CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents : (1) research findings; (2) statistical anayses; (3) interpretations

4.1 Research Findings

There were two kinds of research findings in this research; (1) the result of students' academic self concept and (2) the result of students' writing performance.

4.1.1 The Result of Students' Academic Self Concept

In this research, I gave 42 questionnaires to all the ninth gade students of SMP YP Swakarya Banyuasin because 4 students did not come. The questionnaire consists of 40 item based on the sevent domain of academic self concept and faking index. The questionnaire has four possible responses to each statement ranging from 'Strongly agree' (number 1) to 'Strongly agree' (number 4). After the students choose, the result was analyzed by adding up the answer and writing the total. For each of the four scales, subtract the smaller total from the larger one and wrote the difference (40-160) and the likert-scale with the larger total.

The result of descriptive statistic of students academic self concept is described in Table 9.

Table 9 Descriptive Statistic of Academic self Concept

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
ASC	42	47	90	137	4940	117.62	11.892
Valid N (Listwise)	42						

Based on the descriptive statistic above, the range score of ASC was 47, the minimum score was 90 and the maximum score was 137. Meanwhile, the sum score of the students' academic self concept was 4940, the standard deviations was 11.892 and the mean score was 117.62 . This mean score (117) indicated that the level of academic self concept of the ninth grade students of SMP YP Swakarya Banyuasin was average.

It was revealed that from the questionnaire, the three levels of academic self cocnept were all perceived by the students with different numbers; "low" as the least perceived level and "high" as the most perceived. The distribution of students' academic self concept can be seen in table below.

Table 10 Distribution of Students' Academic Self Concept

Score Interval	Category	Frequency	Percentage
121 – 160	High	18	42.9 %
81 – 120	Average	24	57.1 %
40 – 80	Low	-	-
	Total	42	100 %

From the table of Acade mic Self Concept Scale (ASCS) the result showed that there was no the low category. Meanwhile, 24 students (57.1 %) whose score belonged to average category, and 18 students (42.9 %) fell into high category. Therefore, the students' academic self concept of the ninth grade students of SMP YP Swakarya was average.

4.1.2 The Result of Students' Writing Performance

Writing skill data were obtained from the students' writing skill test especially descriptive text. In writing test, the scoring is based on five aspects of writing, they are content (30%), organization (20%), grammar (20%), vocabulary (15%), and mechanics (15%). The descriptive statistic analysis of writing for the participants is shown in table below.

Table 11. Descriptive Statistic of Writing

	N	Range	Min	Max	Sum	Mean	Std. Deviation
Writing	42	37	50	87	3003	71.50	10.588
Achievement	42						

Based on the descriptive statistic above, the range of students' writing score was 35, the maximum score was 87 and the minimum score was 50. meanwhile the standard deviation score was 10.588, and the mean score was 71.50. The distribusi of the writing achievement results can be seen in the table below.

Table 12 The Distributions of Writing Achievment

Score Interval	Category	Frequency	Percentage
86 – 100	Very Good	3	7.1 %
71 – 85	Good	13	31.0 %
56 – 70	Average	23	54.8 %
41 – 55	Poor	3	7.1 %
0 – 40	Very Poor	-	-
Total		42	100 %

Based on the distributions table above, the results showed that 3 students (7.1%) in very good writing achievement, 16 students (38.1 %) were in good writing achievement and 23 students (54.8 %) were in average writing achievement. Meanwhile, 3 students (7.1 %) were in poor writing achievement. Futhermore, there were no students in very poor writing achievment. Therefore, from the writing test indicated that the writing achievement of the ninth grade students of SMP YP Swakarya Banyuasin were in the average category.

4.2 Statistical Analyses

There were three statistical analyses that I applied in this research, they are;

1. The statistical analysis of normality and linierity
2. The statistical analysis of correlation analysis between students' academic self concept and their writing performance

3. The statistical analysis of regression analysis between students'
academic self concept and their writing performance

4.2.1 Normality and Linierity Test

Normality and linierity test were conducted prior to data analysis through
SPSS 23th version for windows. As parametric statistics, in term of correlation and
regression, and purposive sampling were used in this research. It was fundamental
to see if the distribution of data were normal and linier of each variables.

4.2.1.1 Normality Test

Normality test is done to find out whether the distribution of data is
normal or not. The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the
data are not normal. Kolmogorov-smirnov was used to see the normality. To find
out whether the distribution is normal ot not, the result of the normality test can be
seen on the table below.

Table 13 Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Academic Self Concept	Writing Performance
N		42	42
Normal Parameters[a]	Mean	116.88	71.50
	Std. Deviation	12.246	10.588
Most Extreme	Absolute	.148	.122
Differences	Positive	.074	.104
	Negative	-.148	-.122

Kolmogorov-Smirnov Z			.960	.792
Asymp. Sig. (2-tailed)			.315	.556

a. Test distribution is Normal.

Based on the result of normality test, both academic self concept and writing achievment results were more than 0.05. The results of Academic Self Concept Scale was .315 (> 0.05) and writing performance was .556 (> 0.05) which could be assumed that the data were normal.

4.2.1.2 The Result of Linierity Test

The purpose of the linierity test is to find out whether the distribution of the data is linier or not. The probability value for the linierity test is more than 0.05. To find out whether the distribution of data is linier or not, the result of the linierity test can be seen on the table below

Table 14 Linierity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Writing Performance * Academic Self Concept	Between Groups	(Combined)	2936.619	22	133.483	1.528	.177
		Linearity	1673.202	1	1673.202	19.152	.000
		Deviation from Linearity	1263.417	21	60.163	.689	.797
	Within Groups		1659.881	19	87.362		
	Total		4596.500	41			

Based on the table above, the result showed that the deviations from linierity between academic self concept and writing achievment was .797 or higher than 0.05 which the results could be assumed that it was linier.

4.2.2 Correlation Between Students' Academic self Concept and Their Writing Achievement

This section answered the first problem. Therefore, to answer the first problem, I used Pearson Product Moment to find out the correlation of each variables. The result of Pearson Product Moment can be seen in the table below.

Table 15 Correlation Result

Correlations			
		Academic Self Concept	Writing Performance
Academic Self Concept	Pearson Correlation	1	.603**
	Sig. (2-tailed)		.000
	N	42	42
Writing Performance	Pearson Correlation	.603**	1
	Sig. (2-tailed)	.000	
	N	42	42
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the table above, the correlation coefficient or the r_{value} was .603 and it was higher than r_{table} .304 Then, the level of probability (p) significance (sig.2-tailed) was .000 and it was lower than 0.05. Therefore, there was sufficient

evidance to suggest that the H_o was rejected and H_I was accepted. The result indicated that there was a positive significant correlation between students' academic self concept and their writing achievement.

4.2.3 Influence of Students' Academic Self Concept and Their Writing Achievement

Since there was a correlation between academic self concept and writing achievement, Regression analysis was used to answer the second research problem. The result can be seen in table below.

Table 16 Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.989	13.547		.516	.609
	Academic Self Concept	.550	.115	.603	4.785	.000

a. Dependent Variable: Writing Performance

The results indicated that the students' academic self concept influenced writing achievement significantly with t_{value} (4.785) was higher that t_{table} (1.682) with sig. value (.00) was lower than probability (.005). Therefore, there was a

significant influence between students' academic self concept and their writing achievement of SMP YP Swakarya Banyuasin.

Table 17 Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.603[a]	.364	.348	8.549

a. Predictors: (Constant), Academic Self Concept

b. Dependent Variable: Writing Performance

Moreover, to know the percentage of academic self concept influence on writing achievement, R-Square was obtained. The result of the analysis revealed that the R-Square (R^2) was .364. It means that students' academic self concept gave significant effect in the level of 36.4 % toward writing achievement, and 63.6 % was unexplained factors value.

4.3 Interpretation

In order to strengthen the value of this study the interpretations are drawn on the basis of the results of the data analysis. First, based on the questionnaire, only three levels of academic self concept were perceived by the students with different numbers. There are 18 students (42.9%) fell into high category, and 24 students (57.1%) whose score belonged to average category. Meanwhile there was no the low category of the students' academic self concept. Therefore, the

students' result of academic self concept of the ninth grade students of SMP YP Swakarya Banyuasin were in average score.

Furthemore, for their writing performance there are 3 students (7.1%) were in very good category, 13 students (31.0%) were in good category, 23 students (54.8%) were in avergae category, 3 students (7.1%) were in poor category, and there was no students in very poor category. From the data, it can be concluded that most of the students' writing performance is average category.

Afterwards, from the result of pearson product moment correlation, it was found that there was a positive correlation between academic self concept and writing performance of the ninth grade students of SMP YP Swakarya Banyuasin (r=0.603, p< 0.05) which were calculated by the data of ASC scale and writing test. The correlation was positive which probably indicated that when the score of students' academic self concept tends to increase the score of their writing performance also tends to increase. Since, wriitng activity can develop their knowledge and their thinking. When the students decide to start writing, they must have belief in their own potential in order to finish their writing activity. Besides, the students who do not have belief in their own potential tend to have no motivation, they will find some difficulties during the process writing.

Meanwhile, Academic self concept will make students more confident and brave to express the idea and to interact with peers and and teachers which will lead to their understanding of the lesson. According to Dramanu and Balarabe (2013), students who are convinced that they are good and have the ability to succed or control their educational experiences are likely to make efforts to excel

in school related work. It means that the students' academic self concept had relation to their writing performance.

The students who have high academic self concept will perform better than those with low academic self concept, because they know their own potential. It is supported by Akey (2006) who states that students who performed higher academically had a higher academic self concept. Therefore, students' beliefs about their competence and expectations for success in school are linked to the students' level of engagement as well as emotional states that promote their ability to be academically successful.

Furthermore, it might be because the ninth grade students of SMP YP Swakarya Banyuasin are aware of their academic self concept. They tried to push themselves to be social person, good motivation, positive attitute, feel more confidence and respect about one's and others' feeling. Brooks and Emmart (1976) states that people who have a positive self concept ensure to be successful as possible, feeling able to cope with the problem, feeling a par with others, receiving a compliment without shame, and feeling able to repair themselves.

The result of this present study is in agreement with the studies of previous study. Desi (2016) agreed that academic self concept and each aspects of writing performance have any correlation. It indicates that the increas of academic self concept will followed by the increase of writing skill. It is also in line with Badiozaman (2012) who found that self concept plays an important role in helping students adapt to their new academic context and learning demands, especially in academic writing. The result of this research also corroborate to the result of

Flores (2013) who found that self concept have a correlation between academic self concept and writing performance.

Meanwhile, the result of R Square (36.4) indicated that academic self concept 36.4% influence on writing performance. This result in part with Motallebzadeh (2009) who found that the regression more influences by significant level, it means that writing performance more influenced by academic self concept level. Futhermore, 63.6% of writing performnace influence other factors.

In conclusion, this study was succesful to find the correlation between academic self concept and writing performance of the ninth grade students of SMP YP Swakarya Banyuasin.