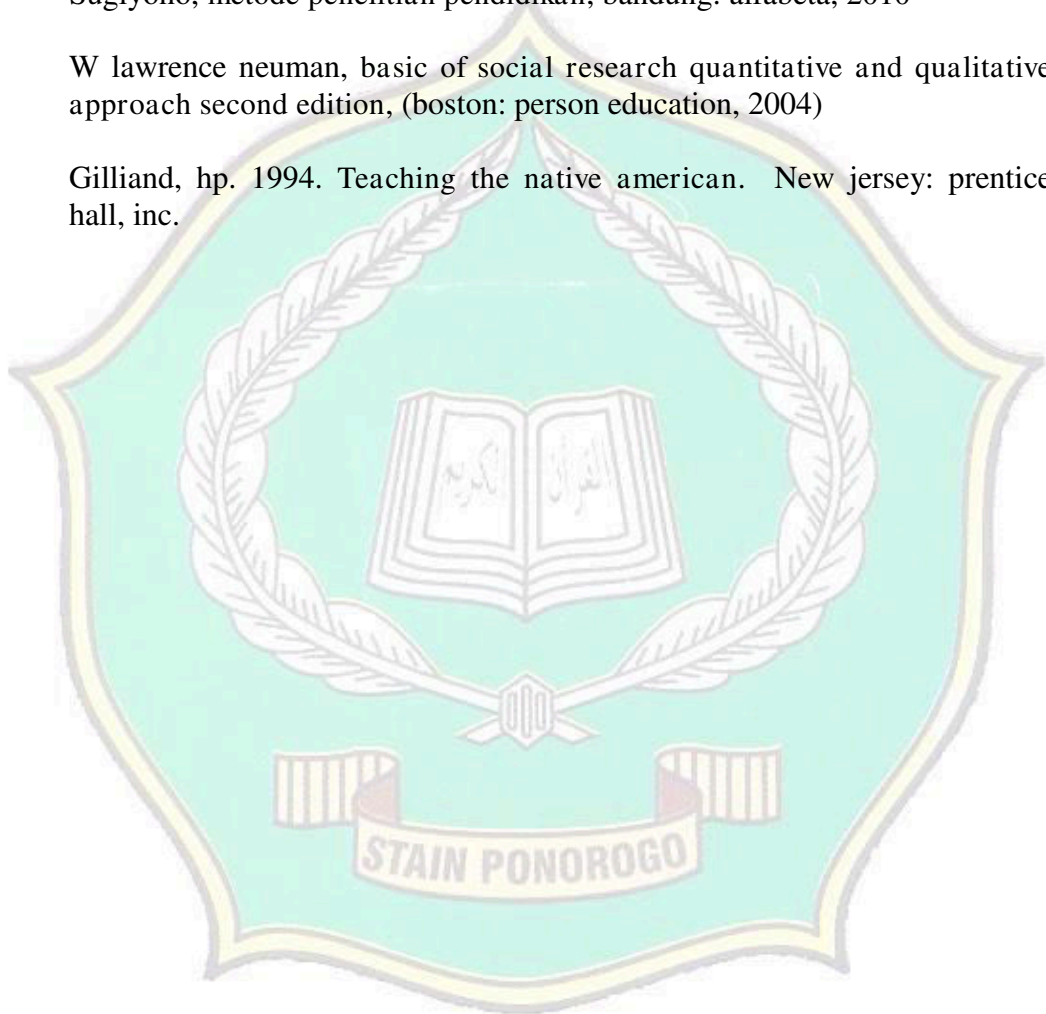
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CHAPTER IV

RESEARCH FINDING

A. Overview of SMPN 5 Ponorogo

1. History of SMP N 5 Ponorogo

Before publication of decree on the establishment of ST (Engineering School) dated August 25th, 1956 number 4361/B/III, actually Ponorogo Engineering School had already been in exist under the name STP (Engineering School of Ponorogo). However with the publication of the decree STP cottage- School with a major in Electrical Engineering Building and the years education period.

Date April 2nd, 1965 publication decree of the minister of Basic Education and Culture of the Republic of Indonesia number 58/DIRPT/BI 965 whose content integration/ enchancement/perfection Handicraft School 1 Ponorogo become Engineering School 2 Ponorogo with majors building and furniture.

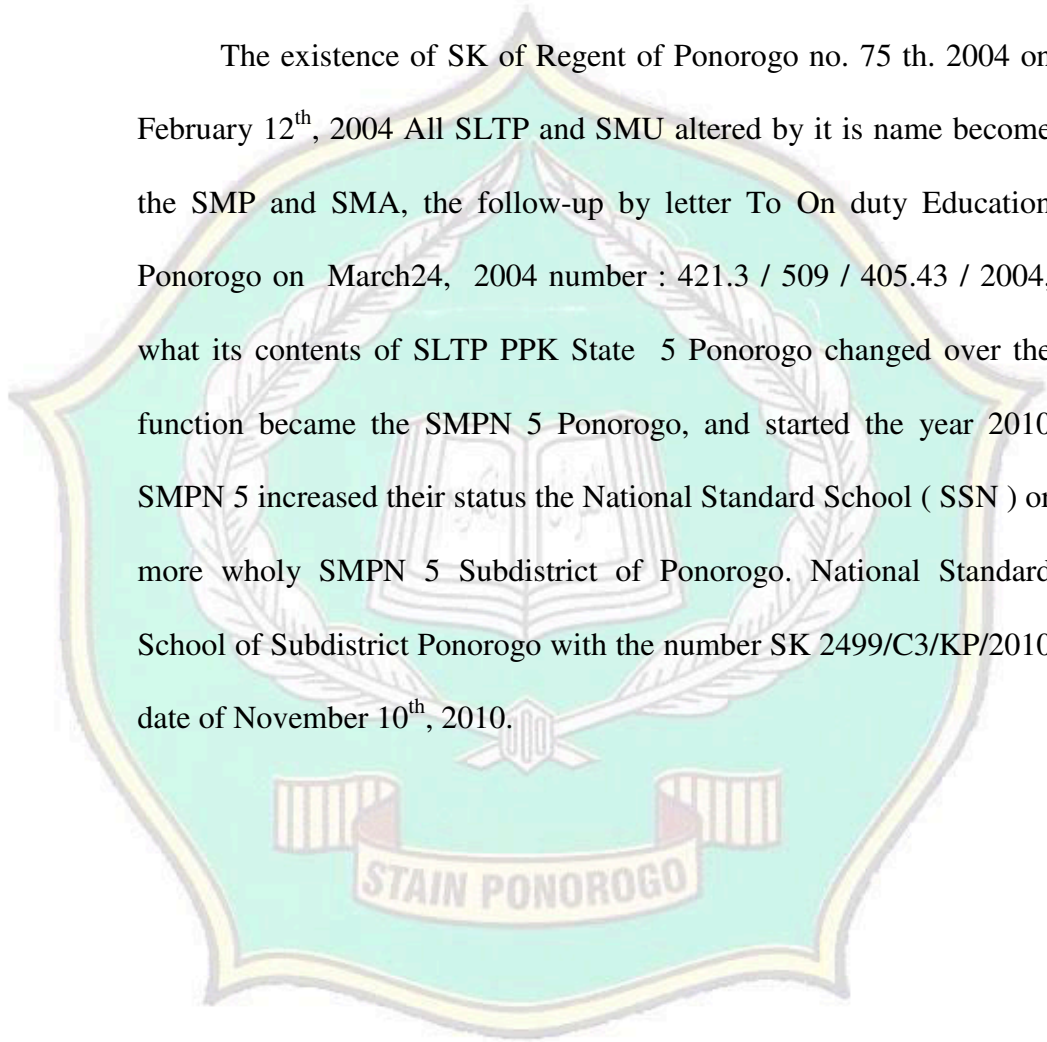
Year 1903/1904 been issued from the ministry of education and culture of Indonesia dated October 5th, 1994 number 0259/0/1994 about change of ST and SKKP become the SMP, and ST negeri 1 Ponorogo become the SMP negeri 5 Ponorogo.

By the publisment of the Director General SK decline in primary and secondary education Department of primary and secondary education, SMPN 5 ponorogo was designated as a Junior

High School performing skills program (SMP skills, majoring in machinery, buildings and electricity).

After SMP changed the name became the SLTP (year 1997) SMP 5 becoming SLTP - PPK/ SLTP executing skilled program or in the year 2000 with the title SLTP plus.

The existence of SK of Regent of Ponorogo no. 75 th. 2004 on February 12th, 2004 All SLTP and SMU altered by it is name become the SMP and SMA, the follow-up by letter To On duty Education Ponorogo on March 24, 2004 number : 421.3 / 509 / 405.43 / 2004, what its contents of SLTP PPK State 5 Ponorogo changed over the function became the SMPN 5 Ponorogo, and started the year 2010 SMPN 5 increased their status the National Standard School (SSN) or more wholly SMPN 5 Subdistrict of Ponorogo. National Standard School of Subdistrict Ponorogo with the number SK 2499/C3/KP/2010 date of November 10th, 2010.



2. Vision and Mission and Goal of SMPN 5 Ponorogo

a. Vision

Create a generation of achievers, honest, caring and civilized environment, based on faith and piety.

b. Mission

- 1) Growing to develop the attitude of honesty and religion experience.
- 2) Realized creative curriculum development.
- 3) The development of infrastructure facilities in continuing education.
- 4) Realize graduates who achievement based on local and national culture.
- 5) Realizing culture care the beautiful environment and make everlasting.

c. Goal

- 1) Realizing school community that is being honest, faithful and pious.
- 2) The development of creative and innovative curriculum.
- 3) Realizing development and availability of sustainable infrastructure
- 4) Yielding standard competency of generation which have achievement by local wisdom in the frame of national culture.

- 5) Realizing the school community care and cultured beautiful environment and everlasting.

3. Geographical Location of SMPN 5 Ponorogo

SMPN 5 Subdistrict Ponorogo represent the Public School is located at Dr.Sutomo street No. 11 Chief Of Village at Bangunsari Subdistrict Ponorogo Regency Ponorogo, zip code 63419 and number phone (0352) 481442 broadly farm: 7.760 m2.

Education management in SMPN 5 Subdistrict Ponorogo starts from morning with the time allocation of each every Iesson for 40 minutes based on the five working time Monday to Saturday. For class usually starts at 06.45-12.30 for monday, tuesday, wednesday, thusday and Saturday. On Friday, class starts at 06.45-10.30.

4. Structure Organization of SMPN 5 Ponorogo

Headmaster	: Nunuk Sri Karyati,M.Pd
Wakasek Curriculum	: Widodo,S.Pd
Wakasek Student	: Dasuki,S.Pd
Wakasek Public Relations	: Drs.Dwi Karyono,M.Pd
Wakasek Sarpas	: Suranto,S.Pd
Administration	: Dwi Ratna Eni Mintari

5. Facilities and Basic facilities of SMPN 5 Ponorogo

Facilities and basic facilities is a component that follow deciding the teaching and learning process. By good facilities and basic facilities,

teaching and learning process will run well, so the goal of education can be reached maximally.

a) Condition of School

In activity process to learn and teach needed by the existence of adequate and infrastructure medium. Such And infrastructure medium is something that can make easier the effort and speed up executing of program teaching and education in SMPN 5 Subdistrict Ponorogo. As for available and infrastructure medium at school shall be as follows :

No	Name	Total	Condition
1	Classroom	30	Good
2	Headmaster room	1	Moderate
3	Headmaster proxy room	1	Moderate
4	Teacher room	1	Moderate
5	Administration room	1	Moderate
6	Skill room	1	Good
7	Library	1	Good
8	LAB IPA	2	Good
9	LAB language	1	Good
10	LAB computer	2	Good
11	PTD	1	Broken
12	Auditorium	1	Good
13	Store room	1	Broken
14	Kitchen	1	Broken
15	Toilet of teacher	3	Good
16	Toilet of student	11	Good
17	BK Room	1	Good
18	UKS Room	1	Good
19	PMR Room	2	Good
20	OSIS Room	1	Good
21	Mosque	1	Good
22	Change Room	2	Good
23	Co-operation	1	Good
24	Canteen	5	Good
25	House pump	1	Good
26	Shed mount	1	Good

27	Custodian School	1	Good
28	Security Post	1	Good

b) Condition of Staff educator in SMPN 5 Ponorogo

In an institute of education the role of headmaster and teacher is very importance, especially as student educator. Especial duty are they educate and instruct the students into activity teach to be reached by the medium and target which have been expected. SMP N 5 Ponorogo have the teacher as much as 58 teachers.

c) Condition of students in SMPN 5 Ponorogo

As a whole students of SMP N 5 Ponorogo amount to there are 854 students. Class VII there are 280 student, class VIII there are 287 student, class XI there are 284 student.

B. Data Description

a. Student's Self esteem of SMPN 5 Ponorogo

Based on previous solution, to know about the source learn the student, researcher used the inquiry was passed to by 72 responden. Answer given by a responder were here in after calculated by its score with the standard assess.

Table. 3.4

Student's Self esteem

NOMOR	NAMA	NILAI
1	Anggoro Wichaksono	22
2	Annesya Frista Pradias	23
3	Argo Septiyan Cahyadi	29
4	Aries Nanda Prasetya	20
5	Bima Hangga Rekso	24
6	Bima Wicaksono	24
7	Brilliant Bintang Pamungkas	24
8	Dea Elsyahrani Candra	25
9	Dheonanda Werna Irianto	25
10	Eka Fitrianingrum Amanah	25
11	Elisa Dwi Cahyani	27
12	Fariza Hasna Mahdiyah	27
13	Galih Siswanto	25
14	Ginaro Raihan Pangestu	27
15	Ivan Yoda Bimatoro	26
16	Izza Mahendra Putra Ramli	20
17	Lintang Purnomo Aji	22
18	Mohammad Rifa'i	24
19	Nadia Ayu Permata	27
20	Pandha Tri Atmaja Pamungkas	20
21	Prisilia Clara Dewanti	26
22	Rifa Nur Kholila Qorinul Fata	24
23	Rio Maulana Dwi Purnomo	21
24	Rizky Septiani Dewi	28
25	Septia Dwi Rahmasari	26
26	Tasya Dita Sabarwati	27
27	Triardisa Nurrochman	28
28	Yoga Ager Kurniawan	20
29	Yusuf Aldion Rosaldi	27
30	Agnes Diona Febriyanti	30
31	Alfin Priyambodo	24
32	Andra Zabiullah	21
33	Annisa Nur Febriana	24
34	Arif Tri Ambodo	26
35	Avendi Kusuma Wardana	23
36	A'yunina Azzahro Imansari	26
37	Bara Kharisma Nusantara	22
38	Cintia Elly Kartika	25
39	David Brilliano Al Faraby	26

40	David Gunarlang	24
41	Devi Rahmawati	26
42	Dwi Sakti Nugroho	25
43	Eka Nurohmawati	32
44	Fandika Yulianto	23
45	Ferdy Aditya Hedinanta	24
46	Fitrian Yudiasih	22
47	Galih Prasetyo Pambudi	21
48	Hendy Kurniawan	28
49	Hera Zulvi F. W.	28
50	Maulida Nihayatul Wahidah	26
51	Nabila Fakhira Salsabila	27
52	Ratra Azzahra P. E.	32
53	Rendi Eka Pradana	26
54	Reza Bagus Andarputra	24
55	Sandi Cahyo Saputo	25
56	Sania Apprilia Putri	26
57	Sinatria Afghan Pambayun	24
58	Sussiska Sari	25
59	Aditia Bagus H.	25
60	Afrizal	24
61	Aldi Dwi S.	25
62	Alvinda Feby R.	29
63	Alvinda Prasmawati	27
64	Destalia Funky	32
65	Amira Mustika	26
66	Angga Dwi	24
67	Arliana Agustin	32
68	Artalita Azdiana	24
69	Bagas Ekaputra	25
70	Bagus Eksar	21
71	Bounty Connelia	24
72	Daffa Firdaussalva	26

b. Student's English Achievement

To get data of student's English Achievement of students SMPN 5 Ponorogo, the researcher looked the value of eighth grade of student's English examination in second semester. the value of eighth grade of student's English examination was in second semester.⁴³

Table 4.1
Student's English Achievement

NOMOR	NAME	VALUE
1	Anggoro Wichaksono	76
2	Annesya Frista Pradias	77
3	Argo Septiyan Cahyadi	75
4	Aries Nanda Prasetya	75
5	Bima Hangga Reksa	75
6	Bima Wicaksono	75
7	Brilliant Bintang Pamungkas	76
8	Dea Elsyahrani Candra	77
9	Dheonanda Werna Irianto	78
10	Eka Fitrianingrum Amanah	77
11	Elisa Dwi Cahyani	78
12	Fariza Hasna Mahdiyah	77
13	Galih Siswanto	76
14	Ginaro Raihan Pangestu	75
15	Ivan Yoda Bimatoro	75
16	Izza Mahendra Putra Ramli	76
17	Lintang Purnomo Aji	78
18	Mohammad Rifa'i	77
19	Nadia Ayu Permata	78
20	Pandha Tri Atmaja Pamungkas	75
21	Prisilia Clara Dewanti	79
22	Rifa Nur Kholila Qorinul Fata	79
23	Rio Maulana Dwi Purnomo	76
24	Rizky Septiani Dewi	78
25	Septia Dwi Rahmasari	78
26	Tasya Dita Sabarwati	78
27	Triardisa Nurrochman	82
28	Yoga Ager Kurniawan	76

⁴³ transcript 13of student's English acievement of SMPN 5 Ponorogo

29	Yusuf Aldion Rosaldi	80
30	Agnes Diona Febriyanti	79
31	Alfin Priyambodo	74
32	Andra Zabiullah	75
33	Annisa Nur Febriana	78
34	Arif Tri Ambodo	78
35	Avendi Kusuma Wardana	76
36	A'yunina Azzahro Imansari	79
37	Bara Kharisma Nusantara	75
38	Cintia Elly Kartika	79
39	David Brilliano Al Faraby	74
40	David Gunarlang	77
41	Devi Rahmawati	80
42	Dwi Sakti Nugroho	75
43	Eka Nurohmawati	82
44	Fandika Yulianto	76
45	Ferdy Aditya Hedinanta	75
46	Fitrian Yudiasih	79
47	Galih Prasetyo Pambudi	76
48	Hendy Kurniawan	75
49	Hera Zulvi F. W.	80
50	Maulida Nihayatul Wahidah	78
51	Nabila Fakhira Salsabila	79
52	Ratra Azzahra P. E.	80
53	Rendi Eka Pradana	75
54	Reza Bagus Andarputra	75
55	Sandi Cahyo Saputo	78
56	Sania Apprilia Putri	79
57	Sinatria Afghan Pambayun	79
58	Sussiska Sari	78
59	Aditia Bagus H.	77
60	Afrizal	78
61	Aldi Dwi S.	79
62	Alvinda Feby R.	76
63	Alvinda Prasmawati	78
64	Destalia Funky	82
65	Amira Mustika	78
66	Angga Dwi	76
67	Arliana Agustin	80
68	Artalita Azdiana	79
69	Bagas Ekaputra	75
70	Bagus Eksar	76
71	Bounty Connelia	77
72	Daffa Firdaussalva	77

C. Data analysis

1. Student's Self Esteem of SMPN 5 Ponorogo

To get data student's self esteem in eighth grade of SMPN 5 Ponorogo in academic year 2015/2016, the researcher collected data with questionnaire. After scoring, then the researcher find Mean (Mx) and Standard of Deviasi (SDx) to decides category of student's self esteem of high, middle, and low. here is counting the standard of deviasi:

Table 4.2

Calculation to look for the mean and standard deviasi from variable self esteem of student in eighth grade SMPN 5 Ponorogo.

X	X ²
22	484
23	529
29	841
20	400
24	576
24	576
24	576
25	625
25	625
25	625
27	729
27	729
25	625
27	729
26	676
20	400
22	484

24	576
27	729
20	400
26	676
24	576
21	441
28	784
26	676
27	729
28	784
20	400
27	729
30	900
24	576
21	441
24	576
26	676
23	529
26	676
22	484
25	625
26	676
24	576
26	676
25	625
32	1024
23	529
24	576
22	484
21	441
28	784
28	784
26	676
27	729
32	1024
26	676
24	576
25	625
26	676
24	576
25	625

25	625
24	576
25	625
29	841
27	729
32	1024
26	676
24	576
32	1024
24	576
25	625
21	441
24	576
26	676
1812	46160

a. Finding out the average (Mean) from X variable

$$M_x = \frac{\sum x}{N} = \frac{1812}{72} = 25.167$$

b. Finding the standard deviasi from X variable

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2} \\
 &= \sqrt{\frac{46160}{72} - \left(\frac{1812}{72}\right)^2} \\
 &= \sqrt{641.111 - 25.167^2} \\
 &= \sqrt{641.111 - 633.361} \\
 &= \sqrt{7.75} \\
 &= 2.783827218141 \\
 &= 2.784
 \end{aligned}$$

From the scoring, it is known $Mx= 25.167$ and $SDx=2.784$ To decide the category of student's self esteem in SMPN 5 Ponorogo is high, moderate and low made scoring group using pattern⁴⁴:

- Score more than $Mx + 1.SDx$ is category of student's self esteem is high.
- Score less than $Mx - 1. SDx$ is category of student's self esteem is low.
- Score between $mx - 1. SDx$ to $Mx + 1. SDx$ is category of student's self esteem is moderate.

The formula is :

$$\begin{aligned} Mx + 1.SDx &= 25.167 + 1 \times 2.784 \\ &= 27.951 \\ &= 28 \end{aligned}$$

$$\begin{aligned} Mx - 1.SDx &= 25.167 - 1 \times 2.784 \\ &= 22.383 \\ &= 22 \end{aligned}$$

The result of calculation is if more than 28 is categorized student's self esteem is high, but if the score is less of 22 is categorirez student's self esteem is low, and the score between 22-28 is student's self esteem is moderate.

⁴⁴ Anas Sudijono, Pengantar Statistik Pendidikan, 175

To know the category of student's self esteem of eighth grade in SMPN 5 Ponorogo can be looked on table:

Table 4.3

The category of student's self esteem

NO	SCORE	FREQUENCY	PERCENTAGE	CATEGORY
1	More than (>)28	7	9.72%	High
2	22-28	57	79.16%	Moderate
3	Less than (<) 22	8	11.12%	Low
Number		72	100%	

From the result shown in table above, it can be concluded that student's self esteem of Eighth grade of SMPN 5 Ponorogo are in following:

- a. There are 7 students (9.72%) categorized into high
- b. There are 57 students (79.16%) categorized into moderate
- c. There are 8 students (11.12%) categorized into low

2. Student's achievement of SMPN 5 Ponorogo

Data analysis in this research is to give the form about VIII grade of student's English achievement in second semester. The researcher collected data from documentation.

Table 4.3

Calculation to look for the mean and standard deviasi from variable English achievement of eighth grade SMPN 5 Ponorogo

X	Y
76	5776
77	5929
75	5625
75	5625
75	5625
75	5625
76	5776
77	5929
78	6084
77	5929
78	6084
77	5929
76	5776
75	5625
75	5625
76	5776
78	6084
77	5929
78	6084
75	5625
79	6241
79	6241
76	5776
78	6084
78	6084
78	6084
82	6724
76	5776
80	6400
79	6241
74	5476
75	5625
78	6084
78	6084
76	5776

79	6241
75	5625
79	6241
74	5476
77	5929
80	6400
75	5625
82	6724
76	5776
75	5625
79	6241
76	5776
75	5625
80	6400
78	6084
79	6241
80	6400
75	5625
75	5625
78	6084
79	6241
79	6241
78	6084
77	5929
78	6084
79	6241
76	5776
78	6084
82	6724
78	6084
76	5776
80	6400
79	6241
75	5625
76	5776
77	5929
77	5929
5563	430083

a. Finding out the average (Mean) from Y variable

$$M_y = \frac{\sum y}{N} = \frac{5563}{72} = 77.264$$

b. Finding the standard deviasi from Y variable

$$\begin{aligned} SDY &= \sqrt{\frac{\sum x^2}{N} - \left(\frac{x}{N}\right)^2} \\ &= \sqrt{\frac{430083}{72} - \left(\frac{5563}{72}\right)^2} \\ &= \sqrt{5973.375 - 77.264^2} \\ &= \sqrt{5973.375 - 5969.708} \\ &= \sqrt{3.666} \\ &= 1.914803845 \\ &= 1.915 \end{aligned}$$

From the scoring, it is known $M_y = 77.26$ and $SD_y = 1.915$. To decide the category of student's self esteem in SMPN 5 Ponorogo is high, moderate and low made scoring group using pattern⁴⁵:

- Score more than $M_y + 1.SD_y$ is category of student's self esteem is high.
- Score less than $M_y - 1.SD_y$ is category of student's self esteem is low.
- Score between $M_y - 1.SD_y$ to $M_y + 1.SD_y$ is category of student's self esteem is moderate.

The formula is :

$$\begin{aligned} M_y + 1.SD_y &= 77.26 + 1 \times 1.915 \\ &= 79.179 \end{aligned}$$

⁴⁵ Anas Sudijono, Pengantar Statistik Pendidikan, 175

$$= 79$$

$$\text{My} - 1.\text{SDy} = 77.26 - 1 \times 1.915$$

$$= 75.35$$

$$= 75$$

The result of calculation is if more than 79 is categorized student's self esteem is high, but if the score is less of 75 is categorized student's self esteem is low, and the score between 75-79 is student's self esteem is moderate.

To know the category of student's self esteem of eighth grade in SMPN 5 Ponorogo can be looked on table:

Table 4.4

The category of student's English achievement

NO	SCORE	FREQUENCY	PERCENTAGE	CATEGORY
1	More than (>)79	8	11.12%	High
2	75-79	62	86.11%	Moderate
3	Less than (<) 75	2	2.77%	Low
Number		72	100%	

From the result shown in table above, it can be concluded that student's self esteem of Eighth grade of SMPN 5 Ponorogo are in following:

- a. There are 8 students (11.12%) categorized into high
- b. There are 62 students (86.11%) categorized into moderate
- c. There are 2 students (2.77%) categorized into low

3. The correlation between Student's Self Esteem and English Achievement.

To analyze data about the correlation between student's self esteem and English achievement can be explained by the table below:

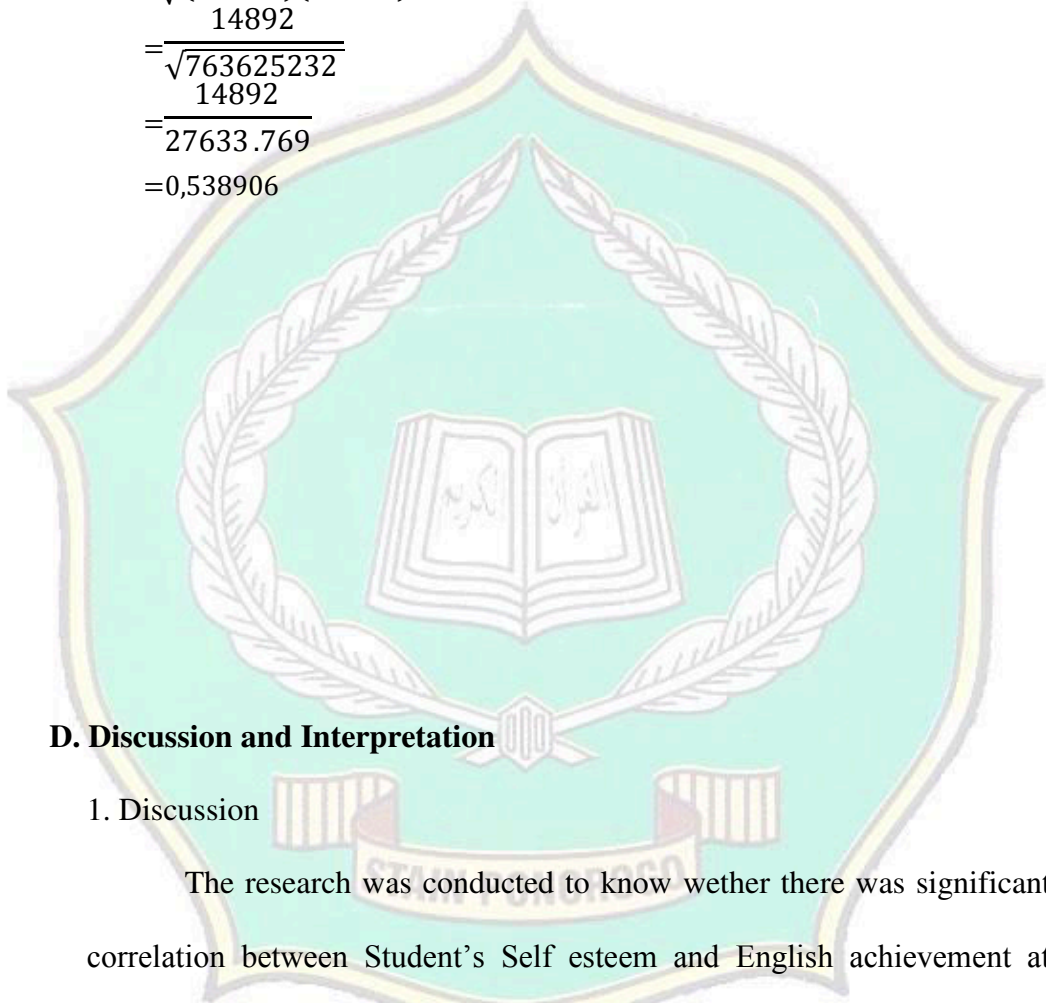
table 4.5

NO	X	Y	XY	X ²	Y ²
1	22	76	1672	484	5776
2	23	77	1771	529	5929
3	29	75	2175	841	5625
4	20	75	1500	400	5625
5	24	75	1800	576	5625
6	24	75	1800	576	5625
7	24	76	1824	576	5776
8	25	77	1925	625	5929
9	25	78	1950	625	6084
10	25	77	1925	625	5929
11	27	78	2106	729	6084
12	27	77	2079	729	5929
13	25	76	1900	625	5776
14	27	75	2025	729	5625
15	26	75	1950	676	5625
16	20	76	1520	400	5776
17	22	78	1716	484	6084
18	24	77	1848	576	5929
19	27	78	2106	729	6084
20	20	75	1500	400	5625
21	26	79	2054	676	6241
22	24	79	1896	576	6241
23	21	76	1596	441	5776
24	28	78	2184	784	6084
25	26	78	2028	676	6084
26	27	78	2106	729	6084
27	28	82	2296	784	6724
28	20	76	1520	400	5776
29	27	80	2160	729	6400
30	30	79	2370	900	6241
31	24	74	1776	576	5476
32	21	75	1575	441	5625
33	24	78	1872	576	6084
34	26	78	2028	676	6084
35	23	76	1748	529	5776

36	26	79	2054	676	6241
37	22	75	1650	484	5625
38	25	79	1975	625	6241
39	26	74	1924	676	5476
40	24	77	1848	576	5929
41	26	80	2080	676	6400
42	25	75	1875	625	5625
43	32	82	2624	1024	6724
44	23	76	1748	529	5776
45	24	75	1800	576	5625
46	22	79	1738	484	6241
47	21	76	1596	441	5776
48	28	75	2100	784	5625
49	28	80	2240	784	6400
50	26	78	2028	676	6084
51	27	79	2133	729	6241
52	32	80	2560	1024	6400
53	26	75	1950	676	5625
54	24	75	1800	576	5625
55	25	78	1950	625	6084
56	26	79	2054	676	6241
57	24	79	1896	576	6241
58	25	78	1950	625	6084
59	25	77	1925	625	5929
60	24	78	1872	576	6084
61	25	79	1975	625	6241
62	29	76	2204	841	5776
63	27	78	2106	729	6084
64	32	82	2624	1024	6724
65	26	78	2028	676	6084
66	24	76	1824	576	5776
67	32	80	2560	1024	6400
68	24	79	1896	576	6241
69	25	75	1875	625	5625
70	21	76	1596	441	5776
71	24	77	1848	576	5929
72	26	77	2002	676	5929
	1812	5563	140209	46160	430083

Calculation of product moment between self esteem and english achievement:

$$\begin{aligned}
r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}} \\
&= \frac{72.140209 - (1812).(5563)}{\sqrt{(72.46160 - (1812)^2)(72.430083 - (5563)^2)}} \\
&= \frac{88860310 - 88735556}{\sqrt{(3323520 - 3283344)(30965976 - 30946969)}} \\
&= \frac{14892}{14892} \\
&= \sqrt{(40176)(19007)} \\
&= \frac{14892}{14892} \\
&= \frac{\sqrt{763625232}}{14892} \\
&= \frac{27633.769}{14892} \\
&= 0,538906
\end{aligned}$$



D. Discussion and Interpretation

1. Discussion

The research was conducted to know whether there was significant correlation between Student's Self esteem and English achievement at eighth grade of SMPN 5 Ponorogo in academic year 2015/2016 or not. In this research, questionnaire was used to get data about student's Self esteem and documentation was used to get student's English achievement based on the student's report book.

After collecting data, then make data description. It described the result of documentation of student's score of student self esteem and English achievement. Then, it made data analysis. The first data analysis was conducted to answer the first statement of self esteem. From this, it found that score of student's self esteem on questioner at eighth grade of SMPN 5 Ponorogo in academic year 2015/2016 was moderate by scoring 57 students. The second data analysis was conducted to answer the second statement problem. from this, it found that student's score of student's English achievement on second semester examination at eighth grade of SMPN 5 Ponorogo in academic year 2015/2016 was moderate by scoring 62 students.

2. Interpretation

The correlation between student's self esteem and English achievement finding out significant correlation in the amount of 0.538906 more than $r_{table} = 0.232$. So H_0 is refused, there is significant correlation between student's self esteem and English achievement of eighth grade in SMPN 5 Ponorogo in academic year 2015/2016. It means that the increasing of student's self esteem was followed by increasing of student's English achievement. Finally, it could be concluded that student's self esteem was good increasing student's English achievement at SMPN 5 Ponorogo.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of data analysis and discussion, there are some conclusion, they are:

1. The students' self esteem of eighth grade in SMPN 5 Ponorogo in academic year 2015/2016 consisted are follows: (a) There are 7 students (9.72 %) with score >28 categorized into high, (b) There are 57 students (79.16 %) with score 22-28 categorized in moderate, (c) There are 8 students (11.12 %) with score <22 categorized into low
2. The student English achievement of eighth grade at SMPN 5 Ponorogo is moderate. It is gotten from documentation showed student English achievement of eighth grade is moderate that is 62 students (86.11%) with score 75-79, while 8 students (11.12%) with score <79 are high and 2 students (2.77%) with score >75 is low.
3. Based on the analysis of data it can be concluded there is a positive correlation between students' self esteem and English achievement in eighth grade of SMPN 5 Ponorogo in academic year 2015/2016. The significant correlation between student's self esteem and English achievement that is 0.538906, it is higher than of table 0.367 at the level of significant 5%.

B. Recommendation

Based on the researcher above, some suggestions are proposed:

1. For the teacher

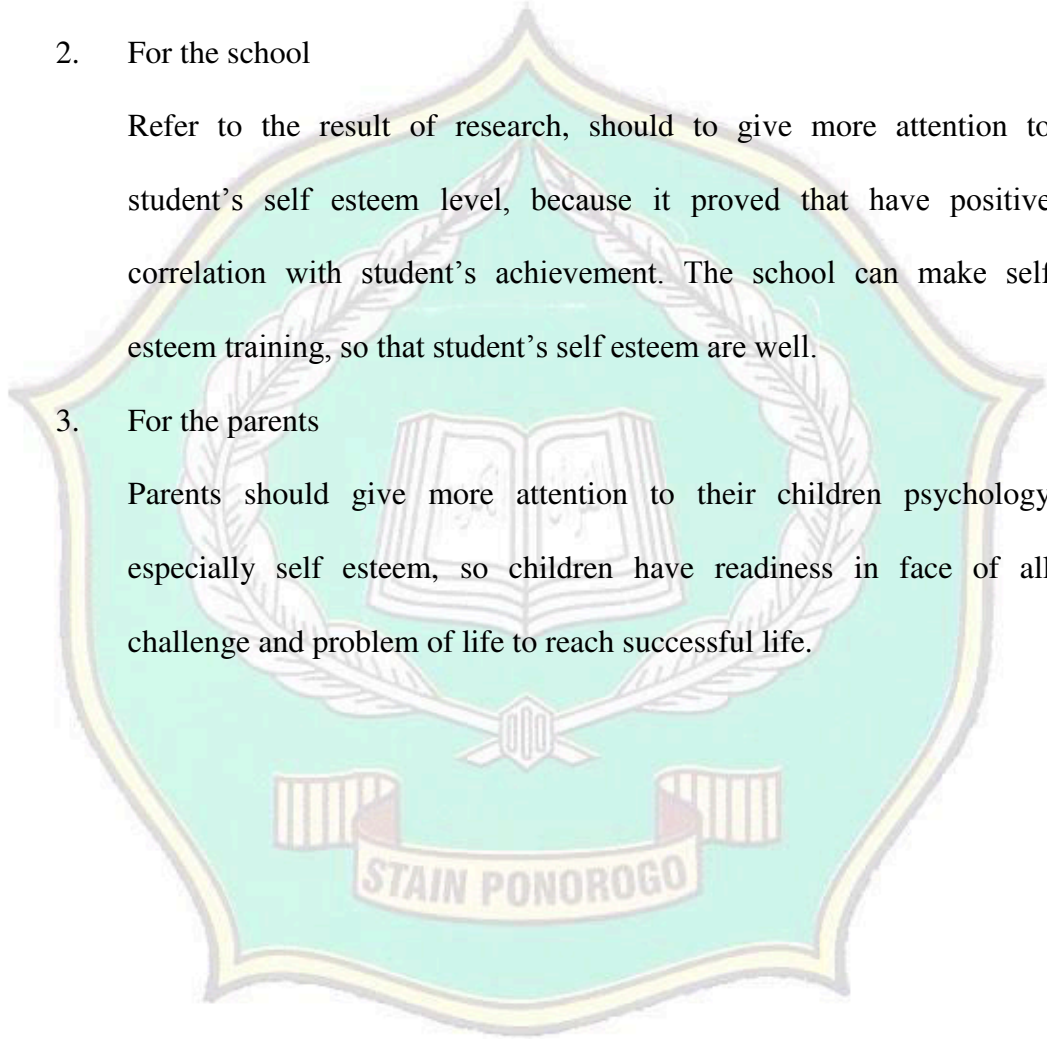
English teacher are suggested to enrich their teaching skill, and taken part in increasing student's self esteem level.

2. For the school

Refer to the result of research, should to give more attention to student's self esteem level, because it proved that have positive correlation with student's achievement. The school can make self esteem training, so that student's self esteem are well.

3. For the parents

Parents should give more attention to their children psychology especially self esteem, so children have readiness in face of all challenge and problem of life to reach successful life.



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