

ABSTRACT

This study entitled “The Relation of Students’ Self-concept and Their English Learning Achievement” was done by Fine Aghnia Rahmah. The study was conducted in SMK Negeri 1 Brebes, and the population of this study was 108 which distributed into three classes (X OTKP-1, X OTKP-2 and X OTKP-3). 35 students (18 students of X OTKP-1 and 17 students of OTKP-3) were taken as sample by using purposive sampling. Students’ self-concept, students’ English learning achievement and the relation of students’ self-concept and their English learning achievement were investigated in this study. To collect the data, Academic Self-concept Scale (ASCS) and documentation were used. Descriptive Analysis, Classic Assumption Test, Simple Linear Regression, Pearson Product Moment, and Coefficient Determination Analysis were employed to analyze the data. In students’ self-concept (X) variable, 19 respondents (65.52%) were in the medium category, 10 respondents (34.48%), and no one (0.00%) were in the low category. While students’ English learning achievement (Y) variable, 23 respondents (79.31%) included in category B, followed by category C which were 4 respondents (13.79%), then 1 respondent (3.45%) with categories A and E, while the minority is included in category D as many as 0 people or 0.00%. The coefficient of determination analysis revealed that students' English learning achievement (Y) is influenced by students' self-concept (X) by 6.60%, while the remaining 93.40% is influenced by other factors not examined. Additionally, the value of t_{count} for the Students’ Self-Concept (X) variable was 1,381 and t_{table} was 2,052. Due to the value of $t_{\text{count}} < t_{\text{table}}$, then H_0 is accepted and H_a is rejected. Thus, the result indicated that there is no significant correlation between students’ self-concept and their English learning achievement.

Keywords: students’ self-concept, students’ English learning achievement