

CHAPTER 1

INTRODUCTION

This chapter presents an overview about background of the study, statement of problem, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms that will be used in this research.

1.1 Background of the Study

Achieving good English achievement is not easy job for foreign language learners. There are many aspects that have to be considered. As Tallon (2009) stated that outcomes of foreign language learning process can be influenced by both cognitive and affective aspects. Both of them are important in getting successful English achievement. Cognitive aspects can be in the term of English language skills, such as speaking, reading, listening, and writing. Meanwhile, affective aspects can be in the term of self concept, emotion, motivation, and others. Boutler (2002) stated that self concept is an important factor predictor of academic achievement. According to Erten and Erten (2014) self concept can be broadly defined as how someone perceives about him/herself.

Moreover, Shavelson et al. (1976) created multidimensional, hierarchical model of self concept and usually called as Shavelson model. This model assumes that self concept consists of a global or general self concept in which includes of both of an academic self concept and non – academic self concept. It means that

here, academic self concept is the one of components of self concept. Qalavand et al. (2013) stated that academic self concept is an important affective variable that has mutual relation with academic performance. Then, Cookley (2000) defined academic self concept as attitudes, feelings, and perceptions that refer to someone's academic skills or intellectual ability. Moreover, Qalavand et al. (2013) revealed that academic self concept (ASC) is dealing with the personal beliefs of student about their academic abilities or skill. Meanwhile, another component of self concept is non – academic self concept which includes physical, social, and emotional self concept.

Kumar (2001) stated that further studies which concern to self concept and academic achievement reveals that there was weak correlation between global or general self concept and academic achievement. Kumar (2001) also added that there was higher correlation between academic self concept and academic achievement. Moreover, the study of Hamachek (1995) revealed that academic self concept is more highly correlated with academic achievement than general or global self concept. Another study which conducted by Sanchez and Roda (2003) on 245 primary school students in Spain found that academic self concept strongly and positively predicts academic achievement. Meanwhile, non – academic self concept negatively predicts academic achievement.

Therefore, Coetzee (2011:34) suggested that in order to make the study of the relationship between self concept and academic achievement becomes more effective, the focus should rather be on the academic self concept than general or global self concept. By considering to some previous issues, the researcher agrees

for conducting study on English achievement which focuses only on academic self concept about English subject rather than on global self concept in order to make this study more effective and beneficial.

According to Parveen (2014), academic achievement can be defined as the knowledge or skill attained in school subject which usually assessed by test score assigned by the teacher. In the simple form, the term of academic achievement can be understood as the measurement to reach successful results of teaching and learning process by giving score use the number as the symbol. Thus, English achievement in this study refers to the measurement to reach successful in English teaching and learning process which includes all of competences and general skill (listening, reading, speaking, and writing) which are examined in the term of both oral and written test, while in the last session will be given a score using number as the symbol.

Based on some previous theories about the relationship between academic self concept and academic achievement, most of studies reveal that academic self concept and academic achievement are interrelated. It means that, positive academic self concept about English will bring to the successful English achievement and vice versa. According to Hamachek (1995), students who have high academic self concept, they tend to approach school-related tasks with the confidence, thus success on those tasks will reinforce their confidence. Finally, they will express greater satisfaction in their academic. Meanwhile, a student with negative academic self concept, s/he tends to avoid study hard because s/he

considers the subject is too difficult for him/her (Sikhwari: 2014). As the result, they will get difficulty in achieving good academic achievement.

Relate to those theories above, academic self concept is one of important aspects that may determine how successful academic achievement is. However in MTs. Masyhudiyah Giri, especially at 8th D grade, there are still number of students that have low ability in achieving English. It can be seen from students' record of English achievement on the previous semester that most of the students for about 25 of 30 (83, 3 %) still do not pass the school passing grade because their score are still below 75. Meanwhile, the average score of students' English achievement of 8th D grade at MTs. Masyhudiyah Giri on the first semester was 65, 83. It indicated that they still have less ability in achieving English. Moreover, by having interview with the English teacher and observation, it has been known that the students seem enjoy enough in joining English class as like as learners commonly, but unfortunately, the students still have low score in English achievement.

Then so far, the researcher also has not found any researches that attempt to prove the correlation between academic self concept about English subject and English achievement. Most of them focus on academic self concept and academic achievement for overall subjects. Since considering this case and the problem at MTs Masyhudiyah Giri, the researcher interests to correlate between students' academic self concept of English subject and English achievement at MTs. Masyhudiyah Giri.

1.2 Statement of Problem

“Is there any correlation between students’ academic self concept and English achievement at MTs. Masyhadiyah Giri?”

1.3 Objective of the Study

Based on the problem above, the researcher wants to investigate whether there is any correlation between students’ academic self concept and English achievement at MTs. Masyhadiyah Giri.

1.4 The Hypothesis of the study

In this study, the researcher states the theoretical hypothesis that “There is positive significant correlation between students’ academic self concept and English achievement at MTs. Masyhadiyah Giri”.

1.5 Significance of the Study

The result of this study is expected to get the correlation between academic self concept and English achievement. If this study gives strong correlation, it means that positive academic self concept will bring to the success of English achievement. Meanwhile, negative academic self concept will lead to the less of English achievement.

1.5.1 Theoretical significance: It gives an additional information and reference about students’ academic self concept and English achievement theoretically.

1.5.2 Practical significance:

1. For the teacher, the result of this study can be used as consideration to motivate and encourage students for building positive academic self concept in order to get good students' output.
2. For students, it will make them realize that having positive academic self concept is needed to become active in learning process and to achieve successful English achievement.

1.6 Scope and Limitation of the Study

In order to make this study becomes specific and clearer, the researcher scopes the study to eight grade of MTs. Masyhudiyah Giri about “the correlation between academic self concept and English achievement”. The limitation of this study focuses on academic self concept which only concerns about assessment of students' feeling, thinking and acting toward English subject. Meanwhile, English Achievement deals with accumulation score which consist of exercises score, middle test, and final test at the second semester.

1.7 Definition of Key Terms

These following key terms are intended to avoid misunderstanding of perception among the researcher and the readers about the research title.

1. **Academic Self Concept** is students' views toward his/her academic ability which cover what students feel, think, and react in overall subjects generally or only certain subject specifically such as only mathematics, science, language art, social, English, and others. Academic self concept in this study only focuses on English subject.
2. **English Achievement** is the measurement to reach successful in English teaching and learning which includes all of competences and general skill (listening, reading, speaking, and writing) which are examined in the term of both oral and written test, while in the last session will be given a score using number as the symbol.