CORRELATION BETWEEN ADVERSITY QUOTIENT AND STUDENTS'

ENGLISH ACHIEVEMENT AT SMAN 2 NGADIROJO PACITAN

IN ACADEMIC YEAR 2016/2017

THESIS

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ABSTRACT

Key Word : Adversity Quotient, English Achievement

Adversity Quotient is score that measures the ability of a person to deal with adversities in his or her life. The person with high adversity quotient is get high achievement, and the person with low adversity quotient is get low achievement. Adversity quotient push the students get high achievement in English lesson. The researcher was interested in finding the correlation between adversity quotient and students' English achievement with the formulated research question "Is there any correlation between adversity quotient and students' English achievement of SMAN 2 Ngadirojo Pacitan in academic year 2016/2017".

The research used quantitative research. The design of the research was correlation. Technique of data collection used questionnaire and documentation. The population was taken from tenth grade students of SMAN 2 Ngadirojo Pacitan that is 113 students. The researcher employed "simple random sampling" in this study, that is 30% from the population that consist of 34 students.

The result of the study shows that: (1) Students' adversity quotient of tenth grade can be categorized into medium, the score is 53-69 or 73,7%. (2) Students' English achievement of tenth grade can be categorized into medium, the scores is 55-78 or 55.9%. (3) There is positive correlation between adversity quotient and students' English achievement in tenth grade of SMAN 2 Ngadirojo Pacitan in academic year 2016/2017. The correlation is 0,560, it is higher than the r table showed 0,349 at the 5% level of significant.

CHAPTER I

INTRODUCTION

A. Background of the Study

In general, school is one of place that has an important role against to the development of education of the students. In education there must be achievements should be obtained by the students, a good value for example, because every student wants to get high result in the school. The achievement and students; success do not just influenced by a factor, but there are many factors, one of them is intelligence.

Intelligence is one of the factors that can influence success and achievement. Intelligence as the ability to understand the problems characterized by; containing the lurch, complex, abstract and goal directed. With intelligence someone can face and adjust with new situation precisely and effectively. Intelligence used to measure how great the human can be success.

Freeman states that intelligence is seen as the ability that can divide into three, there are; the ability to adaptation, the ability to study, and the ability to think abstract.[1] Intelligence can be divided into four, there is; Emotional Quotient (EQ), Intelligence Quotient (IQ), Spiritual Quotient (SQ), and Adversity Quotient (AQ).

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[1] Purwa Atmaja Prawira, Psikologi Pendidikan Dalam Perspektif Baru (Jogjakarta: Ar-Ruzz Media, 2013), 139.

Intelligence Quotient is size of the ability of intellectual, analysis, logic and ratio.[2] At first a lot of stating that the successes of learning learners depend on intelligence quotient. Intelligence that measurable scientifically and influence considered by parents, teacher and entrepreneur as an oracle success. However, this world is full of examples of people who have high IQ but did not realize its potential.

Beside IQ, Goleman introduced the notion of a new concept about intelligence. There is Emotional Quotient. EQ is a series of facility that allows us expansion of the way in the complicated world, personal aspects, social, and defined of the entire intelligence, common sense of mystery, and the sensitivity of important serves effectively every day.[3] This ability is the potential to understand yourself and other self, put emotion on the portion are right, sort of satisfaction, and set the heart situation.

Spiritual Quotient the foundation that is necessary for the proper functioning of IQ and EQ effectively. SQ allows human to be creative, change the rules and the situation. SQ gave human the ability to distinguish, giving a moral sense, the ability to adjust the rigid rules coupled with understanding and love.[4]

The next, Paul G. Stoltz put forward a theory about Adversity Quotient that he thinks can bridge between IQ and EQ of a person. With AQ, individual can turn obstacles into opportunities because intelligence is a determinant of

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[2] Steven J. Stein, Howard E. Book, The EQ Edge: Emotional Intelligence and Your Success, (Toronto: StoddartPublising, 2003), 29.
[3] Ibid, 30.
[4] Danar Zohar & Ian Marshall, SQ: Kecerdasan Spiritual (Bandung: Mizan Media Utama, 2003), 5.

how far the individual is able to survive in the face of and overcome the difficulties.[5]Stoltz put the AQ between IQ and EQ. It is intended that the role of EQ and IQ will be equipped with an AQ that becomes the bridge between the two.

Conceptualize of AQ as how big the individual is able to willing to fight is important factors that can make a person maximize the potential of IQ and EQ, without the effort and fighting spirit are high, IQ and EQ cannot be fully utilized. Therefore, knowledge is very necessary in achieving business success learning achievement.

The adversity quotient can help someone to predict who can thrive in the face of adversity. AQ is a measure of how an individual perceives and deals with challenges. It measures the ability to act and overcome adverse circumstances. Those who cannot handle adversity can become easily overwhelmed and emotion, then pull back, stop trying and stop studying.

According to Paul G. Stoltz, the pioneer of AQ theory, individual is organizations that are divided of three kinds, quitters, campers and climbers.[6] The first is quitters, which choose to stop, get out and avoid liability or backward. The second is campers, which feel sufficient in his ascent, then stop and camping. The last is climber, which a lifetime to dedication regardless of background, advantages or disadvantages, good or bad fortune.

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[5]Paul G. Stoltz, Adversity Quotient: Mengubah Hambatan MenjadiPeluang, Translated by T. Hermaya (Jakarta: PT Grasindo, 2004), 15.
[6]Danny Kaye D. Vinas, Miriam Grace Aquino-Malabanan, "Adversity Quotient and Coping Strategies of *Collage Students in Lyceum of the Philippines University,*" Asia Pacific Journal of Education, Arts and Sciences, 2 (July 2015), 68.

Intellectual ability of students can determine the success of students in obtaining achievement. To determine the success or failure of students in a learning it is necessary an evaluation, the goal is to know the achievements obtained by students after learning process takes place. Learning achievement is a thing that cannot separate from learning, because the learning activity is a process, while achievement is the result of the learning process.

Learning achievement is a proof of success or ability of a student in learning activities in accordance with the weight that given". Learning achievement of a person in accordance with the level of success in learning subject matter expressed in the form of grades or report cards each field of study after experiencing the learning process. Learning achievement is influenced by two factors, there are internal and external factor. Internal factor included into; intelligence, interest, motivation, and talent, while external factor included; family, school, and social environment.

To get a good study achievement, it takes the knowledge of students in order to achieve maximum results. Toughness and fighting power is conceptualized by Paul G Stoltz as an intelligence kink or fighting power or also called the adversity quotient. This concept arises due to the concept of IQ which describes the level of intelligence of the individual and EQ which describes the affective aspect and effectiveness in interacting with other people are considered less able to predict the success of a person.

In the real problem was found when students want to get a good achievement about learn about other language, most of them has difficulty in

learning languages. This is caused by several factors, such as; not much to listen, lack of curiosity, just used one method, fear, hesitant and other. Because when students want to learn about other language they must happy with their study, confidence, and comfortable. In language learning, shame and discomfort will destroy the hard work in learning process.[7] So, don't be afraid to try, because mistakes actually can help was to learn the language to show the limitations of their abilities and learn to be corrected so that it will understand more lately.

In fact, individuals who has intelligent and emotionally sometimes does not get success in his life because they give up faced with difficulty or failure and eventually they stop trying and waste the ability of IQ and EQ that it has. This suggests that IQ and EQ less could the event became a predictor in the success person, because not everyone is able to utilize the EQ and the potential in him.

A lot of people who managed to better in term of materials, ideas, knowledge, inventions, works of art, and so on is based on the attitude of never give up, dare to rise up from failure and always keep trying until get what aspired. For students who can overcome obstacles or failures into opportunities, it will certainly get a good learning achievement.

Based on description above, it can be seen that the learning achievement of a person can be seen from the persistence so that it can improve academic achievement. For that researcher are interested to raise this issue as a

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[7] Caroline Damanik, "Perbaiki 5 Kesalahan Ini Dalam Belajar Bahasa Asing", ed, Caroline Damanik. Online www.edukasi.kompas.com.Accesed on March 26th 2017 at 7 pm.

material of the research with the title: correlation between adversity quotient and students' English achievement at tenth grade of SMAN 2 NgadirojoPacitan in academic year 2016/2017.

B. Identification and Limitation of the Study

To avoid a review that is too extensive to the problems to be stufied, author restriction the problem as follow:

1. Aversity Quotient is the ability owned by the students in response to the control, the origin of the difficulty and a result of that difficulty, and how long the adversity will last in himself and has the awareness and ability to undergo the processof achieving the goal of learning and improving how to resond to the various barriers that exist.

2. Students' English ahievement is the result obtained from evaluation of or a test and other aspects that are qualified an reflected in the student grades at the end of he semester. The research will use the grades of students in second semester.

3. In this study the problem will be limited of adversity quotient at tenth grade students of SMAN 2 NgadirojoPacitan in academic year 2016/2017.

C. Statement of the Problem

Based on the problems above, researcher formulate the problem to be discussedd, there is:

"is there any correlation between adversity quotient and students' English achievement at tenth grade at SMAN 2 Ngadirojo in academic year 2016/2017?"

D. Objective Of The Study

To find out the correlation between adversity quotient and students' English achievement at tenth grade at SMAN 2 Ngadirojo in academic year 2016/2017

E. Significance of the study

The result of this study can contribute some benefit related to theoretical and practical significances as follow:

1. Theoretical significance

   The result of this study are expected develop knowledge and enrich scientific about the adversity quotient on students' English achievement.

2. Practical significance

   a. For reseacher

   Obtain the information about adversity quotient and English achievement to the tenth grade students of SMAN 2 Ngadirojo Pacitan.

   b. For the student

   This research is expected to make students of SMAN 2 Ngadirojo Pacitan have good attitude especially in adversity quotient.

   c. For the teacher

This research is hoped giving useful for the teacher of SMAN 2 Ngadirojo Pacitan especially for English teacher in teaching English. It's expected could be reference for them.

d. For the school

It can be used as reference for other researchers.

F. Organization of the Thesis

This thesis will be divided into five chapters; they are introduction, review of related literature, research method, research result, and concussion and suggestion.

The first chapter explains about the whole content the thesis. They are; background of the study, identification and limitation of the problem, statement of the problem, objective of the study, significance of the study, and organization of the thesis.

The second chapter is presenting the review of related literature. This chapter explains about theoretical background, they are; 1. Adversity quotient, consist of: 1) Definition of adversity quotient. 2) Types of adversity quotient. 3) Theoretical of adversity quotient. 4) Dimension of adversity quotient. 5) The Determining Factors of Adversity Quotient. 2. Students' English achievement, consist of: 1) Definition of achievement. 2) Definition of English achievement. 3) Some Factors that Influence of English Achievement.

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

The fourth chapter present about research result. This chapter explains about; research location, data description, validity and reliability, data analysis, discussion and interpretation.

The fifth chapter is conclusion and suggestion. This chapter explains about; conclusion as the study is drawn. Moreover, it also provided with suggestion.
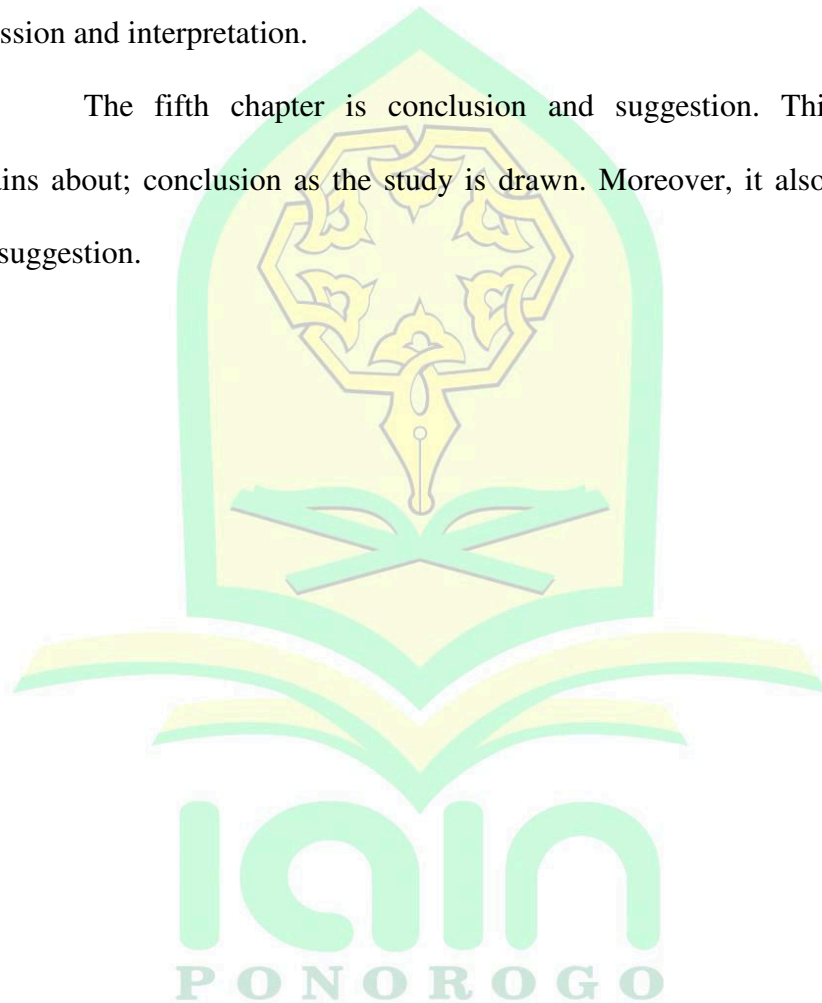
CHAPTER II

REVIEW OF RELATED LITERATURE

A. THEORITICAL BACKGROUND

1. Adversity Quotient

a. Definition of Adversity Quotient

According to Oxford, adversity means difficulties or trouble.[8] Adversity quotient is a theory that is coined by Paul G Stoltz for bridging the gap between the IQ and EQ. Stoltz has introduced the new and interesting concept AQ, which tells how well one withstands adversity and his ability overcome it.[9] Currently, AQ seems to be the missing factor for success in one's life. Today AQ becomes more and more important as the daily dose of adversity rises. EQ shows way for happy and contented life, whereas, AQ shows how to lead life even in unfavorable adverse situations.

According to Paul G Stoltz, AQ is the science of human resilience, i.e capacity of people to cope with stress and adversity. AQ can also be referred as the ability of the person to adapt well to stress, adversity, trauma or tragedy. People who apply AQ perform optimally while facing adversity. Actually, they not only learn from these challenges but also respond to them healthier and more rapidly. An

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[8]A S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), 10.

[9] Hema G, Sanjay M. Gupta, "Adversity Quotient for Prospective Higher Education," The International Journal of Indian Psychology, 2 (April-June, 2015), 50.

individual style of responding to adverse situations was measured by AQ. AQ is emerging conceptual framework for understanding and enhancing all facets of success; a measure of how one responds to adversity that can be understood, altered, calculated and interpreted.[10]

In brief, Stoltz defines AQ as a person's ability in observing the difficulties and processing difficulties with the intelligence possessed so that it becomes a challenge to finish it. Especially in the outreach a goal, ideals, hope and the most important is the personal satisfaction of the work/themselves activity.[11] Analysis of Stoltz that AQ described the pattern of a person processing the responses over all the shape and intensity of the difficulty, as well as a great tragedy to interference trivial.

AQ provides some benefits that can be obtained, there are:

1. AQ stating how tough a person is able to face difficulties and ability to cope it.

2. AQ estimate who is able to overcome the difficulties and who will be destroyed.

3. AQ estimate who will go beyond expectations for performance and potential and who will fail.

4. AQ estimate who will surrender and who will survive.[12]

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[10] Ibid, 50-51.
[11] Paul G. Stoltz, *Adversity Quotient……..*, 11-13.
[12] Ibid, 8-9.

AQ embodies two components of the essential that are very practical that scientific theory and real application, because AQ realized in three forms, there are:

1. The success of the new conceptual to understand and improve all aspects of success.

2. AQ is a measure of how someone responds of difficulties.

3. AQ is a tool to improve a person's responses of difficulty.

Thus, AQ is able to predict someone on the appearance of motivation, empowerment, creativity, productivity, learning, energy, hope, excitement, endurance, flexibilities, and improvement of attitudes, and the response to change and especially for the students who have special advantages, better intelligence, creativity, skill and potential.

b. **Types of Adversity Quotient**

Stoltz divide human into three groups[13], there are:

1. Quitters (those who stopped), that is, those stop in the ascent, easily discouraged, and easily to give up, satisfied, and tend to be passive, not excited to achieve the peak of success. This group tends to resist change because of minimal capacity. They refused the opportunity that given by mountain. They ignore, cover up, or leave a lot of things that offered by life.

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[13] Ibid, 18-20.

2. Campers (those who camping), this group are they who satisfied with what they achieved, this group is better than quitters. This group is still seeking fulfillment of needs sense of safety, togetherness, as well as into could see and feel the challenge. They are also not high capacity because they pushed by fear and only achieve security and comfort. Their journey may indeed be easy, and maybe they have sacrificed many things and have been working diligently to get to the place where they stopped. However, campers not the successfully climber, because they have not yet reached the peak of the mountain.

3. Climbers (those who climb), regardless of background, advantages or disadvantage, misfortune and good fortune, continue the ascent. They are the Energizer[TM] Bunnies of the mountain. Climbers are possibility thinkers, never allowing age, gender, race, physical or mental disability, or may other obstacle to get the way of Ascent.[14] This group have been about facing and overcoming an endless stream of adversity. They continuo the ascent because they experience any less adversity than campers and quitters.

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[14]Zhou Huijuan, "The Adversity Quotient and Academic Performance among College Students at ST. Joseph's College, Quezon city," (Thesis, ST. Joseph Collage, Quezon City, 2009).
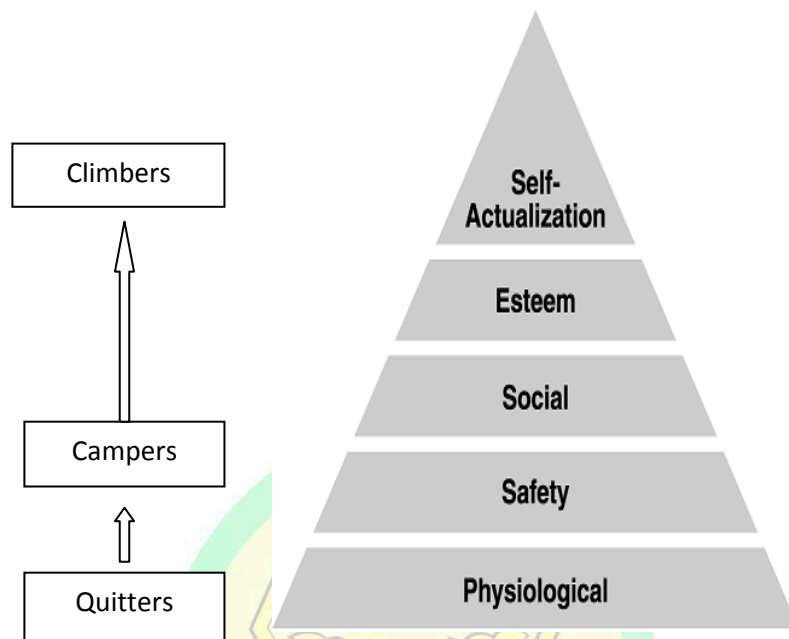
Figure 2.1 Hierarchy of needs by Maslow

Means of picture above that human being has a different response in an attempt to achieve success. Quitters do not always to take risks, and they do not have a lot to contribute in the term of work. Campers still shows a number of initiatives, little enthusiasm and some effort. They did not use were all of his abilities and usually they find the safe situation. Different with Climbers, climbers is a person who dedicated themselves to keep climbing. They think about possibilities and trying to take difficulties life with courage and discipline. They feel very confident in something bigger than themselves, but it is precisely this belief that make them survive despite what they will achieve is considered scary.

For the students, they may found many difficulties and obstacles in their study. But the students' attitude in the face of

obstacles has great effect for their achievement. For students that include the Quitters¸ they tend to be passive, not excited to reach the peak of successes. Usually they only do what want they do and have no desire to more progress. Students in this type usually not to do optimally in learning and their achievement are stagnant. They tend to be insecure with his abilities. These students tend to ignore the change because they have minimal capacity. For the Camper, they still seek the fulfillment of needs sense of safety and security an togetherness. This individual does not have a high capacity for change being pushed by fear. They don't ever achieve what they should achieve with their potential, especially for the competition in the class is less optimal. For the Climbers, tend to always attempt to reach the summit of the climb, namely the need for self-actualization on the scale of needs Maslow, ready to face obstacles. These students loved challenging. Students who have the spirit of climbers have a passion for achievement, yet achieve what he achieved and always feel confident with him in doing the best for him.

c. **Theoretical Building Block Adversity Quotient**

The theoretical of building block AQ are psychology cognitive, neurophysiology, and psyconeurominology.[15]Psychology cognitive is a science who studied how someone to get, to transformation, to presentation, to saved and identify the knowledge,

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[15] Paul G. Stoltz, *Adversity Quotient: MengubahHambatan…,* 74.

and how the knowledge can use to respond or solved the problem, thinking and language. A persons' response to the difficulties can affecting all of facets of effectiveness, performance, and success. Respond tips to difficulties with the pattern of the subconscious and consistent, if not monitored, that pattern will settle all his life.

Neurophysiology, this science gives a knowledge that the brain ideally completed by tool to forming the habit. Thus, the habit of responded about obstacles can be changed so on. Therefore, the old habits will be dropped and new habits grow and thrive with a good increase.

Psyconeurominology, this science donate evidence of a functional relationship between the brain and the immune system, the relationship is direct and measurable between what is thought and perceived the individual against the barrier with mental and physical health. In fact, thoughts and feeling are mediated by neurotransmitter and neuromodulator which also regulated the thickness of the body.

Third theory above used to forming AQ which have main purpose: onset of new sense, the ability of the size and tools to improve the effectiveness of human in the face of all difficulties in their life.

d. Dimension of Adversity Quotient

Stoltz states that Adversity Quotient have four dimension there are; Control, Origin and Ownership, Reach, Endurance (cO_{2RE})[16]. Paul G. Stoltz in the quote by Shivaranjani states that in the control be found; resilience, health and tenacity. Origin-Ownership be found; accountability and engagement. Reach be found; stress and effort. Endurance be found; hope and optimism.[17]

Control, the degree of control the person perceives that he or she has over adverse events.[18] Control in the situation cannot be measured. Control in the perceived is much more important. This self control will have an impact on the next action or response of the individuals. The greater control will helped someone to hold out to face their difficulties and to get solve of the difficulties. An individual that has high AQ, they will felt the great control. So they will take the risk to get more control in their self.

Control stands for perceived control over adversity. Being able to predict and control events fosters adaptive preparedness. On the other hand the inability to exert influence over adversity breeds apprehension, apathy, and occasionally despairs.[19] Specific perceived

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[16]Agus Nggermanto, Quantum Quotient (Kescerdasan Kuantum): Cara Praktis Melejitkan IQ, EQ dan SQ (Bandung: Nuansa, 2013), 85.

[17] Shivaranjani, "Adversity Quotient: One stop solution Combat Attrition Rate of Women in Indian it Sector," IJBARR, 1 (April-June 2014), 184.

[18] Hema G, Sanjay M. Gupta, "Adversity,…. 51.

[19] J. Venkatesh, et all, "Adversity Quotient Resilient HR Culture: A Success Strategy for Organizations", International Journal of Scientific Research and Manangement (IJRSM), 2 (Agustus, 2014), 1237.

control over adversity is a major source of action because people who believe they can attain certain outcomes have the incentive to act. In the control, there are can be found resilience, health, and tenacity.

1. Resilience can be defined as reduce vulnerability to environmental risk experience, the overcoming of a stress or adversity, or relatively good outcome despite risk experiences. The resilience scale is a self report measure of an individual's ability to respond to adversity. The scale reflect five core characteristic of resilience; perseverance, equanimity, meaningfulness, self reliance and existential aloneness.

2. Health, based on World Health Organization (WHO) state that health is a dynamic state of complete physical, mental, spiritual, and social well-being and not merely the absence of disease of infirmity. One of the strengths of this definition is its all encompassing breadth. Health can be viewed positively or negatively.[20]

3. Tenacity is the quality of being determined to do something in spite of difficulties and hurdles. If someone are determined to achieve something in spite of the difficulties and risks involved in it, someone have tenacity. Holding on to something in spite of difficulties and dangers is tenacity.

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[20] Masako Nagase, "Does a Multi-Dimension Concept of Health Include Spirituality? Analysis of Japan Health Science Council's Discussion WHO's Definition of Health (1998)", International Journal of Applied Sociology, 2, (2012), 71.

Origin-Ownership, this dimension explains about what and who is the origin of the difficulty, and the extent to which they can recognize the result of such difficulties.[21] People that have low AQ, they tend to put a guilt that is not necessarily top of the bad events that happened. In many ways, they consider themselves as the only cause of such difficulties. Guilt has two functions, first, a sense of guilt help to learn. With the blame themselves they tend to reflect, learn and adjust behavior. This is called the repair. Second, guilt lead to regret, regret is a powerful to motivator. Ownership explain that the individual is not too blame themselves, but still feel a responsibility to overcome the difficulties experienced. Individual who have high ownership will take the responsibility to improve the situation. As for the individual who have standard ownership have enough responsibility for the difficulties which occur, but will probably blame themselves or other when they tired. While, the individual who have low ownership will deny a responsibility and they will blame others for difficulties that occur.

Origin-Ownership stands for the perceived ownership of the outcome of adversity.[22] Some individuals experience strong emotions and discontent when they fail to achieve certain outcomes. Very often the discontentment drives the individual towards taking accountability of their actions and therefore the outcomes. They take steps to

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[21] Paul G. Stoltz, Adversity Quotient: Mengubah *Hambatan…,* 147.
[22] J. Venkatesh, et all, "Adversity Quotient, ….., 1237.

circumvent unpleasant events or center their attention on the outcomes of adversity regardless of its origin. In the origin-ownership there are can be found; accountability and engagement.

1. Accountability, Robert and Scapens definition of accountability is giving and demanding of reason for conduct', sets out some of the key elements of accountability, a relationship, an account, an underlying power basis, but is essentially limited to the issue of answerability.[23] In essence, accountability is an obligation to present an account of an answer for the execution of responsibilities to those who entrusted those responsibilities. On this obligation depends the allocation of praise and blame, reward and sanction so often seen as the hallmarks of accountability in action.

2. Engagement, the engagement definition of Fredicks, Blumenfeld, and Paris, encompasses three kinds of engagement: behavioral, cognitive and emotional engagement. Behavioral engagement refers to involvement in learning tasks and environments such as time on task and attendance. Cognitive engagement refers to psychological investment in the process of learning such as the use of learning strategies. Emotional engagement refers to

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[23] Stewart Smyth, Public Accountability: A Critical Approach, "Journal of Finance and *Management in Public Service",* vol 6, page 30.

affective reactions of learning task and environments such as emotions.[24]

Reach, degree to perceive good or bad events reaching into other areas of life.[25] Control explains the extent to which the difficulty will reach out the other parts of life of the individual. The lower reach will considered that the difficulties as a part of plan and will disturb the peace of mind of the individual when the process takes place. The higher reach more likely limit the range of issues on the events that are being faced. While, the lower reach is more likely to respond to an adverse event as a disaster, with let it expands and suck the happiness and peace of mind.

In this dimension, which look at the perceived scope of the adversity i.e. how far the adversity gets into the areas of one's life. The greater the perception of the scope of adversity, the more handicapped such persons will feel. They tend to adopt pessimistic outlooks, experience agitation, sleeplessness, bitterness, helplessness, make poor decisions and become socially and professionally isolated. The ability to manage the 'reach' of adversity, the ability to quarantine adversity benefits all individuals regardless of occupations. In this reach, there are can be found; stress and effort.

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[24] Chan Min Kim, Et.all, "From Motivation to Engagement: The Role of Effort Regulation of Virtual High School Students in Mathematics Courses", Educational Technology and Sociey", 18, (june, 2014), 262.
[25] Hema G, Sanjay M. Gupta, "Adversity,…. 51.

1. Stress is defined as a response to a demand that is placed upon you. Stress in normal reaction whey the brain recognizes a threat. When the threat is perceived, your body releases hormones that activate "fight or flight" response. This fight or flight response is not limited to perceiving a threat, but in less severe cases, is triggered when we encounter unexpected events. According to stress theory, the impact of stress on health is determined by the countervailing effects of pathogenic stress processes and salutogenic coping processes.[26]

2. Effort is defined as the use of physical or mental energy, the act of result of trying to do something. An example of effort is someone using their brain to make a plane.

    Endurance, these dimension states about two things; how long the difficulty will happen, and how long the causes of difficulty happen. The lower endurance more likely the individual considers the difficulty and its cause will last long. The individuals who see their ability as a "cause" are less likely to survive compared with an individual who considers their failure as a business. If they found the problems, the lower endurance will said; this is always happened, my life is very bad, my life is ruined, all of things are never improved.

    This dimension is linked to the perceived duration of the adversity. Attribution theory indicates that there is a big difference

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[26] Ilan H. Meyer, Resilience in the Study of Minority Stress and Health of Sexual and Gender Minorities, "*Psychology and Sexual Orientation and Gender Diversity",* 2 (2015), 209.

between people who attribute adversity to something temporary versus something more permanent or enduring. Applying this theory people who see their ability as the cause of failure (stable cause) are less likely to continue than people who attribute failure to their effort (a temporary cause). In endurance, there are can be found; hope and optimism.

1. Hope can exist as a relatively stable personality disposition or as a more temporary frame of mind. Similarly, hopeful thought can occur at various levels of abstraction. For example, one can be hopeful about achieving, goal in general, goals in a certain life arena, or one goal in particular.

2. Optimism, Scheir & Carver defined optimism as the positive view, loving life and belief in the possibility of good occurrences, or bad aspect of things, rather than the bad aspect.[27] That optimism is a readiness lies inside the single individual, concentrated in the general expectation that good or positive things will happen.

Fourth dimensions above are underlying a person in determining the level or AQ, because AQ is a variable that determines someone to put of hope and continue to hold the control in a difficult situation. Therefore, researcher using the four dimensions above as a guide in measuring the level of AQ at tenth grade of SMAN 2 NgadirojoPacitan in academic year 2016/2017.

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[27] Ahmad M. Mahasneh, et.all, "The Relationship between Optimism-Pessimism and Personality Traits among Students in the Hashemite University", International Education *Studies",* 6, (22 July, 2013), 72.

e. The Determining Factors of Adversity Quotient

The factors which forming the adversity quotient according to Stoltz are:

1. Competitiveness

Seligman states that lower of AQ because nothing competitiveness when faced of difficulty, so they losing ability to create an opportunities in a difficulties.

2. Productivities

Research that doing by several company shows that be found positive correlation between the performance of the employee with the response who given to the difficulties. That means, constructive respond who given by someone concerning the difficulty will helped to improved the performance to be better, and in the contrary, destructive respond have low performance.

3. Motivation

The research that doing by Stoltz shows that person who have great motivation they able to create opportunities in the obstacles, that means, with the great motivation will helped to solve the problem by using ability.

4. Take the risk

The research who doing by Satterfield and Seligman shows that person who have high AQ they brave to take risk from the action

are performed. This is because the person who have high AQ can responded a difficulty constructively.

5. Repairing

Someone which have high AQ always to solved the difficulties with concrete action, there are with doing repair or improvement in many aspect, so the difficulty is not reaching out to the other areas.

6. Diligence

Seligman found that a person who responds to difficulties with the good will survive.

7. Studying

According to Carol Dweck argue that children who respond optimally will study be better and more to get achievement compared with children who pessimistic.[28]

2. **English Achievement**

a. **Definition of Achievement**

Based on Oxford Dictionary, achievement is the action or process of achieving something.[29] Achievement mean the result has been achieved a person as the embodiment of something work has been done before. The achievements of a person affected by a lot of things, there is derived from internal and external factor. Commonly, learning achievement is about how success the learner can master the

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[28] Ibid, 93-95.
[29]A S Hornby, *Oxford Advanced…,* 18.

materials of the learning object. Although thedefinition learning achievement would be argued by different views of scholars, mostscholars support the notion of Chien "learning achievement is the acquisition ofknowledge or skills that are developed by subject matter, usually indicated by test scores ornumerical value is assigned by teachers".[30]

Achievement tests a standardized test for measuring the skill or knowledge by person in one more lines of work a study.[31]In conclusion, learning achievement is target measured by competences of the learner in learning which are shown by score as a sign and score is not a final expectation. So, learning achievement is the level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter.

b. **Definition of English Achievement**

Students' English achievement is how children accepting the English language as the foreign language. But in foreign language learning, students have different achievement.

Learning achievement is achievements obtained in the form of impressions result in a change in their self of individuals as the achievement of the activity in learning. Achievement can be measured by test. Test divided to some categories. Students may take following

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[30] Hsiang-Yung Feng, Jin-Jun Fan, Hui-Zhen Yang, The Relationship of Learning Motivation and Achievement in EFL: Gender As An Intermediated Variable, (2013), 52.

[31] Webster's, New International Dictionary, (1951), 20

types of test: placement, diagnostic, progress, achievement[32]. Achievement test is related directly to classroom lessons, units, or even a total curriculum.

Achievement tests are (or should be) limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in question. Achievement tests can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, but the primary role of an achievement test is to determine whether course objectives have been met-and appropriate knowledge and skills acquired-by the arid a period of instruction.[33]

Weisberg, Sexton, Mulhern, and Keeling explained that teacher evaluation systems have traditionally failed to provide accurate and credible information about the effectiveness of individual teacher's instructional performance.[34] Evaluation can used to know how many the students' understanding. English achievement involves four language skills, there are: speaking, reading, listening, and writing. That can group as: respective skills (listening and reading) and productive skills (writing and speaking).

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[32] David Riddle, Teach Yourself (Teaching English as Foreign/Second Language), (London, Hodder& Stoughton, 2003), 213.

[33] Douglas Brown, Language Assessment Principles and Classroom Practice (New York: Pearson Education, 2004), 47-48

[34]Robbert J. Marzano, Michael D. Tooth, Teaching Evaluation that Makes a Difference (USA: ASCD, 2013), 1.

1. Listening Achievement

   Listening is especially important since it provides the perfect opportunity to hear voices other than the teacher's, enable students to acquired good speaking habits as a result of the spoken English the absorb, and helps to improve their own pronunciation.[35] Listening achievement intent that student able to demonstrate general and specific understanding of longer and more complex materials: identify the important points or theme of the material, including attitudes, emotions, and ideas that are expressed, and draw conclusion from identify relationship between ideas within the material. In this view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills.[36]

2. Speaking Achievement

   Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effective-ness of a test-takers listening skill, which necessarily compromises the reliability and validity of an

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[35] Jeremy Harmer, The Practice of English Language Teaching (Longman), 228.
[36] Nasution, Jonathan Newton, Teaching ESL/EFL Listening and Speaking (New York: Routledge, Taylor and Francis, 2009), 38.

oral production test.[37] Speaking as a way of communication influences our individual life strongly. When someone speaks to other person, there will be a relationship. The relationship itself is communication. In speaking context, there are some aspects to support speaking quality. The component of speaking components as follows: vocabulary, pronunciation, accuracy, and fluency.[38] Harmer writes that teaching speaking or producing skill that can apply three major stages, there are:

1) Introducing new language

2) Practice

3) Communicative activity.[39]

3. Reading Achievement

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. Tierney argued that reading was represented in longitudinal work more than writing and that the writing research tended to be dominated by 'cross-sectional comparisons of students varying in age or ability rather than studies that have looked at the same children at different ages'.[40]

The components of reading are: phonic, phonemic awareness, vocabulary development, fluency and reading comprehension.

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[37] Douglas Brown, Language Assessment Principles, 140

[38] Kathleen M. Bailey, Practical English Language Teaching: Speaking (Singapore: McGraw-Hill (Asia), 2005), 4.

[39] Jeremy Harmer, *The Practice of English…,*

[40] Dominic Wyse, Russel Jones, Teaching English Language and Literacy (New York: Routledge, Taylor and Francis, 2008), 37.

Reading goal are minimal a goal that to ask the learner to find particular grammatical constructions or to identify words that related to particular features or topic of the reading.

4. Writing Achievement

Writing is one of the important skills in teaching English. Writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Writing is about more than making thoughts and idea visible and concrete. The good writing must have characteristic. Langan states there are four characteristic of writing. They are unity, support, coherence, and sentence skills.[41]

Ron White and Valerie Arndt are keen to stress that writing, that revision-seeing with new eyes- has a central role to play in the act of creating text. In their model, process writing is an interrelated of recursive stages which include:

1) Drafting

2) Structuring (ordering information, experimenting with arrangements, etc)

3) Reviewing (checking context, connections, assessing impact, editing)

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[41] John Langan, Collage Writing Skills With Reading, (London: McGraw-Hill Education (Europe), 2013), 12.

4) Focusing (that is making sure you are getting the message across you want to get across)

5) Generating ideas and evaluation (assessing the draft and/or subsequent draft).[42]

c. **Some Factors that Influence of English Achievement**

Learning is a process that causes the occurrence of a change in behavior and skills. In that processing, there are various factors than can affect the process. That factor is internal and external factors.

1. Internal factor

Internal factor is factor that experienced and internalized directly students and the effect on the process learning in the achievement. There are some factors which include to internal factors:

1) Intelligence

Reber said that "intelligence is the ability of psycho-physical to give the reaction to the stimuli coming or adapt to the environment in a proper way".[43] Intelligence has the biggest influence in learning achievement. The higher level of intelligence can makes greater achieve of learning success. The other way, the more range the level of intelligence of students, then the smaller the level of success in learning.

2) Interest

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[42] Jeremy Harmer, *The Practice of English…,* 258.
[43]Cholil, Sugeng Kurniawan, Psikologi Pendidikan, 49-50.

Interest is a sense of anxiety that arise from within them to something after seeing something that exists outside of him. Nothing interest in the lesson will be incurred to learning difficulties. Learn without interest may not be accordance with the talent, not according to the needs, not accordance with the skills and will cause problems to the children.

3) Motivation

Mc. Donald said that "motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction".[44] Motivation is very important to learning process. Because if the motivation is not given in the study, there are nothing will happened learning activities.

4) Talent

Talent is the ability of individuals to perform certain tasks. With talent a person can achieve a success in the future. If someone has a high intelligence and the talent is some object this learned, so the process of their learning will go well and success.

2. External factor

External factor is factor that come from outside a person, these factors includes:

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[44] Ibid, 53

1) Family

The family is a foundation of every students, the family is the first environmental of the students and the family also the first educational to the students, because the family has very important in the development on the students. A good family will influence of good development of the students.[45]

2) School

Teacher quality, teaching method, curriculum suitability with student ability, facilities/infrastructure of school, management and program of school, room class situation, student member of the class, implementation of school discipline, etc can influence the achievement of the students learning.

3) Social environment

Condition of social environment is influence for acquire a good learning achievement. That influence occurs because the existence of students in the social community can determine learning achievement of students. That existence include; the activities of the students in the community, mass media, friends, the form of life and other.

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[45]Ngalim Purwanto, Psikologi Pendidikan , (Bandung: PT Remaja Rosdakarya, 1998), 104.

B. Previous Research Findings

There are several researches that have been done by researcher about adversity quotient. First, Hairatusaani Hasanah conducted research entitle *"Hubungan antara Adversity Quotient dengan Prestasi Belajar Siswa SMUN 102 Jakarta Timur"*. The objective of this research was to find out about correlation between adversity quotient and students' achievement in SMUN 102 Jakarta Timur. The subjects of the research were the eleventh grade of SMUN 102 Jakarta Timur in academic year200/2011. Based on the research about adversity quotient and students' English achievement results r count = 0,042 on Spearman Correlation while t table = 0,1831, that means there is not found significant correlation between adversity quotient and students' achievement, so the high adversity quotient not influenced the high achievement of learning.[46]

On the research above, researcher using quantitative method and correlation approach, which means this research same with research above. While in terms of description, there are differences between this research and previous study above. Although the topic are discussed in this research is almost same with research above. Research above discussed about adversity quotient and students' achievement, while this research discussed about adversity quotient and students' English achievement.

Second, Husna Maratus Sholihah conducted a reseaach entitle *"Pengaruh Adversity Quotient Terhadap Hasil Belajar Matematika Peserta*

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[46] Hairatusaani Hasanah, Hubungan antara Adversity Quotient dengan Prestasi Belajar Siswa SMUN 102 Jakarta Timur (Jakarta: UIN Syarif Hidayatullah, 2010).

Didik Kelas VII MTs Negeri Aryojeding Tahun Ajaran 2010/2011. The aims of this research was to investigate the influenced between adversity quotient and students' Mathematic achievement at seventh grade of MTs Negeri Aryojeding. The method used in this research was quantitative research. The population in this research was all students seventh grade of MTs Negeri Aryojeding in academic year 2010/2011 which numbers are 344 students. The result of this research shows adversity quotient is influence the students' Mathematic achievement.[47]

On the research above is quantitative research, which using correlation approach. It means same with this research, but in terms of description, there are any differences. In the research above discussed about adversity quotient and students Mathematic achievement. While in this research discussed about adversity quotient and students English achievement.

C. Theoritical Framework

X : Adversity Quotient

Y : Students' English Achievement

From two variables above, researcher can conclude the theoretical framework as follows:

1. The higher the students' adversity quotient is getting the higher English achievement.

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[47] Husna Maratus Sholihah, *Pengaruh Adversity Quotient Terhadap Hasil Belajar Matematika Peserta Didik Kelas VII MTs Negeri Aryojeding Tahun Ajaran 2010/2011* (Tulungagung: Sekolah Tinggi Agama Islam Negeri Tulungagung, 2011).

2. The lower the students' adversity quotient is getting the lower English achievement.

## D. Hypothesis

1. Alternative Hypothesis (Ha)

   There is significant correlation between adversity quotient and students' English achievement of the tenth grade SMAN 2 Ngadirojo Pacitan in academic year 2016/2017.

2. Null Hypothesis (Ho)

   There is no correlation between adversity quotient and students' English achievement of the tenth grade SMAN 2 Ngadirojo Pacitan in academic year 2016/2017.
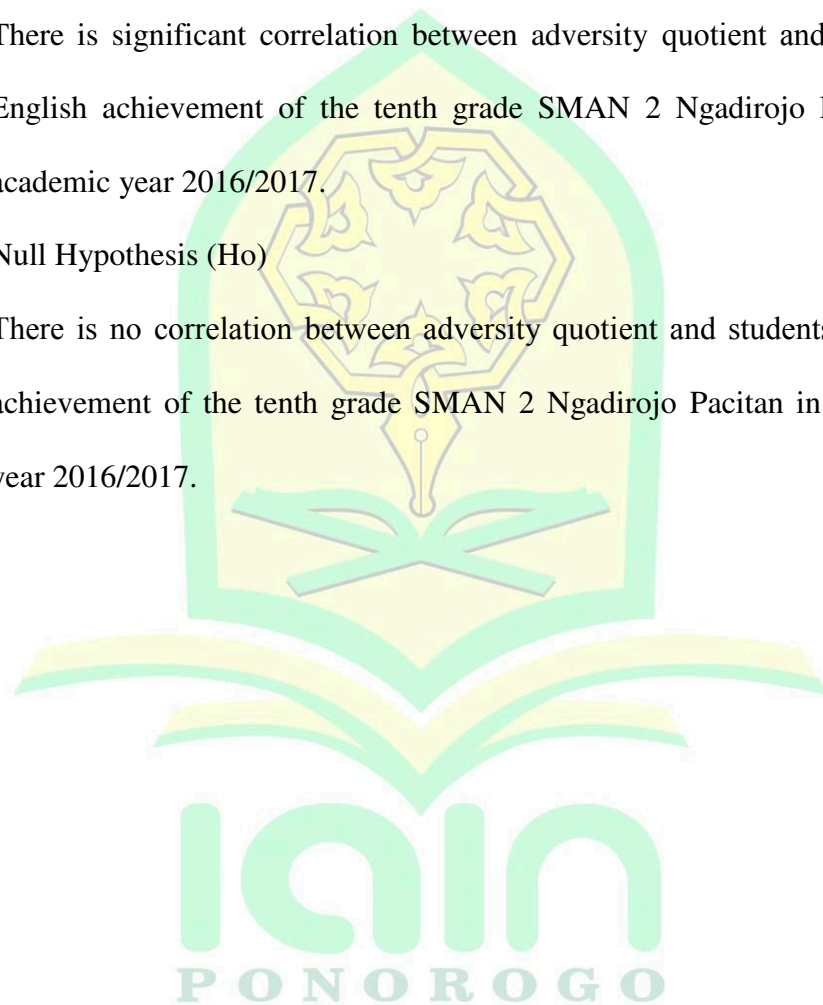
CHAPTER III

RESEARCH METHOD

A. Research Design

This research applies quantitative approach. Quantitative approach is the research that explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).[48] In a quantitative project, the problem is best addressed by understanding what factors or variables influence an outcome.

This research applies correlative research. Correlation research is correlation between two variables or more.[49] Correlation research intents on to know the similarity and the differences, so that correlation research intents on to find out whether there is correlation or not, and if it found there is correlation how is the correlation of it.[50]

This research described about adversity quotient and students' achievement. The hypothesis promotes that there is a significant correlation between adversity quotient and students' English achievement. The hypothesis offers two variables, there are X variable and Y variable. X variable is adversity quotient (independent variable) and Y is students' English achievement (dependent variable).

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[48] Daniel Muijs, Doing Quantitative Research in Education (London: Sage, 2004), 1.
[49] Retno Widyanigrum, Statistika (Yogyakarta: Pustaka Felicha, 2014), 99.
[50] Suharsimi Arikunto, Prosedur Penelitian: suatu Pendekatan Praktek (Jakarta: PT. Rineka Cipta, 1998), 251.

B. Population and Sample

1. Population

Sugiyono states that "populasi adalah wilayah generalisasi yang terdiri atas objek/subjek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulan. Populasi bukan hanya orang, tetapi juga objek dan benda-*benda alam yang lain".*[51] As a population, the subject group must have characteristic to distinguish with the other subject group. Population is not only person, but also the other things. So, population is a complete collection from elements of kind, but can be differenced based on the characteristics.

Population in this research is all of students at the tenth grade of SMAN 2 Ngadirojo Pacitan in academic year 2016/2017. The tenth grade consist four classes.

Table 3.1

Tabulation of sampling technique

No	Percents / Classes	100%	30%
1.	XA	26	8
2.	XB	29	9
3.	XC	30	9

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[51] Sugiyono, Metode Penelitian Pendidikan: Pendekatan kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2012), 117.

4.	XD	28	8
Totals		113	34

2. Sample and sampling technique

Sample is a part of the number and characteristics of population.[52] Sample is a part or group that represents the population. When the population is too large, and researcher may mot observe all of population, because limitations of time, funds, and power, then the researcher can use a sample that taken from the population. The samples should be completely representative. The samples were taken through certain techniques.

Technique sampling is a technique, a procedure for selecting a subset of units of analysis from a population. Good sampling achieves representativeness.[53] To determine the sample that will be used in the research, there are several sampling techniques that will be used.

According to Suharsimi Arikunto, sample is part of population which researched, if the subject is less 100, if better taken by all and it is research of population, but, if the subject is very great, the sample can take between 10-15% or 20-25% or more. In this research, population number of 113 students and researcher taken 30% of population are 34 students. The researcher gets the sample with the random sampling.

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[52] Ibid, 118
[53] Mark Balnaves & Peter Caputi, Introduction to Quantitative Research Method: An Investigate Approach (California: Sage, 2001), 90.

C. Instrument of Data Collection

Instrument of data collection is a tool that can be used by researcher in his activities to collected data for these activities being systematically and made easy by it.[54] Instrument of data collection divided into 2; test and non test. The purpose of test is to measured, while non test are to collected.[55]

Table 3.2

Instrument of Data Collection

Variables	Indicators	Descriptors	No. items	Subject	Technique
Variable X : adversity quotient	1. Control	− Resilience	2, 16, 27	34 students that has taken from four class	Questionnaire
		− Health	23, 26 , 28		
		− Tenacity	9, 14, 20		
	2. Origin and ownership	− Accountability	1, 15, 16, 25		
		− Engagement	3, 8, 17		
	3. Reach	− Stress	4, 11, 22		
		− Effort	12, 13, 18, 21		
	4. Endurance	− Hope	5, 29, 30		
		− Optimism	6, 10, 18,		

[54] Arikunto Suharsimi, *Prosedur Penelitian…,*134.

[55] Zaenal Arifin, Penelitian Tindakan: Metode dan Pradigma Baru (Bandung: Remaja Rosdakarya, 2014), 226.

			24		
Variable Y : English achievemen t	1. Speaking 2. Reading 3. Writing 4. Listening			The docume nt grades	Docume ntation

1. Validity

A valid instrument means a measuring instrument that is used to get the data (measure) were valid. Valid means that the instrument can be used to measure what should be measured.[56] By using the instrument are valid and reliable in the data collection, the envisaged research results will be valid and reliable. So the instruments are valid and reliable is an absolute requirement to get the research results is valid and reliable.

To test the validity of the instrument in this research, researcher using a type of constructs validity for the object of this research deals with phenomena and objects that are abstract but the symptoms can be observed and measured.

In this research, the validity of each item was then analyzed by using SPSS 16.00 for windows. After finding r_{xy}, it was equal to or greater than the value of r_{tabel}, in indicates that item was valid. According to the r_{tabel}

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[56] Ibid, 173.

value for N= 34 on the 5% of significance level, it listed 0,349. The result of

valid item is as follows:

Table 3.3

The Result of Adversity Quotient

Number of Items	r_t	r_{xy}	Criteria
1	0,349	0,417	Valid
2	0,349	0,415	Valid
3	0,349	0,531	Valid
4	0,349	0,111	Invalid
5	0,349	0,603	Valid
6	0,349	0,416	Valid
7	0,349	0,419	Valid
8	0,349	0,524	Valid
9	0,349	0,365	Valid
10	0,349	0,274	Invalid
11	0,349	0,461	Valid
12	0,349	0,317	Invalid
13	0,349	0.064	Invalid
14	0,349	0,327	Invalid
15	0,349	0,469	Valid
16	0,349	0,265	Invalid

17	0,349	0,105	Invalid
18	0,349	0,500	Valid
19	0,349	0,512	Valid
20	0,349	0,506	Valid
21	0,349	0,420	Valid
22	0,349	0,404	Valid
23	0,349	0,380	Valid
24	0,349	0,449	Valid
25	0,349	0,546	Valid
26	0,349	0,426	Valid
27	0,349	0,343	Valid
28	0,349	0,510	Valid
29	0,349	-0,358	Invalid
30	0,349	-0,244	Invalid

To test then validity and reliability of the instrument, the researcher took a sample of 34 respondents and uses 30 items of adversity quotient. Validity of the calculated item instrument to 30 items adversity quotient variables, there are 21 items valid which are the number 1,2,3,5,6,7,9,11,15,18,19,20,21,22,23,24,25,26,27,28 and invalid number which are the number 4,10,12,13,14,16,17,29,30.

2. Reliability

Reliability is a second element that determines the quality of our measurement instruments.[57] The instrument is reliable when used several times to measure the same object, would produce the same data. Reliability was the consistently of the result if an item indicator of question is repeated in similar condition. To measure reliability, in this research, researcher employ SPSS program.

Table 3.4

Reliability Statistics

Cronbach's Alpha	N of Items
.829	21

A questionnaire and test called to be reliable if the respondent' answers are consistent. The calculation of reliability test using Cronbach Alpha technique provided in SPSS.16.00 for windows. As a benchmark of high and low reliability coefficient, provided indicator as follow: 0,800-1,000 = very high, 0,600-0,799 = high, 0,400-0,599 = enough, 0,200-0,399 = low and 0,000-0,199 = very low.

D. Technique of Data Collection

To get the data is very important to choose the best technique, because technique can helped the researcher too easy to find the data. To collect the

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[57] Daniel Muijs, Doing Quantitative..., 71.

data a research need instruments. There are some instruments that to used in this research.

1. Questioners

Questioner is a data collection technique which is done by providing a set of questions or a written statement to the respondents to answers.[58] A questioner is a data collection technique that is efficient when researcher know with certainty the variables that will be measured and know what can be expected of the respondents. In addition, the questioner also suitable for use when the number of respondents is large enough and spread over a vast area.

In this research, researcher used likert scale questionnaires who give to all of sample that are 34 students at tenth grade of SMAN 2 Ngadirojo Pacitan which consist of 30 questionnaires.

2. Documentation

Documentation is looking for data about things or variables in the form of the note, transcript, book, newspaper, magazine, inscription, agenda and other.[59] To examine credibility of the research data that has been obtained through documentation, researcher need to confirm with other sources that relevant in order to obtain a response, if necessary complement and minimize it.

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[58] Sugiyono, Metode Penelitian Pendidikan, 199.
[59] Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek (Jakarta: Rineka Cipta, 1996), 234.

In this research, documentation is used to find middle test value, vision and mission, goal, history and infrastructure of SMAN 2 Ngadirojo Pacitan.

E. Technique of Data Analysis

In this research, the technique of data analysis used the technique of correlation product moment because product moment correlation is one of technique to find the correlation between two variables. This correlation technique is developed by Karl Pearson who eventually called Correlation Technique.[60]

The formula of Product Moment Correlation was purposed to "Test whether there is positive correlation between adversity quotient (X) and students' English achievement (Y).

In this research, the researcher applied SPSS 16 for windows to find out of one hypothesis above. Before testing hypothesis, researcher have to prove that data are fulfilled the requirement. The requirement includes providing homogeneity test and normality test.

1. The Normality Test

Normality test used to identify the data is normal or not. The researcher used Kolmogorov-Smirnov formula. After calculate the data, then compared the maximum result of data analysis with Kolmogorov-Smirnov. After that, make hypothesis:

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

a. H0 received if $a_1 \leq D_{table}$

b. H0 ignored if if $a_1 \geq D_{table}$

2. The Homogeneity Test

Homogeneities test is required before compare several groups of data. After calculate of data, and then compare the result of data analysis. The research make hypothesis:

a. H0 received if $F_1 < F_{tabel}$

b. H0 ignored if $F_1 > F_{tabel}$

3. Hypothesis Test

a. Ha = $r_{xy} \geq r_t$

It means that there is correlation between (X) and students' English achievement (Y)

b. H0 = $r_{xy} \leq r_t$

It means that there is no correlation between adversity quotient (X) and students' English achievement (Y)
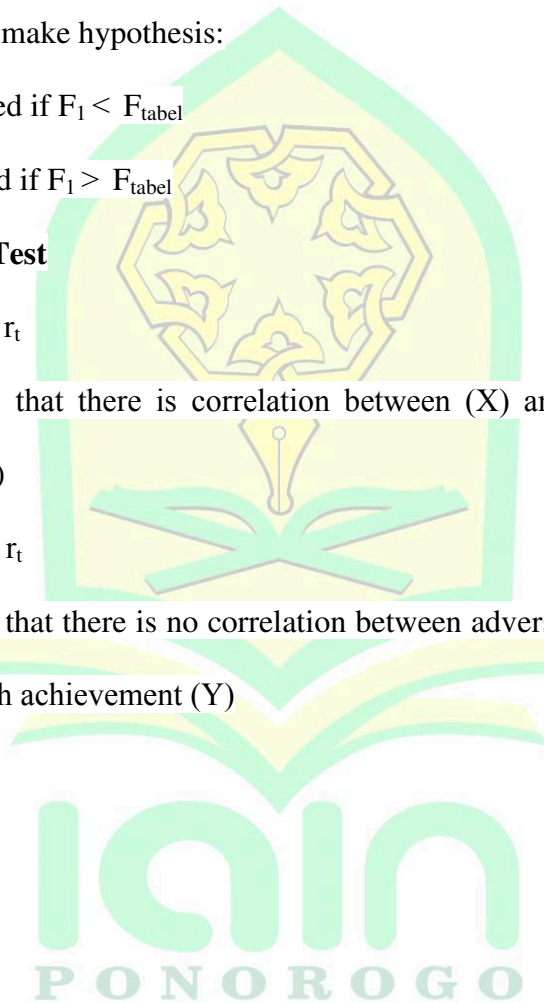
Table 3.5

The Index of Correlation

No.	Scale	Interpretation
1	0.800 – 1000	High correlation
2	0,600 – 0,800	Sufficient correlation
3	0,400 – 0,600	Fair correlation
4	0,200 – 0,400	Low correlation
5	0,000 – 0,200	Very low correlation

1. Determining the significant standard 5%.
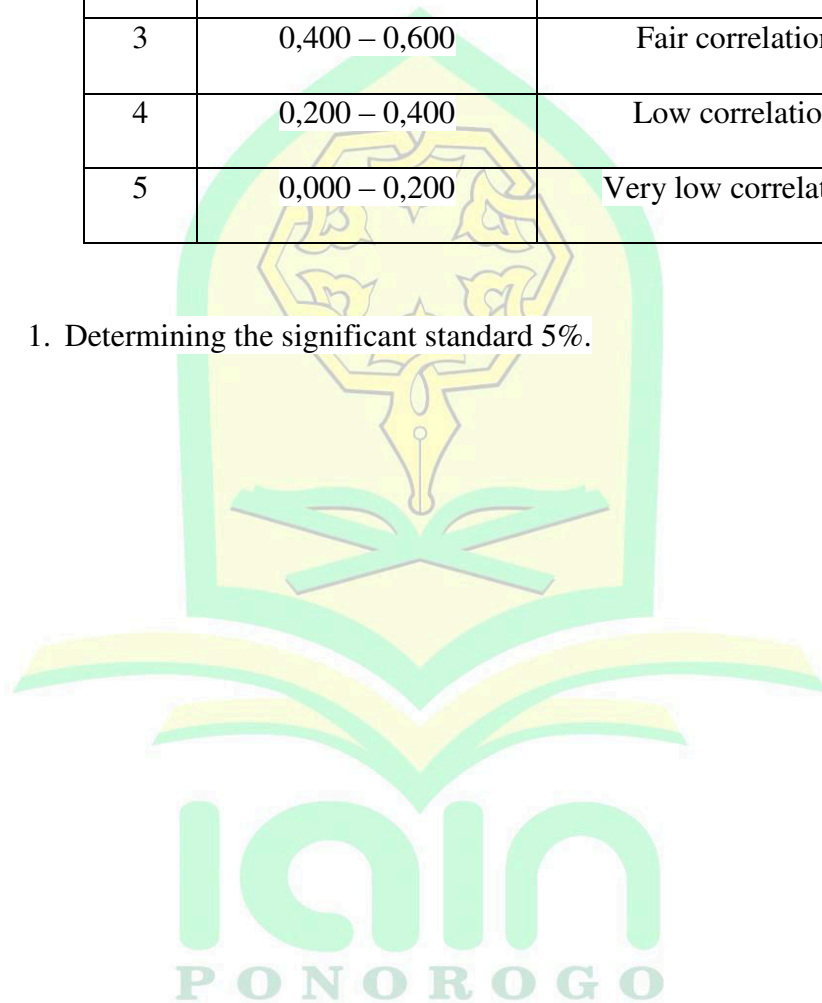
CHAPTER IV

RESEARCH RESULT

A. Research Location

This research take place in SMAN 2 Ngadirojo Pacitan, there are tenth grade students. In this research, researcher observes the correlation between adversity quotient and students' English achievement in tenth grade of SMAN 2 Ngadirojo Pacitan in academic year 2016/2017. Therefore, to get clear information, researcher would describe about SMAN 2 Ngadirojo Pacitan.

1. **School Profile of SMAN 2 Ngadirojo Pacitan**

   a. School Unit   : SMAN 2 Ngadirojo Pacitan

   b. School Address   : Wonokarto Village, Ngadirojo, Pacitan

   c. Phone   : (0357) 5103141

   d. Website   : www.sman2ngadirojo-pacitan.sch.id

   e. Email   : sman2ngadirojo@gmail.com

   f. School Status   : Owned (Negeri)

   g. Accreditation   : A[61]

2. **The History of SMAN 2 Ngadirojo Pacitan**

   The firstly school called SMA PGRI Wonokarto which now be familiar with SMAN 2 Ngadirojo Pacitan is one of the school that located in the village. This school build in 1986 who the pioneering is H. Padmodjharjo (pass away) as a leader in that village.

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[61] Look at appendix 5.

In 1988 SMA PGRI Wonokarto changes to SMAN 2 Ngadirojo Pacitan. The headmaster who lead in this school, they are:

1. Bapak Soewarno, BA   (1988-1922)

2. Bapak Soekardi   (1992-1993)

3. Bapak Drs. Mistar Harijanto   (1993-1998)

4. Bapak Siswadi, S.Pd.   (1998-2001)

5. Bapak Drs. Mulyadi   (2001-2003)

6. Bapak Drs, Fx Eko Sarojo   (2003-2010)

7. Bapak Suwarno, S.Pd.   (2010-2013)

8. Bapak Giyono, S.Pd.   (2013-now)[62]

3. **Vision, Mission and Goal of SMAN 2 Ngadirojo Pacitan**

Vision :

Health, Smart, Wise, Devout

Mission :

1. Operate educations which motivated to create clean life and health style.

2. Create of study environment that clean, peaceful and pleasant.

3. Implement learning activity that give opportunity to every individual growth and developed appropriate with talent and ability.

4. Facilitate the development students' knowledge and skill through kind of academicals and non academicals activity.

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[62] Look at appendix 6.

5. Operate the education that implant high integrity and mind character through planting positive character.

6. Operate the education which creates personal religious.

Goal   :

1. The implementation of the education which motivate to create clean life and health style.

2. The creation of study environment that clean, peaceful and pleasant.

3. The implementation of learning activity that gives opportunity to every individual growth and developed appropriate with talent and ability through which democratic learning activity, pleasant and scientific.

4. The implementation kinds of academicals and non academicals activity that support the develop knowledge and skill through many kinds learning practices and competence.

5. The implementation of the education which implant high integrity and mind character through planting positive character.

6. The implementation of the education which create personal religious through studies and practices.[63]

4. **Teacher Condition and Students Condition of SMAN 2 Ngadirojo**

The teachers' condition at SMAN 2 Ngadirojo Pacitan consists; (1) There are 20 teachers (PNS), which male 14 teachers and female 6 teachers. (2) There are 5 teachers (non PNS), which male 4 teachers and 1 for female. (3) There are 10 people for staff, which 8 people for male and 2 staff for

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[63] Look at appendix 7.

female. (4) There are 1 people for Head of staff, Official, Manager Thing, Treasure, Computer Operator, Security, Librarian, Gardener and Servant.

The students' condition of SMAN 2 Ngadirojo Pacitan consists; (1) There are 113 students for X class, 113 for XI class, and 325 for XII class. The totals of students at SMAN 2 Ngadirojo Pacitan in academic year 2016/2017 consists 561 students.[64]

5. Facilities of SMAN 2 Ngadirojo Pacitan[65]

Table 4.1

Facilities at SMAN 2 Ngadirojo Pacitan

No	Building	Total
1.	Class Room	14
2.	Headmaster Room	1
4.	Teacher Room	1
6.	Staff Room	1
8.	Library	1
9.	Storeroom	1
10.	Laboratory	1
12.	Mosque	1
13.	Canteen	2
14.	Parking Area	2

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[64] Look at appendix 8.
[65] Look at appendix 9.

15.	Hall Room	1
16.	Counseling Room	1
	Total	27

B. Data Description

This data is meant to determine how high score the students adversity quotient on the tenth grade students of SMAN 2 Ngadirojo Pacitan on students achievement in English class. The researcher used questionnaire technique toward the tenth grade students of SMAN 2 Ngadirojo Pacitan.

1. Data about students' adversity quotient score

In this description, to get data the researcher conducted by giving a questionnaire about students' adversity quotient on the tenth grade of SMAN 2 Ngadirojo Pacitan. The result from the students' adversity quotient of each student as followed:

Table 4.2

Score students' adversity quotient

No	Name	Score
1	KSI	68
2	RF	69
3	CF	60
4	OV	54
5	HYA	58
6	CK	66
7	S	54

8	DML	55
9	SS	62
10	TS	66
11	WIW	53
12	VNZ	59
13	DW	65
14	HNNA	58
15	SN	47
16	M	50
17	K	59
18	NLAH	63
19	RVW	72
20	SC	78
21	FL	60
22	EN	65
23	AA	41
24	DKF	68
25	DAK	49
26	SR	69
27	LI	52
28	AA	64
29	ERP	63
30	AS	70
31	AR	68
32	HSSW	64
33	AS	65
34	N	62

Table 4.3

Frequency distribution of the questionnaire of adversity quotient

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 41	1	2.9	2.9	2.9
47	1	2.9	2.9	5.9
49	1	2.9	2.9	8.8
50	1	2.9	2.9	11.8
52	1	2.9	2.9	14.7
53	1	2.9	2.9	17.6
54	2	5.9	5.9	23.5
55	1	2.9	2.9	26.5
58	2	5.9	5.9	32.4
59	2	5.9	5.9	38.2
60	2	5.9	5.9	44.1
62	2	5.9	5.9	50.0
63	2	5.9	5.9	55.9
64	2	5.9	5.9	61.8
65	3	8.8	8.8	70.6
66	2	5.9	5.9	76.5

68	3	8.8	8.8	85.3
69	2	5.9	5.9	91.2
70	1	2.9	2.9	94.1
72	1	2.9	2.9	97.1
78	1	2.9	2.9	100.0
Total	34	100.0	100.0	

From this table above, it could be seen that the score questionnaire of students' English achievement learning was varied. The students who got score 41,47,49,50,52,53,55,70,72,78 was only one students each. The students who got score 54,55,59,60,62,63,64,66,69 were 2 students. The students who got score 65,68 were 3 students.

Based on table above, the histogram could be seen in as follows:

Histogram

Mean =61.06
Std. Dev. =7.901
N =34
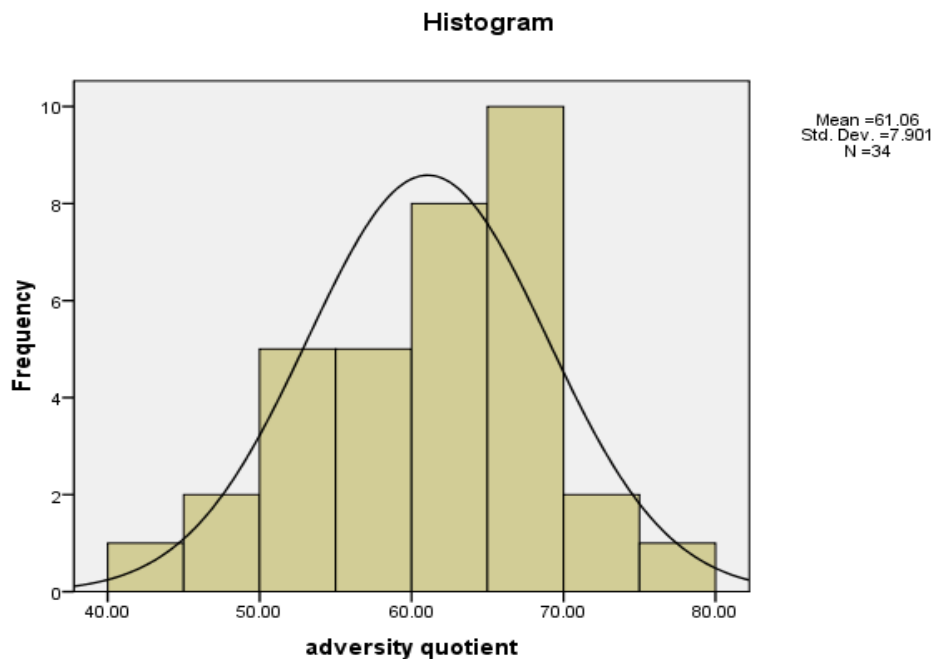
Figure 4.1 Histogram for Questionnaire of adversity quotient

From the histogram above, it is known Mean (Mx) = 61.06 and Standard Deviation (SDx) = 7.901 to determine the category of adversity quotient at tenth grade was good, enough, or less, made grouping scores using standard as follows:

1. Score more than Mx + 1.SDx are the category of adversity quotient are good

2. Score more than Mx – 1.SDx are the category adversity quotient are less.

3. Score between Mx – 1.SDx to Mx + 1.SDx are the category of adversity quotient are enough

   The calculation is:

   Mx + 1.SDx = 61,06 + (1)(7,901)

$$= 61,06 + 7,901$$

$$= 68,961$$

$$= 69 \text{ (rounded)}$$

$$Mx - 1.SDx = 61,06 - (1)(7,901)$$

$$= 61,06 - 7,901$$

$$= 53,154$$

$$= 53 \text{ (rounded)}$$

Thus it can be seen that score over 69 was considered good category of adversity quotient, while scores less than 53 were categorized as less of adversity quotient and score between 53 – 69 is enough category. To know more clearly about categorization of adversity quotient of the students can be seen in the following table:

Table 4.4

The categorization of adversity quotient

No	Score	Frequency	Category	Percents
1	More than 69	3	Good	8,8%
2	53-69	25	Enough	73,7%
3	Less than 53	6	Less	17,5%
Total		34		100%

Based on the accounting above, the researcher can see the adversity quotient the students of tenth grade in SMAN 2 Ngadirojo Pacitan varied. There are 8,8% or 3 students get good categorization, 73,7% or 25 students

get enough categorization and 17,5% get less categorization. So that, it can

be concluded that adversity quotient of the students is enough.

2. Data about students' English achievement

   The researcher took the students English achievement from the

middle test value. The score is stated as follows:

Table 4.5

Score students English achievement

No	Name	Score
1	KSI	81
2	RF	84
3	CF	78
4	OV	54
5	HYA	58
6	CK	80
7	S	60
8	DML	55
9	SS	60
10	TS	85
11	WIW	75
12	VNZ	78
13	DW	60
14	HNNA	60
15	SN	55
16	M	50
17	K	56
18	NLAH	60
19	RVW	80
20	SC	86

21	FL	50
22	EN	60
23	AA	60
24	DKF	70
25	DAK	55
26	SR	80
27	LI	75
29	AA	70
20	ERP	60
30	AS	75
31	AR	65
32	HSSW	53
33	AS	60
34	N	80

From this data above, can be concluding that the highest score for students' English achievement is 86 and the lower score is 50.

Table 4.6

Frequency Distribution of Students' English Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	5.9	5.9	5.9
	53	1	2.9	2.9	8.8
	54	1	2.9	2.9	11.8
	55	3	8.8	8.8	20.6

56	1	2.9	2.9	23.5
58	1	2.9	2.9	26.5
60	9	26.5	26.5	52.9
65	1	2.9	2.9	55.9
70	2	5.9	5.9	61.8
75	3	8.8	8.8	70.6
78	2	5.9	5.9	76.5
80	4	11.8	11.8	88.2
81	1	2.9	2.9	91.2
84	1	2.9	2.9	94.1
85	1	2.9	2.9	97.1
86	1	2.9	2.9	100.0
Total	34	100.0	100.0	

From the table above, it could be seen that the score of students' English achievement was varieties. There were 5,9% or 2 students got score 50, 2,9% or 1 student got score 53,54,56,65,81,84,85,86, 8,8% or 3 students got score 55,75, 26,5% or 9 students got score 60, 11,8% or 4 students got score 80.

Based on the table above, the histogram can be seen as follows:
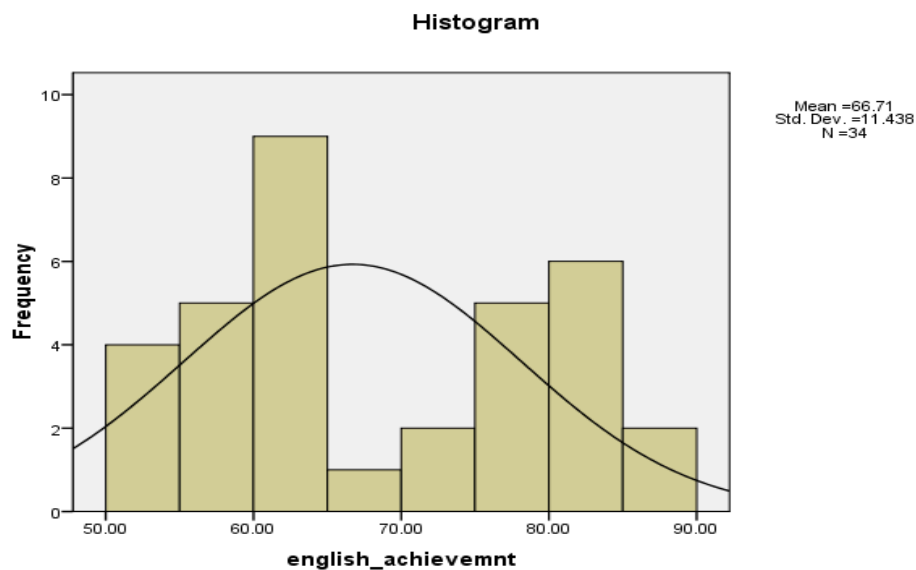
Histogram

Figure 4.2 Histogram for students' English achievement

From the histogram above, it was stated Mean (Mx) = 66.71 and standard Deviation (SDx) = 11.438 to determine the category of students' English achievement to the tenth grade of SMAN 2 Ngadirojo Pacitan is good, enough, or less, made grouping scores using standard as follows:

1. Score more than Mx + 1.SDx are the category of students' English achievement

2. Score more than Mx – 1.SDx are the category of students' English achievement

3. Score between Mx – 1.SDx to Mx + 1.SDx are category of students' English achievement.

The calculation are:

$\text{Mx} + 1.\text{SDx} = 66{,}71 + (1)(11{,}438)$

$= 66{,}71 + 11{,}438$

$= 78{,}148$

$= 78 \text{ (rounded)}$

$\text{Mx} - 1.\text{SDx} = 66{,}71 - (1)(11{,}438)$

$= 66{,}71 - 11{,}438$

$= 55{,}272$

$= 55 \text{ (rounded)}$

Thus it can be seen that score over 78 was considered good category of students' English achievement, while score less than 55 were categorized as less of students' English achievement and its score of 55 – 78 was enough category. To know more clearly about the categorized of students' English achievement of the students can be seen in the following table:

Table 4.7

The categorization of students' English achievement

No	Score	Frequency	Category	Percents
1	More than 78	8	Good	23,5%
2	55 – 78	19	Enough	55,9%
3	Less than 55	7	Less	20,6%
Total		34		100%

Based on the accounting above, the researcher can see the students' English achievement of SMAN 2 Ngadirojo Pacitan is variety. There are

23,5% or 8 students get good categorization with score more than 78, there are 55,9% or 19 students get enough categorization with score between 55 – 78, and there are 20,6% or 7 students get less categorization with score less than 55. So that, it can be concluded that students' English achievement is enough.

3. Adversity quotient and students' English achievement

The result of questionnaire of adversity quotient and students' English achievement can be seen in this table:

Table 4.8

Adversity quotient and students' English achievement

No	Name	Score of Adversity Quotient	Score of English Achievement
1	KSI	68	81
2	RF	69	84
3	CF	60	78
4	OV	54	54
5	HYA	58	58
6	CK	66	80
7	S	54	60
8	DML	55	55
9	SS	62	60
10	TS	66	85
11	WIW	53	75

12	VNZ	59	78
13	DW	65	60
14	HNNA	58	60
15	SN	47	55
16	M	50	50
17	K	59	56
18	NLAH	63	60
19	RVW	72	80
20	SC	78	86
21	FL	60	50
22	EN	65	60
23	AA	41	60
24	DKF	68	70
25	DAK	49	55
26	SR	69	80
27	LI	52	75
29	AA	64	70
20	ERP	63	60
30	AS	70	75
31	AR	68	65
32	HSSW	64	53
33	AS	65	60

| 34 | N | 62 | 80 |

C. Data Analysis

1. Normality Test

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally distributed. It can be done by conducting Normality Test.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 16.0 for windows. It is in the following:

Table 4.9

The Result of Normality Test for Adversity Quotient

One-Smple Kolmogorov-Smirnov Test

		adversity_quotient
N		34
Normal Parameters[a]	Mean	61.0588
	Std. Deviation	7.90068
Most Extreme Differences	Absolute	.106
	Positive	.070
	Negative	-.106
Kolmogorov-Smirnov Z		.619
Asymp. Sig. (2-tailed)		.838

a. Test distribution is Normal.

Based on the table above, it can be concluded that the data was normally distributed. The data was normally distributed if the significant value > 0.05 in the Asymp. Sig (2 tailed) column, we can view that the significant value for adversity quotient is 0,838. Therefore, the significant value is greater than 0,05.

The result of normality test of students' English achievement can be seen as follow:

Table 4.10

The Result of Normality Test for students' English achievement

One-Sample Kolmogorov-Smirnov Test

		english_achievement
N		34
Normal Parameters[a]	Mean	66.7059
	Std. Deviation	11.43766
Most Extreme Differences	Absolute	.251
	Positive	.251
	Negative	-.148
Kolmogorov-Smirnov Z		1.461
Asymp. Sig. (2-tailed)		.128

a. Test distribution is Normal.

Based on the table above, it can be concluded that the data is normal distributed, the data is normally distributed if the significant value > 0.05 in the Asymp. Sig (2 tailed) column, we can view that the significant value for adversity quotient is 0,05. Therefore, the significant value is higher than 0,05.

2. Homogeneity Test

Homogeneity test was aimed at knowing that two or more sample group come from population which had same variants. The researcher tried to know the homogeneity of the data. In this study, the researcher used SPSS 16.0.

Table 4.11

The result of Homogeneity Test

Test of Homogeneity of Variances

adversity_quotient

Levene Statistic	df1	df2	Sig.
1.482	6	18	.240

Based on the table above, the result was 0,053 > 0,05, it means that the data was homogeny.

3. Test of Hypothesis

Pearson's "r" correlation coefficient was used to analyze the relationship between two continuous variables. The relationship may be positive or negative.

In this study to calculate the hypothesis are using SPSS 16.00 for windows. The result of computation is described in hypothesis as follows:

The hypothesis of this research is there is correlation between adversity quotient (X) and students' English achievement (Y). to test the hypothesis the researcher was analyzed by using the statistical formulation as follows:

1. Ha = $r_{xy} \geq r_t$ It means that there was correlation between adversity quotient (X) and students' English achievement (Y).

2. H0 = $r_{xy} \leq r_t$ It means that there was no correlation between adversity quotient (X) and students' English achievement (Y).

The result of Product Moment Correlation to calculate of correlation between adversity quotient and student' English achievement by using SPSS 16.00 for windows as follow:

Table 4.12

The Result of Correlation between Adversity Quotient

and Students' English Achievement

Correlations

		adversity_quotient	english_achievement
adversity_quotient	Pearson Correlation	1	.560[**]
	Sig. (2-tailed)		.001
	N	34	34
english_achievement	Pearson Correlation	.560[**]	1
	Sig. (2-tailed)	.001	
	N	34	34

**. Correlation is significant at the 0.01 level (2-tailed).

D. Discussion and Interpretation

1. Discussion

The research was conducted to know whether there are significant correlation between Adversity Quotient and Student' English Achievement at tenth grade of SMAN 2 Ngadirojo Pacitan in academic year 2016/2017 or not. In this research, questionnaire was used to get data about adversity quotient and documentation was used to get students' English achievement based on the student's report book.

After collecting data, then make the description. It described the result of documentation of students' score of students' adversity quotient and students' English achievement. Then, it made data analysis. The first data analysis was conducted to found that score of students' adversity quotient on questionnaire at tenth grade of SMAN 2 Ngadirojo Pacitan in academic year 2016/2017 was enough by scoring 25 students. The second data analysis was conducted to found that score of English achievement at tenth grade of SMAN 2 Ngadirojo Pacitan in academic year 2016/2017 was enough by scoring 19 students.

2. Interpretation

The correlation between adversity quotient and students' English achievement finding out significant correlation in the amount of 0.560 more than $r_{table} = 0.349$. So H0 is refused, there is significant correlation between adversity quotient and students' English achievement at tenth grade of SMAN 2 Ngadirojo Pacitan in academic year 2016/2017. It means that the increasing

of students' adversity quotient was followed by increasing of students' English achievement. Finally, it could be concluded that students' adversity quotient was good increasing students' English achievement at SMAN 2 Ngadirojo Pacitan.

CHAPTER V

CLOSING

A. Conclusion

Based on the analysis of data it can be concluded there is a positive correlation between adversity quotient and students' English achievement in tenth grade of SMAN 2 Ngadirojo Pacitan in academic year 2016/2017. The significant correlation between adversity quotient and students' English achievement that is $r_{xy} = 0,560$, it is higher than $r_{table} = 0,349$, $r_{xy} > r_{table}$ or $0,560 > 0,349$ at the level of significant 5%, it means there is any difference about students' English achievement between quitters, campers, and climbers group.

B. Recommendation

Based on the result above, the researcher wants to give some recommendation as follows:

1. For Teacher

The teacher of SMAN 2 Ngadirojo Pacitan should give support to increase the students' adversity quotient in learning. For example, the teacher not only explain about the materials but also give support, motivation in order to the students can achieve learning goal. Because the higher adversity quotient is get the higher achievement, and the lower adversity quotient is get the lower achievement.

2. For School

   Refer to result of research, school of SMAN 2 gadirojo Pacitan should to give more attention to students' adversity quotient, because that has positive correlation with students' achievement. Besides that, the school should be supply the book about adversity quotient.

3. For the Students

   The students of SMAN 2 Ngadirojo Pacitan should try to face the problem well, if the students can face the problem well, they can get the well achievement too. The students should be read the adversity quotient, so that the students can increase enthusiasm when the students followed lesson in the school.