ABSTRACT

Maisaroh, Rizatul. 2016. The Correlation between Self-*Concept and Students' English* Reading Ability to the Seventh Grade Students of SMPN 1 Sambit Ponorogo in Academic Year 2014/2015. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo (STAIN), Ponorogo, Advisor Nurul Khasanah, M.Pd.

Key words: Self-Concept, English Reading Ability

Reading is one of language skills in which the reader receives the information. The students' ability in getting information is different from one and other. There are two factors affecting English reading ability, internal factors and external factors. Self-concept is one of external factors which is important in English reading ability. Therefore, the researcher interests to know the significant correlation between self-concept and students' English reading ability.

This research is quantitative research and finds out the strength of relationship between two variables. The design of this research is correlation study. The study is find the correlation between self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo. The research formulates problem: Do the students who have positive self-concept achieve better than those who have negative self-concept in English reading ability to the Seventh Grade Students of SMPN 1 Sambit Ponorogo in Academic Year 2014/ 2015? The population of this research is 142 of seventh grade students that consist of five classes, they are VII^A, VII^B, VII^C, VII^D, and VII^E and the sample is 28 students. The researcher uses convenience sampling as sampling technique. Then the technique of data collection is questionnaire for self-concept and test for English reading ability. To analyzed data the researcher uses the Product Moment Correlation formula.

After conducting the research, the researcher got the calculation data analysis $r_{x\,y}$ is 0,64 and r_{table} (Product Moment table) in significance 5% (db = 28-2=26) is 0,374. It means that $r_{xy} > r_{table}$, or 0,64>0,374, so Ho is refused / Ha received.
Based on the result above, the researcher can conclude that there is significant correlation between self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is communication tool which is spoken by all people in the world. With language everybody can explore their opinion, feeling, and ideas with other people. The existence of language is very important for us. The fact without language we can not get information from other people, beside that, people also do not join a good correlation with other people in the world. The education in Indonesia, English Language subject taught from elementary school, junior high school and senior high school.

A definition of language, observed by the British cultural critic, Raymond Williams, is always implicitly or explicitly, a definition of human beings in the world. That is because language permeates every aspect of human experience, and creates as well as reflects images of that experience. It is almost impossible to imagine human life without it.[1] Language is the capacity to product sounds that signify certain meanings and to understand or interpret the sounds produced by others.[2]

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[1] B. Kumaravadivelu, Understanding Language Teaching From Method to Postmethod, (London: Lawrence Erlbaum Associates Publishers, 2006), 3.

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

English consists of some skills. People must learn to achieve integrated English skill. In common, they are identified as receptive skill; reading and listening, productive skills; speaking and writing.[3] Listening, along with reading, is a receptive skill. That is, it requires a person to receive and understand incoming information (input).[4] It means when we read a text we must know and understand the content from what we read, not just read the text.

Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. The goal of reading is comprehension.[5] When reader reads a text, he or she understood the text and uses the background knowledge to create a new knowledge. So, the people and other people have different knowledge although read a same text.

Reading is an necessary skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading is required.

Reading can be defined simply as making meaning from print.[6] It means that making our own meaning from print text. Meaning does not rest in extrinsic of text from what we read but, how we combine it with our background

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[3] Neil J. Aderson, *Practical English Language Teaching: Reading* (New York: McGraw Hill Companies, 2008), 2.

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

[5] Ibid., 68.

[6] Neil J. Aderson, *Practical English Language Teaching: Reading* (New York: McGraw Hill Companies, 2008), 2.

knowledge. When we success in combining both background knowledge and text, we will achieve the goal of reading that is comprehension.

Four key elements combine in the process of making meaning from print: the reader, the text, reading strategies, and fluency.[7] Those four elements are the principles combine in the process of making meaning and it will support the result of what we read in our comprehension.

Sometime, the teacher teaching reading in the classroom, she asks all students to read the text. After finish reading the teacher gives question related with the text but some of them give wrong answer. In this case the researcher analyzed this problem caused by two factors: internal and external. Internal factor include students less comprehension in reading text, the vocabulary comprehension, the method of teaching reading and the grammar structure. Besides that, external factors such as anxiety, self-concept, and self-confidence.

The self-concept is all forms of belief, feeling, and judgment of individuals believed about him and influenced the process of social interaction with their surroundings. The self-concept also influences academic achievement. The self-concept has correlation with motivation. Students with high self-concept will tend to motivate to achieve goals. Students with less self-concept will tend to lose motivation and interest, which in turn impact the academic achievement.[8]

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[7] Ibid., 2.
[8] Prabawati, "Hubungan Konsep diri dengan Prestasi Akademik pada Mahasiswa Keperawatan," Jurnal Nursing Studies, 1 (2012), 149.

When people have a dream and they want achieve it they must keep the mind in positive perception. They must do with true effort, beside that themselves must have concept that they can achieve it. Certainly with true effort and self positive perception make people achieve the goal and dream.

Wylie in Persad asserted that "self-concept refers to the individual's perceptions and feelings toward himself and plays a central role in relation to mental health and to the achievement of psychological maturity".[9]

The weakness of self-concept and less of motivation make us fail to reach our achievement. Because how we show ourselves and what we feel about ourselves will determine what we can achieve in our life. Our action, behavior and reaction in accordance with self-concept is formed in our mind. If we look or think at ourselves are weak, ugly and nothing, we will get a life like that. Many people often feel inferiority, worthless and useless finally, they unable to get progress from experience that they have done and continue to be limit in the wrong self-concept.

Self-concept refers to a student's perceptions of competence or adequacy in academic and nonacademic (e.g., social, behavioral,, and athletic) domains and is best represented by a profile of self-perceptions across domains.[10] It means that

[9] Schrine Persad, "Relationship of Classroom Environment, Teacher and Student Satisfaction, and Student Self-Concept," (Thesis, Wilfrid Laurier University, Canada, 1980), 10.

[10] Maureen A. Manning, "Self-Concept and Self-Esteem in Adolescence*," Student Service* (February, 2007), 11.

self-concept influences people's academic and nonacademic domain, relate with their perception of its. What they think in mind will become same in real life.

Based on explanation above, the researcher intends to know whether there is correlation between self-concept and reading ability. Therefore, the writer conducts the research under the title: The Correlation between Self-Concept and Students' English Reading Ability to the Seventh Grade Students of SMPN 1 Sambit Ponorogo in Academic Year 2014/2015.

B. Limitation of the Study

The study is focused on the The Correlation between Self-Concept and Students' English Reading Ability to the Seventh Grade Students of SMPN 1 Sambit Ponorogo in Academic Year 2014/2015.

C. Statement of the Problem

Based on the background of the study above, the statement of the problem as follows:

Do the students who have positive self-concept achieve better than those who have negative self-concept in English reading ability to the Seventh Grade Students of SMPN 1 Sambit Ponorogo in Academic Year 2014/ 2015?

D. Objective of the Study

Regarding to the problem statement, objective of the study is formulated into:

To find the correlation between self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo in Academic Year 2014/2015.

E. Significances of the Study

1. Theoretical significance

   The result of this research can add knowledge especially about the contribution to education in improving self-concept in teaching English, especially in teaching reading.

2. Practical significance

   a. Teacher

      Become an input for teachers especially in SMPN 1 Sambit Ponorogo, particularly English teacher in understanding psychological factors, such as self-concept that influences learners in English reading ability.

   b. Students

      Motivate the students of SMPN 1 Sambit Ponorogo in improving their self-concept and their reading ability.

c. Reader

This study is expected to give contribution for readers, particularly the students of STAIN Ponorogo in enriching references concerned with correlation students' self-concept and reading ability.

d. Researcher

This research is expected able to be reference in arranging thesis to the next researcher and can be used to increase their knowledge and process learning

F. **Organization of the Thesis**

To make easy in arranging thesis, in this section will explain about the organization of the thesis. There are five chapters, they are:

CHAPTER I   : Introduction

This chapter consists of background of the study, limitation of the study, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

CHAPTER II   : Review of related literatures

This chapter consists of theoretical background, previous study, theoretical framework, and hypothesis.

CHAPTER III   : Research Methodology

This chapter consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

CHAPTER IV   : Research Finding

This chapter consists of research location, data description, data analysis, and discussion.

CHAPTER V   : Closing

This chapter consists of conclusion and recommendation.
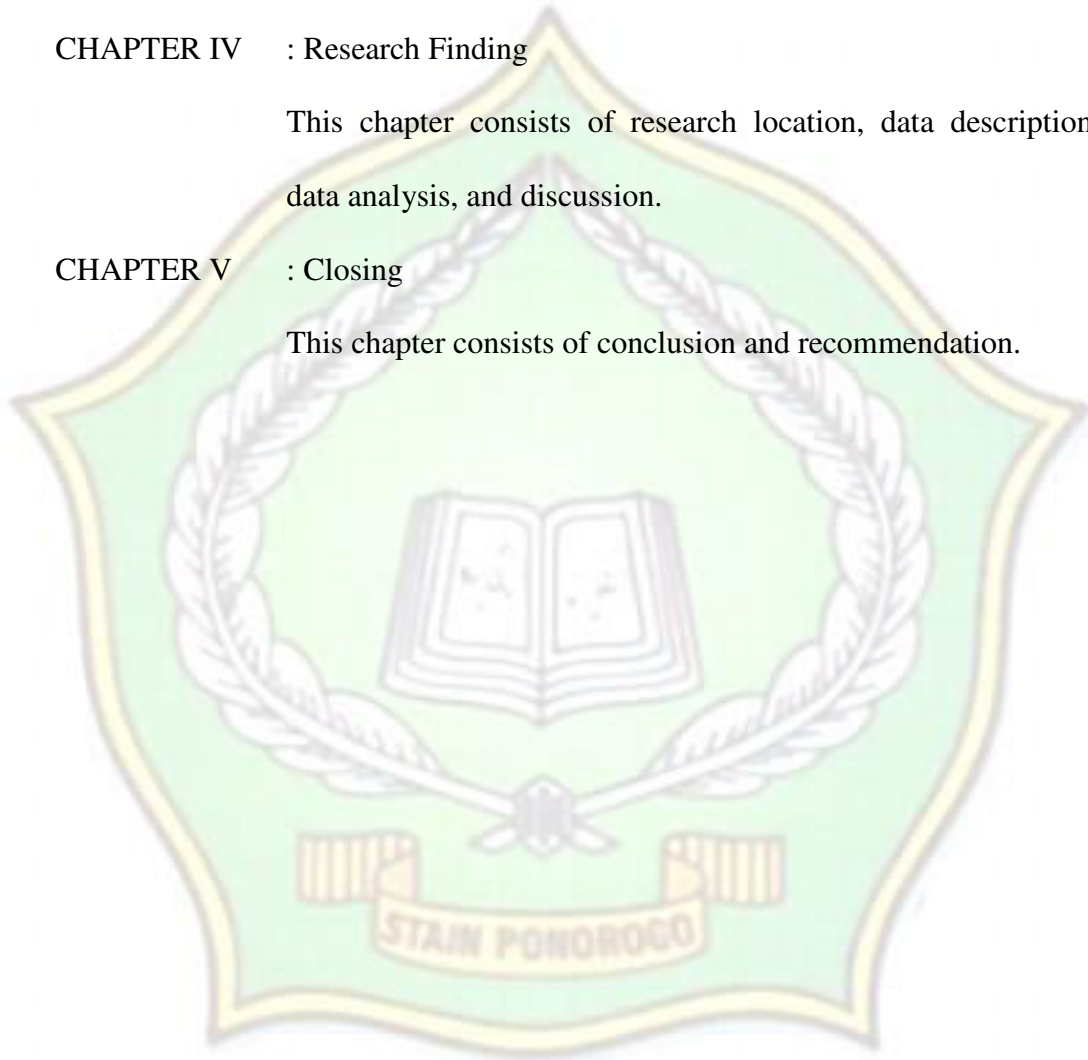
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Self Concept

a. Definition of Self-Concept

Self-Concept has been defined by many authors in a variety of ways. However, they have all agreed on one aspect: the crucial role of self-concept in relation to the personal, social and intellectual growth and development of a person.

Rogers assigned the self-concept a central place in his personality theory and suggested that self-concept is a major factor influencing behavior.[11]

The self-concept is the view of someone about herself, what he knows and feels about his behavior, thought and feeling, and how his behavior influences others.[12]

The self-concept is the individual's personal construction of himself, which has developed in response to significant others. As parents, carers and teachers praise or blame, show warmth or repress and criticize,

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[11] Schrine Persad, "Relationship of Classroom Environment, Teacher and Student Satisfaction, and Student Self-Concept," (Thesis, Wilfrid Laurier University, Canada, 1980), 10.

[12] H. Djaali, Psikologi, Pendidikan (Jakarta: Bumi Aksara, 2011), 130.

the child begins to believe these evaluative messages and to accept them as an integral part of himself.[13]

b. **The Kinds of Self-Concept**

According to Shavelson, Hubner and Stanton generally the self concept divided into four kinds, they are:

1) Academic self-concept, it consists of self-concept in English language ability.

2) Social self-concept, it consists of peers and significant others.

3) Emotional self-concept

4) Physical self-concept, it consists of physical ability, and appearance.[14]

c. **The Characteristic of Positive and Negative Self-Concept**

Success of interpersonal communication mostly depend on the quality of your self-concept; positive or negative. According to William D. Brooks and Philip Emmert in their book by title Interpersonal Communication, people who has positive self-concept characterized by:

1) He was convinced his ability to solve the problem

2) He feels be equivalent with others.

3) He receives an accolade without feel shy

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[13] Valerie Simanowitz and Peter Pearce, Personality Development (London: Open University Press, 2003),52.

[14] Tarmidi, "Pengaruh Mentoring Agama Islam Terhadap Perubahan Konsep Diri Mahasiswa Muslim Universitas Sumatera Utara", (Thesis, Sumatera Utara University, Sumatera Utara, 2013), 19-20.

4) He realizes, that each person have any senses, wishes, and behavior which not all received by society.

5) He is capable to repair himself because he can express the aspect of bad personality and try to change it.

The other way, they are four characteristic of people who have negative self-concept, they are:

1) He sensitive to criticism. This people is not resistance of criticism that he received, and irritability or easy to be angry.

2) A person who has negative self-concept is responsive in accolade. They will enjoy with accolade, otherwise he often complain, blemish, or disparage anything and anyone. They unable to express appreciation for excess of others. This is the third characteristic hypercriticism.

3) A person who has negative self-concept inclined to feel not loved others. He feels overlooked. Because of that he responded to other people as an enemy, so that it cannot be intimate friendship.

4) A person who has negative self-concept, be pessimistic toward competition as given in reluctance to compete with others in makes the achievement.[15]

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[15] Jalaluddin Rakhmat, Psikologi Komunikasi (Bandung: Remadja Karya, 1986), 131-132.

d. Factors Affecting Self-Concept

1) Self Appraisal – Viewing Self as an Object

It shows a view that ourselves as object in communication or our impression against ourselves.

2) Reaction and Response of Others

The concept of self influenced by reaction and response others about ourselves, such as in various topic social problems. According to Brooks "Self-concept is the direct result of how significant others react to the individual".

3) Roles You Play – Role Taking

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.

4) Reference Groups

What is meant by reference groups or group referral is the group that we become members in it. If this group we most value, in that they can evaluate and reacts to us, this will be the power to determine the concept of ourselves. In this relationship, according to WilliamBrooks "Research shows, that how we evaluate ourselves is in part a function of how we are evaluate y reference groups".[16]

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[16] Alex Sobur, Psikologi Umum (Bandung: Pustaka Setia, 2003), 517-521.

2. **Reading**

a. **Definition of Reading**

The simple definition of reading according to Paul Witty is "Your eyes and your brain were working together in mental process that is called reading".[17] Caroline T. Lines said that "reading is a set of skills that involves making sense and deriving meaning from the printed word".[18] According to David Nunan, "Reading is A process of readers combining information from a text and their own background knowledge to build meaning".[19]

Reading process in a second language are similar to those acquired in the first language in that they call for knowledge of sound/ symbol relationships, syntax; grammar and semantics to predict and confirm meaning.[20]

Based on definition above, the researcher concludes that the reading is a process to get the message and information from text. During reading process the reader combining his background knowledge and information from text to get new information.

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[17] Paul Witty, How to Become a Better Reader (America: 1953), 30.

[18] Caroline T. Linse, Practical English Language Testing: Young Learners (America: McGraw-Hill, 2005), 69.

[19] David Nunan, Practical English Language Teaching: Reading (America: McGraw-Hill, 2008), 2-3.

[20] J. Michael O'malley, Lorraine Valdes Pierce, Authentic Assessment for English Language Learners (USA: Addison-Wesley Publishing Company, 1996), 94.

b. **Reading Ability**

Ability means skill or power.[21] Everyone has power and between one and other has different power capacity.

Taken from Sederet online translator, ability is:

1. The quality of being able to perform; a quality that permits or facilitates achievement or accomplishment.

2. Possession of the qualities (especially mental qualities) required to do something or get something done.

The quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency or strength, skill, resources, etc: -in the plural, faculty, talent.[22]

Reading ability means someone's ability to communicate or make sense of written or printed symbol and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself.[23]

Reading ability includes lower and higher level processes. The lower-level processes refer to such cognitive components as ability to visually percept letters and symbols and to decode them, differentiate sounds and

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[21] Victoria Bull, *Oxford Learner's Pocket Dictionary* (United Kingdom: Oxford University Press, 2008), 1.

[22] http://www.sederet.com/translate.php. Accessed on 13 January 2016.

[23] Nur Hikmah Laila, "Improving Students' Reading Ability by Using Printed Mass Media", (Thesis, Sebelas Maret University, Surakarta, 2009), 8.

integrate them into words, while higher-level processes consist of ability to comprehend, memorize and integrate information accurately, creating a deeper understanding and causality about the given text.[24]

c. Kinds of Reading

Pugh Lunzer and Gardner in Tricia Hedge Proposed Various kinds of reading. They are:

1) Receptive reading is undertaken, for example, when a reader wants to enjoy a short story, follow a line of argument in a newspaper editional, or understand the meaning stages in a textbook description or manufacturing process.

2) Reflective reading involves episodes of reading the text and then pausing to reflect and read, for example, when a reader wants to check whether a new line of argument in a political text is consistent with opinions expressed earlier in the same article or not.

3) Skim reading is used to get a global impression of the content area. An example would be previewing a long magazine article by reading rapidly, skipping large chunks of information. And focus on heading and first line of paragraph.

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[24] M. Orlovska, K. Bluss, and M. Rascevska, "The Relationship between Children's Reading Ability, Verbal and Fluid Intelligence and measurements of Eye Movements during Reading," (University of Latvia, Latvia, 2014), 1.

4) Scanning involves searching rapidly through a text to find a specific point of information, for example, the relevant times on a timetable, items in a directory, or key points in an academic text.

5) Intensive reading involves looking carefully at a text, as a student of a literature would look at a poem to appreciate the choice of words.[25]

d. Models of Reading

1) Bottom-up

Models consist of lower-level reading process. Students start with the fundamental basics of letter and sound recognition, which in turn allows them to move up to morpheme recognition followed by word recognition, building up to the definition of grammatical structures, sentences, and longer texts. Understanding letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension. With the bottom up model, students star from the bottom (letters and sounds) to get the top

2) Top-down

Top-down reading, on the other hand, begins with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made.

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[25] Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2000), 195.

Grabe and Stoller point out that in a top-down model of reading, comprehension is directed by the reader's goals and expectations. A reading passage can thus be understood even if not all of the individual words are understood. Within a top-down approach to reading, the teacher focus on meaning-generating activities rather than on mastery of the bottom-up skills of letter, sound, and word recognition.

3) Interactive approach

This approach is accepted as the most comprehensive description of the reading process. This third type combines elements of both bottom-up and top-down approach. The best readers in any language are those who combine elements of both. The reader combines elements of both bottom-up and top-down models of reading to reach comprehension.[26]

e. **The skills of Reading**

The skills which have to be mastered by the students in order to be able to master in English reading test are:

1) Skill of understanding the topic sentence in each beginning of the paragraph.

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[26] Neil J. Aderson, Practical English Language Teaching Reading (America: McGraw Hill, 2008), 5-7.

2) Skill of understanding the mean of the word (vocabularies) by understanding word formation (roots, affixations, derivations, and compounding).

3) Skill of arranging the unsure of the text and understanding the relation in each part especially elements of sentences structure, negation fronting, theme and complex embedding.

4) Skill of perceiving temporal and spatial relationship and sequences of idea.

5) Skill of understanding a conceptual meaning especially quantity and amount, definiteness and indefiniteness, comparison degree, instruments, cause, result, purpose, reason, condition, addition, contrast and concessions.[27]

f. **Purposes of Reading**

One of the purposes of reading is to get some information and knowledge. Rivers and Temperly explain the purposes of reading suitable with text selection might well include the following:[28]

1) To get information, such as travel brochures, train timetables, bus schedules, notices, public signs, directories, catalogues, information leaflets, regulations, weather forecasts.

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[27] J. B Heaton, Writing English Language Test (New York: Longman Group, 1998), 105.

[28] Tricia Hedge, Teaching and Learning in Language Classroom (New York: Oxford University Press, 2003), 206.

2) To respond to curiosity about a topic, such as magazine articles, newspaper, editorials, advertisements, guidelines, specialist brochures.

3) To follow instructions, such as maps, route planners, recipes, assembly instructions, instructions for use, guides, manuals.

4) For pleasure and enjoyment, such as poems, short stories, plays, reviews, lampoons, skits, cartoons.

5) To keep in touch, such as postcards, notes, invitations, letters, condolences, memos, messages.

6) To know what is happening in the world, such as news articles, news in brief, TV Ceefax, faxes, news reviews.

7) To find out when and where, such as announcements, programmes, tour guides.

3. **The Correlation between Self-Concept and Students' English Reading Ability**

Baumeister in Manning asserts that self-concept is frequently positively correlated with academic performance, but it appears to be a consequence rather than a cause of high achievement.[29] Beside that Vaughn et al. in Kevin assert that self-concept as a construct has had a long history within psychology and education because it provides a gauge to determine

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[29] Maureen A. Manning, Self-Concept and Self-Esteem in Adolescents: Instead of Purchasing Programs to Enhance Self-Esteem, Principals should Focus on Helping Students Develop Their Strengths in a Supportive Environment Article, 2007, 12.

the effects of academic and social functioning on the emotional well-being of the individual.[30]

Mueller in Persad defined self-concept as a system of attitudes, feeling and perceptions that the individual has about himself. He suggested that the individual's self is the centre of his entire thinking-feeling world, and all his actions spring from his perception of self and world.[31]

From the theory above, the writer assumed that there is correlation between self-concept and students' English reading ability.

B. Previous Research Finding

The research planning comes from the previous research finding. This research was presented by Desy Alfiyanti Rachmah (210907009) by title The Correlation Between Self-Concept and Students' English Speaking Ability in SMAN 1 Dolopo Madiun. The research focused on self-concept toward student' English speaking ability of tenth grade students of SMAN 1 Dolopo Madiun.

According to her research, she concluded that there was significant correlation between self-concept and students' English speaking ability in SMAN 1 Dolopo Madiun. In this research the writer found that the average score of self-concept score was enough, 21 students or 65,625% with score between 79-81.

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[30] Kevin McGraw, A Model of Academic Competence & Motivation, topic: Academic self-concept, Article, 2008.

[31] Schrine Persad, "Relationship of Classroom Environment, Teacher and Student Satisfaction, and Student Self-Concept," (Thesis, Wilfrid Laurier University, Canada, 1980), 9-10

The English speaking ability score was less, 13 students or 40,625% with score between 60 and rxy > r table. Based on the score above. There is significant correlation between students' self-concept and students' English speaking ability to the tenth grade students of SMAN 1 Dolopo Madiun.

Besides that, other previous research finding was presented by Siti Nurcholipah (21091043) by title The Correlation Between Self Confidence and English Reading Skill in SMAN 1 Badegan.

The researcher founds that from the 24 students the average score of students' confidence was 15 students or 62.50% with score between 6.0 – 7.3 included enough or moderate categorization. Also English reading skill score was 18 students or 75% with score between 6.0 – 7.3 included enough or moderate categorization. Finally, with the degree of freedom of N-2 = 22. It has been got the empirical number 0.520 in which for standard significance 5% rt is 0.40 and 1% rt was 0.515. it mean that rxy > r table or 0.404< 0.520 >0.515. So, the researcher can concludes that there is significant correlation between self confidence and English reading skill to the tenth grade students of SMAN 1 Badegan.

Different with this thesis, in this research the researcher assumes that there is correlation between self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015.

C. Theoretical Framework

This section describes two variables: self-concept and English reading ability. The first variable is self-concept followed by its definition of self-concept and its element. And the second is English reading ability is followed by definition of reading and its element.

From the two variables above, we can conclude the theoretical framework as follow:

1. If the students have little of self-concept, the students' English reading ability is low.

2. If the students have much of self-concept, the students' English reading ability is high.

D. Hypothesis

1. Null Hypothesis

There is no significant correlation between self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015.

2. Alternative Hypothesis (Ha)

There is a significant correlation between self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015.

CHAPTER III

RESEARCH METHODOLOGY

A. **Research Design**

This research applies quantitative approach in correlational research. Correlational research is non-experimental research that employs data derived from pre-existing variables. It is almost similar to Ex post facto research, their differences are collection research assesses the relationships among two or more variables in single group, whereas ex post facto selected variables are used to make comparisons between two or more variables in existing groups. Besides that, ex post facto research investigates possible cause and effect relationships of variables, but correlation research finds out the strength of relationship between variables.[32]

This research promotes a hypothesis "There is correlation between self-concept and students' English reading ability or not to the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015". The hypothesis offers two variables; x variable and y variable. X variable is identified as the self-concept and Y variable is identified as the students' English reading ability. The self-concept is measured through questionnaire and reading ability is measured through test. The result of questionnaire and test are used to know whether there

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[32] Donald Ary, Lucy Cheser Jacob, Chris Sorensen, Asghar Razavieh, Introduction to Research in Education Eight Edition (Canada: Wadsworth Cengage Learning, 2010), 349-350.

is a correlation between the self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo in Academic Year 20014/2015.

B. Population and Sample

1. Population

A population is defined as all members of any well-defined class of people, events, or objects.[33] According to Borg, W.R, Gall, M.D population in educational research usually is defined as all the members of a real or hypothetical set of people, events, or object to the educational researches wish to generalize the results of the research.[34]

The population in this research is the entire seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015, they are VII A consist of 30 students, VII B consist of 28 students, VII C consist of 28 students, VII D consist of 28 students, and VII E consist of 28 students, the total populations are 142 students.

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[33] Ibid., 148.
[34] Mohammad Adnan Latief, Research Methods on Language Learning An Introduction (Malang: UM Press, 2013), 181.

2. **Sample**

Sample is some people of the population research that has been chosen to take part in the survey.[35] Certainly, the total people of sample are less than population. Sample makes researcher easier in observe the people.

Two major types of sampling procedures are available to researchers: probability and nonprobability sampling. Probability sampling involves sample selection in which the elements are drawn by chance procedures. The main characteristic of probability sampling is that every member or element of the population has a known probability of being chosen in the sample. Nonprobability sampling includes methods of selection in which elements are not chosen by chance procedures. Its success depends on the knowledge, expertise, and judgment of the researcher. Non probability sampling is used when the application of probability sampling is not feasible. Its advantages are convenience and economy.[36]

The technique of this research is convenience sampling, it is a kind of nonprobability sampling. Convenience sampling is the technique to determine based on chance, a member of population that being interviewed by the researcher and willing to become respondent.[37] The principle of convenience

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[35] Michael H. Walizer and Paul L. Wienir, Metode dan Analisis Penelitian: Mencari Hubungan, terj. Arief Sukadi Sadiman (Jakarta: Erlangga, 1993), 258.

[36] Donald Ary, Lucy Cheser Jacob, Chris Sorensen, Asghar Razavieh, Introduction to Research in Education Eight Edition (Canada: Wadsworth Cengage Learning, 2010), 149-150.

[37] Etta Mamang Sangadji and Sopiah, Metodologi Penelitian: Pendekatan Praktis dalam Penelitian (Yogyakarta: CV. Andi Offset, 2010), 187.

sampling is get any manner that is convenience.[38] The purpose of convenience sampling is save time, money, and effort, but at the expense of information and credibility.[39] In this research the researcher uses convenience sampling where the researcher took 28 students of VII E classes as sample, that consist of 13 males and 15 females.

C. **Instrument of Data Collection**

Instrument is a measurement tool that used to obtain the quantitative information about the variation of the variables characteristic objectively. The instrument has a very important role in quantitative research because of the quality of the data obtained strongly influenced by instrument quality used.[40]

In the quantitative research, the instrument of data collection or the research instrument is agreed with the instrument validity and reliability.[41]

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[38] W. Lawrence Neuman, Social Research Methods: Qualitative and Quantitative Approaches Fourth Edition (Boston: Pearson Education Inc., 2004), 196.

[39] John W. Creswell, Qualitative Inquiry & Research Design: Choosing Among Five Approaches (California: Sage Publications, Inc., 2007), 127.

[40] Ibnu Hadiar, Dasar-Dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan (Jakarta: Raja Grafindo Persada, 1996), 160.

[41] Donald Ary, Lucy Cheser Jacob, Chris Sorensen, Asghar Razavieh, Introduction to Research in Education Eight Edition (Canada: Wadsworth Cengage Learning, 2010), 225.

Table 3.1
The Indicators of Instruments

Title of research	Variable	Indicator	Technique	No. Item of Instrument
The Correlation between Self-Concept and Students' English Reading Ability to the Seventh Grade Students of SMPN 1 Sambit Ponorogo in Academic Year 2014/2015	Independent Variable: Self-Concept	- Academic Self-Concept - Social Self-Concept - Emotional Self-Concept - Physical Self-Concept	Questionnaire	Section 1: Multiple choice, consist of 20 questions, each question have point 1, 2, 3, 4, and 5
	Dependent Variable: English reading ability	Understanding the story, subject verb agreement, and meaning	Test	Reading test by using multiple choices, it consist of 20 questions.

1. **Validity**

Validity test used where the analysis of the item, by correlating score of each item with a total score which is the sum of each score point.[42]

Validity is an important key to effective research. According to Karl Pearson,

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[42] Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitayif dan R & D (Bandung: Alfabeta, 2009), 187.

validity is the correlation product moment technique.[43] The formulation is

follow:

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

Notes:

r_{xy} : the correlation coefficient between X variable and Y variable

$\sum xy$: the total number of multiplication score of X

X   : variable (students' self-concept)

Y   : variable (students' reading ability)

$\sum x$: the total number of X variable score

$\sum y$: the total number of Y variable score

$\sum x^2$: the total number of square score of X variable

$\sum y^2$: the total number of square score of Y variable.

The steps of data analysis applied in this research are:

a. Determining $\sum x, \sum y, \sum xy, \sum x^2, \sum y^2$

b. Computing by applying the formula of product moment
    correlation.

c. Determining of significant standard 5% or 1%.

The test of validity of the instrument, the researchers took a sample of

30 respondents using 20 item instruments about self-concept and 20 item

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[43] Retno Widyaningrum, Statisik Edisi Revisi, (Ponorogo: STAIN Ponorogo Press, 2009),
105.

instruments of reading ability. The result of data validity could be seen as

table bellow

Table 3.2
The calculation result of data validity, as follow:

Variable	No. Instrument	Calculated	r table	Explanation
X variable: Students' self-Concept	1	0,595	0,361	Valid
	2	0,314	0,361	Invalid
	3	0,540	0,361	Valid
	4	0,551	0,361	Valid
	5	0,405	0,361	Valid
	6	0,316	0,361	Invalid
	7	0,451	0,361	Valid
	8	0,760	0,361	Valid
	9	0,563	0,361	Valid
	10	0,731	0,361	Valid
	11	0,396	0,361	Valid
	12	0,611	0,361	Valid
	13	0,226	0,361	Invalid
	14	0,792	0,361	Valid
	15	0,651	0,361	Valid
	16	0,456	0,361	Valid
	17	0,116	0,361	Invalid
	18	0,394	0,361	Valid
	19	0,479	0,361	Valid
	20	0,670	0,361	Valid
Y Variable: Students' English Reading Ability	1	0,378	0,361	Valid
	2	0,095	0,361	Invalid
	3	0	0,361	Invalid
	4	0,469	0,361	Valid
	5	0,535	0,361	Valid
	6	0,796	0,361	Valid
	7	0,356	0,376	Valid
	8	0,430	0,361	Valid
	9	0,487	0,361	Valid

	10	0,404	0,361	Valid
	11	0,270	0,361	Invalid
	12	0,418	0,361	Valid
	13	0,01	0,361	Invalid
	14	0,667	0,361	Valid
	15	0,435	0,361	Valid
	16	0,382	0,361	Valid
	17	0,469	0,361	Valid
	18	0,469	0,361	Valid
	19	0,454	0,361	Valid
	20	0,383	0,361	Valid

From the result can be concluded that the valid instrument of self-concept are 16, reading test are 16 items and invalid instruments of self-concept are 4 items, reading test are 4 items. Based on validity analysis above, the researcher can reduce the item based on the necessary of each items. The items of instruments become 15 items.

2. Reliability

Reliability means dependability or consistency. It suggests that the same thing is repeated or occurs under the identical or very similar conditions.[44]

To determine the reliability of instrument in this research the researcher uses the Spearman-Brown formula that is split-half method. In this technique, the researcher has some steps; that is making table of analysis

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[44] W. Lawrence Neuman, Social Research Methods: Qualitative and Quantitative Approaches Fourth Edition (Boston: Pearson Education Inc., 2004), 164.

items. From this analysis, scores are grouped into two parts based on two split-half. There are odd and even and initial and end.[45]

In this technique, the researcher has the steps to measure the reliability, they are:

a. Make a table of item analysis of all items.

b. Make the correlation table of odd even split.

c. Applying the data to the formula of product moment correlation.

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

d. Apply the result to the Spearman-Brown formula

$$r_i = \frac{2r^{1/2}{}^{1/2}}{1 + r^{1/2}{}^{1/2}}$$

r_i = Instrument reliability

$r_{1/2}{}^{1/2} = r_{xy}$ as the index of correlation between split-half.

e. Consult the correlation result (r_i) to the "r" table of product moment after find out the degrees of freedom (df). The formula is:

df = N-nr

df = degrees of freedom

N = number of case

Nr= number of variable

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[45] Suharsimi Arikunto, Prosedur Penelitian: Suatu Pendekatan Praktik (Jakarta: Rineka Cipta, 2006), 180.

If the correlation is positive when r_i>rt so the instrument is reliable. And if r_{xy}<rt so the instrument is not reliable. From each instrument in this research, the number of item is N = 30, so df = (30-2) = 28. In the significant standard 5% is r_t= 0,361 and 1% is r_t= 0,463. The result of students' reading ability is 0,782. It can be concluded that 0,782 > 0,361 and 0,782 > 0,463. So this test is reliable. The result of students' self-concept is 0,773. It can be concluded that 0,773 > 0,361 and 0,773 > 0,463. So this questionnaire is reliable.

D. Technique of Data Collection

To get the data it is very important to choose the best technique. To collect the data a research need instrument. There are some instrument used to collect data, there are:

1. Questionnaire

Questionnaire is a set of categories or numeric values assigned to individuals, objects, or behaviors for the purpose of measuring of variables.[46] In this research questionnaire was used to collect data about self-concept to the seventh grade students of SMPN 1 Sambit Ponorogo.

There are several types scale that can be applied in the research, one of the scale is Likert scale that used in this research.

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[46] Donald Ary, Lucy Cheser Jacob, Chris Sorensen, Asghar Razavieh, Introduction to Research in Education Eight Edition (Canada: Wadsworth Cengage Learning, 2010), 209.

This scale asses attitude or manner which is want by researcher with proposed several questions to respondents. Then respondent were asked to provide a choice or response in scale measuring that has been provided, for example totally agree, agree, disagree, strongly disagree.[47]

The various agree-disagree responses are assigned a numeric value, and the total scale score is found by summing the numeric responses given to each item.[48] The students have to choose the alternative answer based on their opinion.

Table. 3.3
Rating Scale of Questionnaire

Answer	Favorable	
	Positive	Negative
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

This questionnaire is conducted to know the students' self-concept in learning reading, the researcher adapted this concept changes some items to specify the statement into English reading. The questionnaire is delivered in Indonesian to make students easy to understand it. The total number of questionnaire is 15 items. The maximal score of questionnaire is 100. The

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[47] Sukardi, Metodologi Penelitian Pendidikan: Kompetensi dan Prakteknya (Jakarta: PT. Bumi Aksara, 2003), 146.

[48] Donald Ary, Lucy Cheser Jacob, Chris Sorensen, Asghar Razavieh, Introduction to Research in Education Eight Edition (Canada: Wadsworth Cengage Learning, 2010), 209.

maximal score of each item number is 5. The total score of questionnaire is 75.

From the explanation above can be accumulated that the total score of questionnaire: 5 x 15 = 75

To reach 100 score the researcher used this accumulation:

The score of students = (The getting score – 25) x 2

2. **Test**

In teaching activity, test has been considered as important instrument. It is used to measure the students' achievement. Test is rank of question or exercise or other instrument which measure of skill, knowledge, intelligence, ability or aptitude which possession by individual or group.[49] Thus, test is used to measure skill or abilities of the observed objects. The English reading ability of the students can be seen their scores.

In this research, test is applied to measure the students' English reading ability at the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015. The test is formed in multiple choices and it consists of 15 items. The maximal score of test is 100. The score of each item number is 1 for correct answer and 0 for wrong answer. The total score of test is 15.

From the explanation above can be accumulated that the total score of test: 1 x 15 = 15

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[49] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Proses Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006), 198.

To reach 100 score the researcher used this accumulation:

The score of students = (The getting score + 5) x 5

3. Documentation

Documentation provides the researcher with information that is used to support the available data. Documentation is a way of getting information or data through notes, transcripts, books, newspapers, magazines, agenda, etc.[50] It means documentation is used to collect data through printed materials.

In this research documentation is used to find the data of SMPN 1 Sambit Ponorogo in academic year 2014/2015 that has been selected as population.

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E. Technique of Data Analysis

In this research the researcher uses quantitative research design. It uses the measuring of analysis. Many ways that used to analysis the quantitative researches. In this research are used two techniques to analyze data which it used

The data that have been collected by using research instrument to be analyzed. Dealing research construction, there is correlation between variable X and variable Y. thus, to identify there is significant correlation between self-concept and student English reading ability in academic year 2014/2015.

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[50] Ibid.,198.

Before analyze data identify hypothesis, the data have to fulfill the requirement test that are normality and homogeneity.

1. Normality test

Normality test used to identify the data is normal or not. In this research, the researcher used Kolmogorov-smirnov formula, the theory is very familiar and can avoid some mistakes. The steps of analyzing normality test as follows:

a. Formulated hypothesis

Ha : the data was not normality distributed

Ho : the data was normality distributed

b. Calculate the average (mean) to create a table

$$Mx = \frac{\sum fx}{N}$$

$$SDx : i\sqrt{\frac{\sum fx2}{N} - \left[\frac{\sum fx}{N}\right]2}$$

c. Calculating the value of fkb

d. Calculated each frequency divided by the number of data (f/n)

e. Fkb calculating each divided by the number of data (fkb/n)

f. Calculated the value of Z by the formula X is the original value of data and μ is the population mean can be estimated using the average of the sample or the mean while σ was the standard deviation of the sample

values. Z values would be calculated each value after sorted smallest to largest. $Z = \frac{X-\mu}{\sigma}$

g. Calculate $P \leq Z$

h. For a_2 values obtained from the difference between columns 5 and 7 (fkb/n and $P \leq Z$)

i. For a_1 values obtained from the difference between columns 4 and 8 (f/n and a_2)

j. Comparing the highest number a_1 with Kolmogorov-Smirnov table

k. Test the hypothesis

l. If a1 maksimum < kolmogorov smirnov table, receive Ho and data is normal distribution.[51]

2. Homogeneity Test

Homogenity test is the variance ratio test between two group or more.[52] This can be tested by Harley test.

$$F\,(max)_{count} = \frac{Var\ max}{Var\ min} = \frac{SD^2_{max}}{SD^2_{min}}$$

The steps of analyzing homogeneity test as follows:

a. Make a frequency distribution table

[51] Retno Widyaningrum, Statistika (Yoyakarta: Pustaka Felicha, 2011), 204-207.
[52] Ibid., 214.

b. Calculated SD formula

$$SD_x = \sqrt{\frac{\Sigma fx^2}{N_x} - \left(\frac{\Sigma fx}{N_x}\right)^2} \qquad SD_y = \sqrt{\frac{\Sigma fy^2}{N_y} - \left(\frac{\Sigma fy}{N_y}\right)^2}$$

c. Using the Harley formula:

$$F\,(max)_{count} = \frac{Var\ max}{Var\ min} = \frac{SD_{max}^2}{SD_{min}^2}$$

d. Comparing F (max) results calculated with F (max) table, with db = (n-1 ; k).

3. Correlation Product Moment

When the relationships between variables are being described, researchers commonly use correlation procedures to obtain the relevant correlation coefficient, which will normally be quoted as "r", "r_{pbi}", or "ρ" (rho), depending on the specific procedure used.[53]

Correlation Product Moment as the formula to answer the statement of the problem is about the correlation between self-concept and students' English reading comprehension at the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015.

According to Retno, " *Teknik korelasi product moment digunakan apabila variable yang dikorelasikan berbentuk gejala/dataya bersifat*

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[53] Graeme Keith Porte, Appraising Research in Second Language Learning: A practical approach to critical analysis of quantitative research (Amsterdam: John Benjamins Publishing Company, 2002), 105.

kontinyu, sampel yang diteliti mempunyai sifat homogeny dan garis *regresinya merupakan regresi linier.*[54]

Product Moment Correlation technique is use for small sample and large sample. The total subject of small sample is less than 30 people, while a large sample more than 30 people.[55]

The Product Moment formula is as follow:

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

Notes:

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

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

$\sum x$ = the total number of score of x variable

$\sum y$ = the total number of score of y variable

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

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

N = the number of subject

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[54] Retno Widyaningrum, Statistika Edisi Revisi (Ponorogo: STAIN Press, 2009), 105
[55] Hartono, Statistik untuk Penelitian (Yogyakarta: Pustaka Pelajar Offset, 2004),71.

The steps of product moment correlation analysis applied in this research are:[56]

a. Formulated hypothesis:

Ho: $r_{xy} = 0$ (There is no significant correlation between self-concept and students' English reading ability in academic year 2014/2015)

Ha: $r_{xy} \neq 0$ (There is a significant correlation between self-concept and students' English reading ability in academic year 2014/2015)

b. Make table calculation.

c. Counting coefficient correlation r_{xy} :

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

d. Counting (db/df) :

db = n-nr.

e. Comparing r_{xy} and r_t.

If $r_{xy} > r_t$ so, Ho is refused/ Ha is received.

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[56] Retno Widyaningrum, Statistika Edisi Resvisi (Ponorogo: STAIN Ponorogo Press, 2009), 109-111.

CHAPTER IV

RESEARCH RESULTS

A. Research Location

1. Historical Background of SMPN 1 Sambit Ponorogo

In the beginning of 1968 SMPN 1 Sambit Ponorogo is named Sekolah Teknologi Negeri 2 Ponorogo (ST Negeri 2 Ponorogo), it located on Tamansari, Sambit Ponorogo. On 1st April 1979 it integrated to SMPN 4 Ponorogo. After passed the process on 9th October 1982 SMPN 4 Ponorogo changed to SMPN 1 Sambit based on SK Pendirian Number: 0299/0/1982 in 9th October 1982. On 1991 school's address moved to Campursari, Sambit Ponorogo.

2. Profile of SMPN 1 Sambit Ponorogo

School	:	**SMP NEGERI 1 KEC.SAMBIT**
Address	:	Pajajaran Street No. 11 Campursari Village
District/ Sub-Province/ City	:	Sambit
Phone/ Fax	:	(0352) 311211
Institution (for private sector)	:	-
Institution's address & phone	:	-
NSS/ NSM/ NDS	:	201051104001
Level of Accreditation	:	A

Established	:	1982
Operate on	:	1982
Ownership of land/ building	:	Property of the government
Land Status	:	Right of Property
Wide of Land	:	14.305 m^2
Ownership of far class land	:	-
Land Status	:	-
Wide of Land	:	-
Status of property owned building	:	School
Width	:	2183 m^2

3. **Vision and Mission of SMPN 1 Sambit Ponorogo**

   a. **The Vision of SMPN 1 Sambit Ponorogo**

     Smart, skilful, and competitive based on Science and Technology and also good behaviour

   b. **The Mission of SMPN 1 Sambit Ponorogo**

     1) Developing diversified KTSP oriented on improvement of students service according to potency, growth, need and students' interest and also environment demand.

     2) Optimalizing learning process using nonconventional approach such as CTL, PAKEM (active, creative, effective, and fun learning)

     3) Improving National Examination's GSA (Gain Sore Achievement)

4) Improving human resources (SDM) such as teachers and educational personnel

5) Doing development of education facilities (technology)

6) Doing development of education management

7) Doing development of stakeholder participation to school

8) Doing development of learning media

9) Doing development of assessment process and strategy

10) Improving carry and practice of religion

c. **The Goals of SMPN 1 Sambit**

1) Improving KTSP completed with syllabus on each subject, Lesson Plan, Students task, and assessment system

2) Realizing learning practice using Contextual Teaching and Learning approach (CTL), active, creative, effective, and fun (PAKEM)

3) Improving academic achievement with NUN score according to Minimal pass standard

4) Realizing the performance of teachers and educational personnel with determined qualification.

5) Improving the domination of basic technology

6) Improving the performance of standard school management with management based school

7) Realizing the participation of stake holder in the school

8) Developing multimedia and multi strategies learning

9) Developing assessment system for all subject according to national standard

10) Make students carrying out of religion and practice it through pray together, reading and writing the holy Qur'an, and the other religious activities.

4. **Teacher and Students Condition**

There are 418 students of SMPN 1 Sambit in academic year 2014/2015. It is divided into three grades; seventh grade, eighth grade and ninth grade. The total number of seventh grade student is 141, the eighth grade students are 129, and the ninth grade students are 148.

The teachers of this school are 37 teachers. They are 25 teachers (Civil Public Servant), 4 staffs (Civil Public Servant), and 8 staffs (Non Civil Public Servant). That is the condition of students and teachers at SMPN 1 Sambit in academic year 2014/2015.

5. **School Facilities**

School facilities are important component that determine the successful of teaching and learning process. The adequate facilities will make teaching and learning process go fluently so that the expected result can be reached.

Facilities of SMPN 1 Sambit are Headmaster's room, office, teacher's room, library, science laboratory, language laboratory, auditorium, artistry room, skill room, and School Healthy Unit room.

6. Organizational Structure of SMPN 1 Sambit Ponorogo

School organization of SMPN 1 Sambit Ponorogo contains of Headmaster, Administrator, Vice of Curriculum, Vice of Students, Librarian, Public Relation, Storage Environment, Computer Laboratory, Science Laboratory, Media Technician, Teachers, Counsellor, and Class of Guardian.

B. Data Description

Population of this research is the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015. The researcher took 28 students as sample that consist of 13 males and 15 females. There are 5 classrooms of seventh grade that consist of 142 students, so the researcher took 20% of totality. The data description both variables are gotten from questionnaire and test score.

1. Students' Self-Concept

The table below described the score of self-concept of seventh grade students of SMPN 1 Sambit. To get this data the researcher use questionnaire technique toward seventh grade students of SMPN 1 Sambit.

The total number of questionnaire is 15 items. The maximal score of questionnaire is 100. The maximal score of each item number is 5. The total score of questionnaire is 75.

From the explanation above can be accumulated that the total score of questionnaire: 5 x 15 = 75

To reach 100 score the researcher used this accumulation:

The score of students = (The getting score – 25) x 2

Table 4.1

The Score of Self-Concept Questionnaire at the Seventh Grade Students

of SMPN 1 Sambit

No	Name	Score
1	Adhitya Pratama Herdianto	66
2	Ardila Okta Viyanti	62
3	Bildin Qisti Nur Juhandi	76
4	Dewi Yulianasri	66
5	Dwiky Ade Irawan	62
6	Faisal Rohman	72
7	Febri Maulana Riki H.	68
8	Ferdi Eko Fachroni S.	66
9	Fitria Laili Nur Mayasari	84
10	Hakim Dwi Surya	84
11	Hana Regita Cahyanti	76
12	Hari Tri Pambudi	74
13	Hendri Ardiansyah	68
14	Ikhwan Rizki Dwi Arwanto	70
15	Jefri Aditya Fernanda	84
16	Linda Qonitiana	60
17	Melia Putri Susanti	84
18	Mohamad Anggi Gilang R.	64
19	Nava Dwi Widayanti	78
20	Nina Nur Halisa	72
21	Noisy Julia Fatma	56
22	Nuly Arsalika Aprilia	84
23	Safitri Wiji Utami	64
24	Shela Kumala	80
25	Sugeng Riyanto	64
26	Vicky Novitasari	80

| 27 | Yulina Nanda Nilasari | 76 |
| 28 | Yusniar Dwi Ratriani | 74 |

From the table above, we can conclude that the highest score is 84; there is five students got the highest score. The lowest score is 56; there is only one student who got the lowest score.

2. **Students' English Reading Ability**

The table below described the score of reading ability from seventh grade students of SMPN 1 Sambit. To get this data the researcher used test technique toward seventh grade students of SMPN 1 Sambit.

The test is formed in multiple choices and it consists of 15 items. The maximal score of test is 100. The score of each item number is 1 for correct answer and 0 for wrong answer. The total score of test is 15.

From the explanation above can be accumulated that the total score of test:

1 x 15 = 15

To reach 100 score the researcher used this accumulation:

The score of students = (The getting score + 5) x 5

Table 4.2

The Score of Reading Test at the Seventh Grade Students of SMPN 1 Sambit

No	Name	Score
1	Adhitya Pratama Herdianto	70
2	Ardila Okta Viyanti	65
3	Bildin Qisti Nur Juhandi	80
4	Dewi Yulianasri	70

5	Dwiky Ade Irawan	65
6	Faisal Rohman	60
7	Febri Maulana Riki H.	70
8	Ferdi Eko Fachroni S.	55
9	Fitria Laili Nur Mayasari	75
10	Hakim Dwi Surya	85
11	Hana Regita Cahyanti	80
12	Hari Tri Pambudi	75
13	Hendri Ardiansyah	70
14	Ikhwan Rizki Dwi Arwanto	70
15	Jefri Aditya Fernanda	85
16	Linda Qonitiana	65
17	Melia Putri Susanti	85
18	Mohamad Anggi Gilang R.	70
19	Nava Dwi Widayanti	80
20	Nina Nur Halisa	75
21	Noisy Julia Fatma	55
22	Nuly Arsalika Aprilia	80
23	Safitri Wiji Utami	80
24	Shela Kumala	80
25	Sugeng Riyanto	70
26	Vicky Novitasari	80
27	Yulina Nanda Nilasari	75
28	Yusniar Dwi Ratriani	75

From the table above, we can conclude that the highest score is 85; there is three students got the highest score. The lowest score is 55; there is two students who got the lowest score.

3. Students' Self-Concept and Students' English Reading Ability

The table below described the score of self-concept and reading ability

from seventh grade students of SMPN 1 Sambit.

Table 4.3
The Score of Self-Concept Questionnaire and Reading Test at the
Seventh Grade Students of SMPN 1 Sambit

No	Name	The Score of Self-Concept	The Score of Reading
1	Adhitya Pratama Herdianto	66	70
2	Ardila Okta Viyanti	62	65
3	Bildin Qisti Nur Juhandi	76	80
4	Dewi Yulianasri	66	70
5	Dwiky Ade Irawan	62	65
6	Faisal Rohman	72	60
7	Febri Maulana Riki H.	68	70
8	Ferdi Eko Fachroni S.	66	55
9	Fitria Laili Nur Mayasari	84	75
10	Hakim Dwi Surya	84	85
11	Hana Regita Cahyanti	76	80
12	Hari Tri Pambudi	74	75
13	Hendri Ardiansyah	68	70
14	Ikhwan Rizki Dwi Arwanto	70	70
15	Jefri Aditya Fernanda	84	85
16	Linda Qonitiana	60	65
17	Melia Putri Susanti	84	85
18	Mohamad Anggi Gilang R.	64	70
19	Nava Dwi Widayanti	78	80
20	Nina Nur Halisa	72	75
21	Noisy Julia Fatma	56	55
22	Nuly Arsalika Aprilia	84	80
23	Safitri Wiji Utami	64	80
24	Shela Kumala	80	80
25	Sugeng Riyanto	64	70

26	Vicky Novitasari	80	80
27	Yulina Nanda Nilasari	76	75
28	Yusniar Dwi Ratriani	74	75

C. Data Analysis

1. Normality

Normality test was conducted to know whether the data distribution was normal distribution or not. The researcher used Kolmogorov-Smirnov formula[57].

The first step is make hypothesis as follow:

Ha: the data was not normal distribution

Ho: the data was normal distribution

Table 4.4
Normality and Calculation Data of Self-Concept

X	F	fX	X^2	fX^2
84	5	336	7056	112896
80	2	160	6400	25600
78	2	156	6084	24336
76	2	152	5776	23104
74	3	222	5476	49284
72	2	144	5184	20736
70	1	70	4900	4900
68	2	136	4624	18496
66	2	132	4356	17424
64	2	128	4096	16384

[57] Retno Widyaningrum, Statistik (Ponorogo: STAIN Ponorogo Press, 2009), 204-207.

62	3	186	3844	34596
58	2	116	3364	13456
56	1	56	3136	3136
N	28	1994		364348

Calculate the average:

$$M_x = \frac{\Sigma fx}{N}$$

$$= \frac{1994}{28}$$

$$= 71,21429$$

Calculate the deviation standard:

$$SD_x = \sqrt{\frac{\Sigma fx^2}{N} - \left(\frac{\Sigma fx}{N}\right)^2}$$

$$= \sqrt{\frac{364348}{28} - \left(\frac{1994}{28}\right)^2}$$

$$= \sqrt{13012,43 - (71,2143)^2}$$

$$= \sqrt{13012,43 - 5071,474}$$

$$= \sqrt{7940,954}$$

$$= 89,11203$$

Table 4.5

The Result of Normality Test for Self-Concept

X	F	Fkb	f/n	Fkb/n	Z	P ≤ Z	a_2	a_1
1	2	3	4	5	6	7	8	9
84	5	28	0,143	1	0,1435	0,5557	0,4443	0,3014
80	2	24	0,071	0,857	0,0986	0,9625	0,10536	0,0339
78	2	22	0,071	0,786	0,0761	0,9463	0,16059	0,0892

76	2	20	0,071	0,714	0,0537	0,9236	0,20931	0,1379
74	3	18	0,107	0,643	0,0313	0,8962	0,25334	0,1462
72	2	15	0,071	0,536	0,0088	0,8621	0,32639	0,255
70	1	13	0,036	0,464	-0,014	0,8186	0,35431	0,3121
68	2	12	0,071	0,429	-0,036	0,7704	0,34183	0,2704
66	2	10	0,071	0,357	-0,059	0,7157	0,35856	0,2871
64	2	8	0,071	0,286	-0,081	0,6517	0,36599	0,2946
62	3	6	0,107	0,214	-0,103	0,5871	0,37281	0,2657
58	2	2	0,071	0,071	-0,148	0,4522	0,38077	0,3093
56	1	1	0,036	0,036	-0,171	0,3228	0,20645	0,1707
N	28							

a_1 max = 0.3121

D_t on level 0.05 = $D_{(0.05;28)}$ = 0.32

a_1 max < D_t 0.32 , Ho is received

a_1 max > D_t 0.32 , Ho is refused

Because a_1 max 0.3121 < D_t 0.32 so, Ho is received that means the data was normal distribution.

Table 4.6

Normality and Calculation Data of Reading Ability

Y	F	fY	Y^2	fY^2
85	3	340	16	115600
80	6	480	36	230400
75	5	375	25	140625
70	7	490	49	240100
65	3	195	9	38025
60	1	60	1	3600
55	2	110	4	12100
N	28	2050		780450

Calculate the average:

$$M_x = \frac{\Sigma fx}{N}$$

$$= \frac{2050}{28}$$

$$= 73{,}21429$$

Calculate the deviation standard:

$$SD_x = \sqrt{\frac{\Sigma fx^2}{N} - \left(\frac{\Sigma fx}{N}\right)^2}$$

$$= \sqrt{\frac{780450}{28} - \left(\frac{2050}{28}\right)^2}$$

$$= \sqrt{27873{,}21 - (73{,}21429)^2}$$

$$= \sqrt{27873{,}21 - 5360{,}332}$$

$$= \sqrt{22512{,}88}$$

$$= 150{,}0429$$

Table 4.7

The Result of Normality Test for Reading Ability

Y	F	Fkb	f/n	Fkb/n	Z	P ≤ Z	a₂	a₁
1	2	3	4	5	6	7	8	9
85	3	28	0,1429	1	0,0995	0,5319	0,4681	0,3052
80	6	23	0,2143	0,8214	0,0647	0,516	0,3054	0,0911
75	5	17	0,1786	0,6071	0,0299	0,504	0,1031	0,0754
70	7	12	0,2143	0,4286	-0,005	0,496	0,0674	0,1469
65	3	6	0,1071	0,2143	-0,04	0,4801	0,2658	0,1587
60	1	3	0,0357	0,1071	-0,075	0,4681	0,361	0,3052
55	2	2	0,0714	0,0714	-0,109	0,4562	0,3848	0,3133
N	28							

a_1 max $= 0.3133$

D_t on level $0.05 = D_{(0.05;28)} = 0.32$

a_1 max $< D_t$ 0.32 , Ho is received

a_1 max $> D_t$ 0.32 , Ha is refused

Because a_1 max $0.312 < D_t$ 0.32 so, Ho is received that means the data was normal distribution.

2. **Homogeny**

Homogenity test is the variance ratio test between two group or more.[58] This can be tested by Harley test.

The formula is:

$$F(max)= \frac{Var\ max = SD^2 max}{Var\ min = SD^2 min}$$

Hypothesis:

Ho: the data is homogenous

Ha: the data is not homogenous

Table 4.8
Calculating Mean and Standard Deviation for Self-Concept (X)

X	F	fX	X^2	fX^2
84	5	336	7056	112896
80	2	160	6400	25600
78	2	156	6084	24336
76	2	152	5776	23104
74	3	222	5476	49284

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[58] Retno Widyaningrum, Statistik Edisi Revisi (Ponorogo: STAIN Ponorogo Press, 2009), 211.

72	2	144	5184	20736
70	1	70	4900	4900
68	2	136	4624	18496
66	2	132	4356	17424
64	2	128	4096	16384
62	3	186	3844	34596
58	2	116	3364	13456
56	1	56	3136	3136
Total	28	1994		364348

Table 4.9
Calculating Mean and Standard Deviation for Reading Ability (Y)

Y	F	fY	Y^2	fY^2
85	3	340	16	115600
80	6	480	36	230400
75	5	375	25	140625
70	7	490	49	240100
65	3	195	9	38025
60	1	60	1	3600
55	2	110	4	12100
Total	28	2050		780450

The Calculating of Standard Deviation(X)

$$SD_x = \sqrt{\frac{\Sigma fx^2}{N_x} - \left(\frac{\Sigma fx}{N_x}\right)^2}$$

$$= \sqrt{\frac{364348}{28} - \left(\frac{1994}{28}\right)^2}$$

$$= \sqrt{13012,4 - (71,2143)^2}$$

$$= \sqrt{13012,4 - 5071,47}$$

$$= \sqrt{7940,95}$$

$$= 89{,}112$$

The Calculating of Standard Deviation (Y)

$$SD_y = \sqrt{\frac{\Sigma fy^2}{N_y} - \left(\frac{\Sigma fy}{N_y}\right)^2}$$

$$= \sqrt{\frac{780450}{28} - \left(\frac{2050}{28}\right)^2}$$

$$= \sqrt{27873{,}2 - (73{,}2143)^2}$$

$$= \sqrt{27873{,}2 - 5360{,}33}$$

$$= \sqrt{22512{,}9}$$

$$= 150{,}043$$

The Calculating by Using Harley Formula

$$F\,(max)_{hit} = \frac{Var\ max}{Var\ min} = \frac{SD_{max}^2}{SD_{min}^2}$$

$$= \frac{150{,}043^2}{89{,}112^2}$$

$$= \frac{22513}{7941}$$

$$= 2{,}235$$

Compare between F (max) hit and F (max)t

db = (n-1; k)

= (28-1; 2)

= (27; 2)

On 5% level = 2.46, $F_{0,05}$ (28; 2) = 2.46

F (max) ₍hit₎ 2,23 < F (max)ₜ 2.46, so, Ho is received that means the data is homogeny.

3. The Correlation Analysis of Students' Self-Concept and Students' English Reading Ability

To know whether there is correlation between self-concept and students' English reading ability or not, the researcher use product moment correlation formula. Product moment correlation formula analysis:

Formulated hypothesis:

Ho: $r_{xy} = 0$ (There is no significant correlation between self-concept and students' English reading ability in academic year 2014/2015)

Ha: $r_{xy} \neq 0$ (There is a significant correlation between self-concept and students' English reading ability in academic year 2014/2015)

Table 4.10
Table calculation of Product Moment Correlation

No.	X	Y	XY	X2	Y2
1	66	70	4620	4356	4900
2	62	65	4030	3844	4225
3	76	80	6080	5776	6400
4	82	85	6970	6724	7225
5	64	85	5440	4096	7225
6	64	70	4480	4096	4900
7	66	75	4950	4356	5625
8	66	55	3630	4356	3025
9	72	90	6480	5184	8100
10	68	85	5780	4624	7225
11	82	80	6560	6724	6400

12	66	75	4950	4356	5625
13	72	70	5040	5184	4900
14	72	70	5040	5184	4900
15	84	85	7140	7056	7225
16	60	65	3900	3600	4225
17	70	85	5950	4900	7225
18	68	70	4760	4624	4900
19	80	80	6400	6400	6400
20	72	85	6120	5184	7225
21	56	55	3080	3136	3025
22	84	90	7560	7056	8100
23	76	80	6080	5776	6400
24	80	80	6400	6400	6400
25	64	70	4480	4096	4900
26	80	85	6800	6400	7225
27	84	75	6300	7056	5625
28	76	75	5700	5776	5625
Total	2012	2135	154720	146320	165175

Counting coefficient correlation r_{xy}:

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

$$= \frac{28.154720 - (2012)(2135)}{\sqrt{(28.146320 - (2012)^2)(28.165175 - (2135)^2)}}$$

$$= \frac{4332160 - 4295620}{\sqrt{(4096960 - 4048144)(4624900 - 4558225)}}$$

$$= \frac{36540}{\sqrt{(48816)(66675)}}$$

$$= \frac{36540}{\sqrt{3254806800}}$$

$$= \frac{36540}{57050,9141}$$

$$= 0,640480535 \ (0,64)$$

db = n-nr

= 28-2

= 26

D. Discussion and Interpretation

From the calculation for the correlation between self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo can be found the result of the research is 0,64.

There are two ways to interpret whether there is correlation between self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo by using product moment correlation formula. The two ways are:

1. Interpretation simply correlation coefficient

    After finding out the result of research, the correlation between self-concept (X variable) and English reading ability (Y variable) is 0,64, it is positive value. It means that the correlation between two variables is positive correlation.

2. Interpretation coefficient correlation by comparing with r_{table}.

    From calculation in the data analysis above r_{xy} is 0,64 and r_{table} (Product Moment table) in significance 5% (db = 26) is 0,374. It mean the $r_{xy} > r_{table}$ or 0,64 > 0,374, so Ho is refused / Ha received

The researcher can conclude that there is a significant correlation between self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015.

CHAPTER V

CLOSING

A. Conclusion

The researcher concludes that there is correlation between self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015. The students with high self-concept achieve better that those with low self-concept in English reading ability.

Based on the analysis Product Moment correlation of data, the r_{xy} is 0,640. The significant product moment in level 5% = 0,640 > 0,374 it means Ho refused / Ha received. There is a significant correlation between self-concept and students' English reading ability to the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2014/2015.

B. Recommendation

Based on the result of the study, the researcher recommends some suggestions concern from the research finding as follow:

1. For the teacher, besides concerning internal factor of teaching English reading, he should pays attention the external factor (self-concept, anxiety, self-confident etc.). When the teacher gets the students with low self-concept, he should help them to improve their self-concept. So, the students reading ability is better than before.

2. For the students, they should know and realize their self-concept to get a better in English reading ability, when knowing their self-concept is low, they can change their mind pattern to be better. Beside that they should trust to their self.

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