

# CHAPTER I

## INTRODUCTION

### A. Research Background

Self-concept is an important thing that supports students' learning process. Raju stated in Adom and Josephin (2014:27), "students who have good self-concept of themselves is performing well to please themselves, their parents and to get admission into higher institutions of their choice". In the era of advanced technology, relations between self-concept and English achievement becomes a study which very popular. As stated by Raju above, a good self-concept is very helpful for students to get a better performance in academic or non-academic field to show their best in the purpose of getting higher institutions of their choice.

Self-concept plays important role in building someone's passion in doing everything, appreciating self-concept structure is important (McConnell & Strain, 2007:52). Self-concept is an important part of human personality, the concept itself is unique in human nature, so it can be used to distinguish human. Learning is one thing that can add better insight but, sometimes it is easy to get bored and lazy to learn a thing constantly, hence the importance of self-concept can give encouragement. The more learning the more the insight obtained, especially English, as already mentioned in the first paragraph by the researchers.

Hence, there are some problems that faced by students while speaking and stating in English, one of the problem is the problem that studied by the

researcher, which was students' self-concept. In learning English, student needs to have good self-concept because it will help student to make easier every activity that conducted when the class is in progress. There are several different components of self-concept. In this research, researcher focused on academic self-concept, researcher tried to find out whether or not a correlation between self-concept and English achievement. There are a lot of things that can affect students' self-concept, in learning, environment, family background, self-confidence, etc. So that, self-concept investigated in the purpose of increasing the quality of students in English.

Some researchers conducted similar research before and found a result. Nuthana and Yenagi (2009) found a positive and highly significant relation between self-concept and academic achievement. Nuthana and Yenagi found self-concept enhances academic performance and also found students always be able to adjust with changes whether it is in school, home, and social environment. The result clearly showed that self-concept has relationship with intellectual and school status (INT), physical appearance and attributes (PHY), and Behavior (BEH). This has fulfilled three of six cluster scales. Based on the result, researcher will not only find three scales but, researcher will show all scales. They are behavior (BEH), intellectual and school status (INT), physical appearance and attributes (PHY), anxiety (ANX), popularity (POP), and happiness and satisfaction (HAP).

Speaking English becomes a priority nowadays, improving the standard of living, getting good job, earning much money. All of it can be reached, one

way to learn then continued with work overseas. As evidenced by the existence of English course and English as compulsory subject in official school. This research is very useful for student, teacher, and everyone. We cannot imagine that we live without English in the era with advance technology, this research give the biggest contribution in increasing students' achievement in English and helping students study abroad to maintain existing education and technology or even to promote education and technology in the other countries. In the end, researcher can conclude that English is a necessary and should be placed on top priority in carrying out education.

#### **B. Research Problems**

This study is seeking to shed light on the relation between motivation and English achievement. In fact, the study purported to answer the following questions:

1. What is the level of students' self-concept of SMAN 3 Singkawang in the academic year of 2015/2016?
2. What is the level of students' English Achievement of SMAN 3 Singkawang in the academic year of 2015/2016?
3. Is there any correlation between Students' self-concept and students' English achievement of SMAN 3 Singkawang in the academic year of 2015/2016?

#### **C. Research Purposes**

The research purposes for the study parallel the research questions. Clearly, the purpose of this study are about:

1. To find out the level of tenth grade students' self-concept of SMAN 3 Singkawang in the academic year of 2015/2016.
2. To find out the level of tenth grade students' achievement of SMAN 3 Singkawang in the academic year of 2015/2016.
3. To find out the correlation of association between tenth grade students' self-concept and students' English achievement in the academic year of 2015/2016.

#### **D. Research Objective**

Knowing and understanding the data of students' self-concept might be helping teachers, students, and researchers to understand factors that involved in learning and teaching:

1. For teachers, they should realize and consider how to increase students' self-concept which affected by various problems. So that, teacher can adjust their teaching strategies and techniques in order to get better result of teaching, the finding of this study might be used as diagnostic tools to help teachers to identify students' need in learning process of SMAN 3 Singkawang in the academic year of 2015/2016.
2. For Students, they can realize their level of self-concept. So that, they can add improvements of their style, habit, and their self-concept in learning process, they can start to do everything which positive, to get a better passion and self-confidence in learning English; and
3. For researcher, to know and to understand the factors that affect students' self-concept. Including the six cluster scales, Behavioral adjustment (BEH),

Intellectual and school status (INT), Anxiety (ANX), Happiness and satisfaction (HAP), Physical appearance and attributes (PHY), Popularity (POP). And to the further investigate the factor and solving the factor that might not investigated in the current and various studies.

## **E. Scope of Research**

### **1. Research Variables**

In conducting a correlational study, variable is very important. Variable “is pretty much anything that can be codified and have more than a single value (e.g., income, gender, age, height, attitudes about school, score on a measure of depression, etc.)” (Urdan, 2005:3). Variable can also interpreted as “a general class of objects, events, situations, characteristics and attributes that are of interest to the researcher” (Balnaves & Caputi, 2001:46). By using certain variables, researcher can test the veracity of assumptions and formulation of issues that have previously been made. By using variables, it will be easier to understand the problem, as if it provided options. Based on the function, variables can be divided as predictor variable and criterion variable.

#### **a. Predictor variable**

Predictor variable is the presumed cause of non-experimental study, can also interpreted as “a variable used to make a forecast about an outcome in correlational research” (Creswell, 2012:341). This function is often called a variable influence, because the function affects

other variables. This variable is also often referred to stimulus variable.

The predictor variable of this research is students' self-concept.

b. Criterion variable

Criterion variable is the presumed effect of non-experimental study, can also interpreted as “the outcome being predicted in correlational research” (Creswell, 2012:341). According to the function, these variables are affected by other variables, therefore also often called variables that influenced or affected variables. The Criterion variable of this research is English achievement in first semester.

2. Research Terminology

In this research, researcher provides explanations about the terms which used in this research. As the following below:

1. Self-concept is what we think others argue, about ourselves, and what we want about ourselves that consisted by six cluster scales which are Behavioral adjustment, Intellectual and school status, Physical appearance and attributes, Anxiety, Popularity, Happiness and satisfaction.
2. English achievement is an acquisition figures obtained after one semester learning English, which is calculated from the value of daily tests, mid-term and final exams of first semester and accumulated in the result of report card.

## **F. Research Hypotheses**

The basic point of the scientific method is the formulation of hypotheses, the part that will show the reader about the result or interim statement of the result. As stated by Goddard & Melville (2006:69), the purpose of a hypothesis “is to predict a relationship between variables that can be tested. Hypothesis direct a researcher's work by indicating what procedures should be followed. This means that hypotheses may be reformulated before empirical studies start, but not afterwards”. That is why, it is very important to specify hypothesis in this research. In the purpose to do research properly and following the right procedure of research. According to Urdan (2005:76), “The second fundamental. Correlation coefficients range in strength from -1.00 to +1.00. A correlation coefficient of .00 indicates that there is no relationship between the two variables being examined”. In correlational study, hypothesis divided into null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ). As the following below:

### **1. Null Hypothesis**

The null hypothesis attempts to show that no variation exists between variables. Can also interpreted as a hypothesis which usually wishes to disprove (Kohtari, 2004:186). The null hypothesis of this research showed no correlation between students' self-concept and students' achievement, it means that the correlation coefficient is 0.00.

### **2. Alternative Hypothesis**

The alternative hypothesis attempts to show that there is variation exists between variables. Can also interpreted as a hypothesis which usually

wishes to prove (Kohtari, 2004:186). The Alternative hypothesis of this research will show a correlation between students' self-concept and students' achievement. There are two characteristics of correlation coefficients, positive and negative correlation. According to Urdan (2005:76), "A perfect negative correlation of -1.00 indicates that for every member of the sample or population, a higher score on one variable is related to a lower score on the other variable" and "a perfect positive correlation of +1.00 reveals that for every member of the sample or population, a higher score on one variable is related to a higher score on the other variable". In this research, there are two possibilities, it can be negatively correlated or positively correlated.

#### **G. Testing Hypothesis**

After conducting the research, researcher tested the hypotheses. As explain above on alternative hypothesis, there are two characteristics of correlation coefficient, positive and negative correlation.

As explained on null hypothesis and alternative hypothesis above, researcher started with null hypothesis which means the correlation coefficient in the population equal to zero and the alternative hypothesis which the population correlation coefficient not equal to zero. These two hypotheses can be expressed with symbols:

$$H_0: \rho = 0$$

$$H_i: \rho \neq 0$$

*If  $\rho$  equal to zero, means that there is no correlation;*

*If  $\rho$  not equal to zero, means that there is a correlation.*

*Adopted by Urdan (2005:81)*

Correlation coefficient range is from -1.00 to +1.00. As explained on Alternative hypothesis above, a perfect positive correlation is +1.00 and a perfect negative correlation is -1.00. A perfect are never found before. Generally, correlation coefficient stays between -0.70 to + 0.70. Correlation coefficient is a simple number and must not be interpreted as a percentage. In this research, researcher used range in measuring the coefficient correlation.

*Table 1.1 Correlation Coefficient*

Correlation Coefficient	Range
0.20 – 0.35	Very Slight Correlation
0.35 – 0.65	Significant Correlation
0.65– 0.85	Prediction Correlation
>0.85	Close Correlation

*Adopted by Cohen (2007:536)*