CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It covers the background of the research, research questions, research purposes, research significance, rationale, hypothesis, and previous studies.

A. Background of the Research

Proficiency in English must be owned by students not only for the requirement to complete their study or to continue education at a higher level, but also for their own ability as an important qualification in finding a job. As stated by Sari (2016), at the university level, students need more enthusiasm to develop their English ability. It is because they are at a high level of education and they are demanded to use English more often than school students (Novilianti, 2019).

People sometimes want to do many activities at one time or other different times. Everyone's activity must be urged by their own inner strength (Suryabrata, 2014). There are many activities can be done by the students in the school, one of which is learning activity. This activity cannot be able to be held, if there is no power from them. Some factors can be the background of making students motivated on learning, such as; to make their parents proud, to avoid the punishment, to get reward by studying-hard, etcetera. Otherwise, students may have low-motivation in learning activity by the factors mentioned before. Those factors are called extrinsic motivation in learning. Extrinsic motivation is the execution of an activity in order to receive external rewards (Ryan & Deci (2000) in Moore (2019)).

The different thing is when students do not think about achieving any rewards, avoiding the punishment, or others on studying, but they think that studying is their necessity to make they know what they have not known. Students' main purposes on studying are getting knowledge, experience and self-development (Slameto, 2003). In this condition, students will not think about getting incentive, because they have already had their self-encouragement. It is

called by intrinsic motivation in learning. Moore (2019) mentioned that intrinsic motivation is the execution of an activity for its innate gratification without the thought of any consequence.

Slameto stated that success in learning can be seen from students' learning outcomes which are the results of the learning process. More, Moss and Kagen said that one's self-concept will affect the desire for achievement. Self-concept is also an important aspect of individual psychosocial development because it is one of the determining variables in the learning process. (Aldi, et al., 2015).

Based on the author experience during pre-service teacher activity and another teaching chance, students, on doing homework or exercises from teacher, often said, "It's okay! The main point we do the homework". It might be happened because students did not really like English class, or they did not really understand the materials that the teacher had given, or they did not have big intention to learn English. This condition must be influential on teaching-learning activity, whether the students really understood about the material they got, or vice versa. From this matter, it is known that the extent of self-concept is very important to be concerned and understood, all the more by the teacher to make a comfortable and a right on target delivering material. Then, the author thinks that this case is very important to be observed.

Thus far, things that are often used as a benchmark for student learning outcomes are the values students get after completing learning within a predetermined period of time. The learning outcome value is then compared with the predetermined completeness criteria, so that it will be known whether the student is successful or not in learning.

The result or learning achievement according to Hamalik is a change in behavior after a person carries out learning activities, for example from not knowing to knowing. Sudjana defines learning outcomes as abilities possessed by students after gaining learning experiences. In line with that Dimyati and Mudjiono state that learning outcomes can be seen from the student's point of view, namely a level of mental development that is better than before studying. This level of mental development manifests itself in the cognitive, affective, and

psychomotor domains. Meanwhile, from the teacher's point of view, learning outcomes are when the learning material is finished (Subaryana, 2015).

Burns cited by Novilita & Suharnan (2013) states that self-concept will affect the way individuals behave in society. Therefore, students with high self-concept will tend to have a high level of independence in learning. Conversely, students with low self-concept tend to have a lower level of independence in learning.

The research that has been conducted by the author is different from the previous studies which done by other researchers, because this study is conducted during new normal on Covid-19 pandemic. Therefore, the author focuses on self-concept and students' English score, especially on English final-term. Quantitative research data collection is more suitable to be used in this research because this study uses correlation formula of statistic at the data analysis. This research entitled: **"The Relation of Students' Self-concept and Their English Learning Achievement".**

B. Research Questions

Based on the background of the research, the statements of research questions are formulated as follow:

1. How is students' self-concept at SMK Negeri 1 Brebes?
2. What are students' English learning achievements at SMK Negeri 1 Brebes?
3. Is there any significant relation between students' self-concept and their English final-term score at SMK Negeri 1 Brebes?

C. Research Purposes

Based on the questions formulated above, the purposes of this research are restated as follows:

1. To find out students' self-concept at SMK Negeri 1 Brebes.
2. To find out students' achievements in their English final-term score at SMK Negeri 1 Brebes.
3. To describe the relation between students' self-concept and their English final-term score at SMK Negeri 1 Brebes.

D. Research Significance

Theoretically, this research is significant in providing information about the students' self-concept and their English learning achievement. This is not only useful for the author because of holding the research, but also for the readers especially in the scope English education and who has same interest in issue.

Practically, this research is expected to help English teacher to know that teaching-learning activity is also affected by their students' self-concept and their English achievement. With the result, the teacher can prepare more on teaching to make a better and best English class for the students.

E. Rationale

Self-concept is one of aspects which have been embedded within people's personality. Sartain, whose opinion was cited by Purwanto (2004) saying : the self is the individual as known to and felt about by the individual. (Self is an individual as seen or known and perceived by the individual itself). As such, the self encompasses all the conscious, presumption, attitudes, and feelings of both consciously and unknowingly that exist in someone about himself.

(Patimah, et al., 2018) briefly said: "Self-concept is the overall perception that a person has about himself. While Brooks who is cited his opinion by (Rakhmat, 2017) defines the concept of self as "those physical social and psychological perception of ourselves that we have derived from experience and our interaction with others. Meanwhile, Anita Taylor briefly defines the self-concept as: "All you think and feel about you, the entire complex of beliefs and attitudes you hold about yourself (Rakhmat, 2017).

From the explanation above, it can be concluded that self-concept is all the feelings, thoughts, and judgment of a person about himself both in physics, psychological, and social which is the result of individual interaction with his environment in his life experience. Essentially, education is a process or effort towards a single goal. (Ali et al., 2011) said that the ultimate goal in education is "self-realization." So it is obvious that self-concept is part of a goal that is to be achieved in education.

Talking about students' achievements, getting score is one of aspect that should be gained by the students as a result of the assessment on learning.

Subaryana stated that learning result are changes that cause people to learn to exchange of their attitudes and behavior (Subaryana, 2015). The aspect of the changing will refer to developed learning purposes, as evolved by way of Taxonomi Bloom idea, studies are completed through three area classes consisting of cognitive, affective, psychopathy. Thus, learning result are a change that occurs with students after carrying out learning activities, the learning result is knowledge, attitude and ability. In fact, learning obtained from one student to any other is not generally the identical. This potential depends on the extent to which the student can understand the lesson material given by the teacher (Aldi et al., 2015).

F. Hypotheses

Hypothesis in quantitative research, according to Creswell (2012) is that the researcher makes a prediction or conjecture about the result of relationship among variables in a research. It means hypothesis give a prediction whether the investigation influences the result of the research or not and whether the variables are independent (self-concept) or dependent (English final-term score).

According to the explanation above, the hypotheses of this study are as follows:

1. H_0: there is no significant relation of students' self-concept (X) and their English learning achievement (Y).
2. H_a: there is a significant relation of students' self-concept (X) and their English leraning achievement (Y).

G. Previous Study

The previous study of self-concept has been done by several researchers (Guay Frederic, et al, 2019; Umarji Osman, et al, 2018; and Thomas Justin, et al, 2019).

1. Quarterly Teachers' Relatedness with Students as A Predictor of Students' Intrinsic Motivation, Self-concept, and Reading Achievement (Guay et al., 2019)

The purpose of this study was to examine how teachers' relatedness with students is linked to academic achievement in reading for elementary students

transitioning from kindergarten (five years old) to first grade (six years old). Intrinsic motivation and self-concept in reading were examined as potential mediators of this relation. Overall, the results showed that kindergarten teachers' relatedness with students predicts intrinsic motivation for reading and that self-concept for reading positively mediates the relation between intrinsic motivational reading achievement (all relations are significant at p < .01). These results may have implications for educators aiming to improve reading achievement, strengthen students' academic self-concept, and encourage intrinsic motivation.

2. A Patterns of Math and English Self-concepts as Motivation for College Major Selection (Umarji, McPartlan, & Eccles, 2018)

    A variable and person-centered approach was applied to understand the development of cross domain self-concepts of ability, patterns of math and English self-concepts of ability throughout adolescence, and their associations with college major. An expectancy-value perspective was integrated with dimensional comparison theory to understand how math and English self-concepts of ability relate to one another over time and within a person.

3. We Tweet Arabic; I Tweet English: Self-concept, Language and Social Media (Thomas, Al-Shehhi, Al-Ameri, & Grey, 2019)

    Differences in self-concept have been observed across cultures. Participants from collectivist societies tend to describe themselves using social and relational attributes (mother, student, Arab) more frequently than their individualist counterparts, who tend to rely more heavily on personal attributes (fun, tall, beautiful). Much of this past research has relied on relatively small samples of college students, tasked with spontaneously reporting self-concepts in classroom settings. The present study re-examines these ideas using data extracted from Twitter, the popular social media platform. Big data extracted from social media platforms appear to offer a useful means of exploring self-concept across cultures and languages.

    While previous study of students' achievement has been done also by several researchers (Rozikin, Amir, & Rohiat, 2018; (Bieg, Backes, & Mittag, 2011)

1. Relationship of Students Learning Achievements with Students Learning Interest in The Chemistry Subjects at SMA Negeri 1 Tebat Karai And Sma Negeri 1 Kepahiang (Rozikin, Amir, & Rohiat, 2018)\

   The study aims to measure the significance of relationships of interest in learning chemistry with the result of chemical learning students in class X IPA residing in SMA Negeri 1 Tebat Karai and a in SMA Negeri 1 Kepahiang at 2016/2017 academic year. The research is the correlation research. Data collection techniques in the study used the instruments form of the interest in learning chemistry. Data analysis tested using correlation analysis, test validity, reliability, linear regression and hypothesis testing. Based on the analysis of the data obtained to the conclusion, there was a significant positive relationship between interest in study with the results of the study chemistry well in SMA Negeri 1 Tebat Karai and SMA Negeri 1 Kepahiang.

2. Learning Interest as Determinant Student Learning Outcomes (Andriani & Rasto, 2019)

   The problem in this research is not optimal student learning outcomes. It is characterized by the acquisition of learning outcomes of students who have not reached the Minimum Completeness Criteria (KKM) in school. This study aims to determine the effect of learning interest on student learning outcomes. The method used in this research was survey method with data collection using a questionnaire rating scale models. The approach used is a quantitative approach to data analysis techniques using regression analysis. The indicator used to measure learning interest is an interest in learning, attention to learning, motivation to learn and knowledge. Based on the regression analysis, the result that learning interest has is a significant impact on learning outcomes.

3. The Influence of Learning and Discipline Motivation on the Results of Studying IPS Students of SMP Karya Indah Kecamatan Tapung (KAHRAMAN, 2016)

   This study was conducted in SMP Karya Indah Kec. Tapung. The purpose of this study is to know the effects of learning and discipline of the students' study results. The study was carried out in May 2011. This research population is 148

students of SMP Karya Indah. There were 60 students as the sample taken by using random sampling technique.