

**A STUDY OF THE CORRELATION BETWEEN ACHIEVEMENT
MOTIVATION, SELF-CONCEPT, SOCIOECONOMIC STATUS AND
ENGLISH LEARNING ACHIEVEMENT OF THE SECOND YEAR
STUDENTS OF SMP NEGERI 3 BULUKUMBA**

***STUDI TENTANG HUBUNGAN ANTARA MOTIVASI BERPRESTASI,
KONSEP DIRI, DAN STATUS EKONOMI SOSIAL DAN PRESTASI
BELAJAR BAHASA INGGRIS SISWA KELAS VIII PADA
SMP NEGERI 3 BULUKUMBA***

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**GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR
2015**

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ENGLISH LEARNING ACHIEVEMENT OF THE SECOND YEAR
STUDENTS OF SMP NEGERI 3 BULUKUMBA**

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PERNYATAAN KEORISINILAN TESIS

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Menyatakan bahwa tesis yang berjudul *A Study of the Correlation between Achievement Motivation, Self-Concept, Socioeconomic Status and English Learning Achievement of the Second Year Students of SMP Negeri 3 Bulukumba* merupakan karya asli. Seluruh ide yang ada dalam tesis ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu, tidak ada bagian dari tesis ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

Jika pernyataan di atas terbukti sebaliknya, maka saya bersedia menerima sanksi yang ditetapkan oleh PPs Universitas Negeri Makassar.

Tanda Tangan,

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ABSTRACT

RIA HAJRIAH. *A Study of the Correlation between Achievement Motivation, Self-Concept, Socioeconomic Status and English Learning Achievement of the Second Year Students of SMP Negeri 3 Bulukumba.* (Supervised by Baso Jabu and Kisman Salija).

This study was conducted to find out the students' achievement motivation in learning English, to find out the students' self-concept in learning English, to find out the students' socioeconomic status, to find out the students' English learning achievement. To analyze the correlation between students' achievement motivation and English learning achievement, to analyze the correlation between students' self-concept and English learning achievement and to analyze the students' socioeconomic status and English learning achievement.

This study employed correlational research. The technique of taking sample was random sampling. The population of this research was 90 students of the second year students of SMP Negeri 3 Bulukumba which belong to three classes. The sample of this research was 45 students. It took from 50% of population, $90 \times 50/100 = 45$ students. The research data were collected using questionnaires and test. The data were analyzed by using Likert scale and descriptive statistics through SPSS 17.0 version.

The research result showed that the second year students of SMP Negeri 3 Bulukumba in academic year 2014/2015 have high achievement motivation in learning English. This was proven by mean score of achievement motivation 81.57. It was classified into high achievement motivation categories ranges from 68 – 84 score. The students have high self-concept in learning English This was proven by mean score of self-concept 80.24. It was classified into high self-concept categories ranges from 68 – 84 score. The students have moderate socioeconomic status categories. This was proven by mean score of socioeconomic status 64.17. It was classified into moderate socioeconomic status categories ranges from 52 – 68 score. The students have good score in English learning achievement. This was proven by mean score of test 75.71. It was classified into good score in achievement categories ranges from 76 – 85 score. Based on the result of SPSS analysis about the correlation between achievement motivation and English learning achievement was positive and significant with $r = 0.757$ classified into strong category range from 0.60 – 0.799. The result of SPSS analysis about the correlation between self-concept and English learning achievement was positive and significant with $r = 0.803$ classified into very strong category range from 0.80 – 1.00. The result of SPSS analysis about the correlation between socioeconomic status and English learning achievement was positive and significant with $r = 0.324$ classified into low category range from 0.20 – 0.399.

ABSTRAK

RIA HAJRIAH. *Studi tentang Hubungan antara Motivasi Berprestasi, Konsep Diri, dan Status Ekonomi Sosial dan Prestasi Belajar Bahasa Inggris Siswa Kelas VIII pada SMP Negeri 3 Bulukumba.* (Dibimbing oleh Baso Jabu dan Kisman Salija)

Penelitian ini bertujuan untuk mengetahui motivasi berprestasi siswa dalam belajar bahasa Inggris, mengetahui konsep diri siswa dalam belajar bahasa Inggris, mengetahui status ekonomi sosial siswa, mengetahui prestasi belajar bahasa Inggris siswa. Mengetahui hubungan antara motivasi berprestasi dan prestasi belajar bahasa Inggris siswa, mengetahui hubungan antara konsep diri dan prestasi belajar bahasa Inggris siswa, mengetahui hubungan antara status ekonomi sosial dan prestasi belajar bahasa Inggris siswa.

Penelitian ini merupakan penelitian korelasi. Teknik pengambilan sampel dengan menggunakan sampel acak. Populasi dari penelitian ini sebanyak 90 siswa dari tingkat kedua pada SMP Negeri 3 Bulukumba yang terdiri dari 3 kelas. Sampel dari penelitian ini sebanyak 45 siswa. Sampel tersebut diambil dari $90 \times 50/100 = 45$ siswa. Penelitian ini menggunakan angket dan tes. Data tersebut dianalisis dengan menggunakan skala Likert kemudian melalui SPSS versi 17.0.

Hasil dari penelitian tersebut menunjukkan bahwa siswa pada tingkat kedua di SMP Negeri 3 Bulukumba memiliki motivasi berprestasi yang tinggi dalam belajar bahasa Inggris, itu ditunjukkan dengan mean skor 81.57. diklasifikasikan kedalam tingkat motivasi berprestasi yang tinggi yang terdapat pada skor 68 – 84. Siswa mempunyai konsep diri yang tinggi dalam belajar bahasa Inggris, itu ditunjukkan dengan mean skor 80.24. diklasifikasikan kedalam tingkat konsep diri yang tinggi yang terdapat pada skor 68 – 84. Siswa mempunyai status ekonomi sosial dalam kategori sedang, itu ditunjukkan dengan mean skor 64.17. diklasifikasikan kedalam tingkat status ekonomi sosial sedang yang terdapat pada skor 52 – 68. Siswa mempunyai nilai bagus dalam belajar bahasa Inggris, itu ditunjukkan dengan mean skor 75.71 diklasifikasikan kedalam skor yang bagus pada tingkat prestasi belajar yaitu 76 – 85. Berdasarkan hasil analisis SPSS tentang korelasi antara motivasi berprestasi dan prestasi belajar siswa ditemukan bahwa ada korelasi yang positif dan signifikan dengan $r = 0.757$ diklasifikasikan kedalam kategori kuat dengan skor 0.60 – 0.799. Hasil analisis SPSS tentang korelasi antara konsep diri dan prestasi belajar siswa ditemukan bahwa ada korelasi yang positif dan signifikan dengan $r = 0.803$ diklasifikasikan kedalam kategori sangat kuat dengan skor 0.80 – 1.00. Hasil analisis SPSS tentang korelasi antara status ekonomi sosial dan prestasi belajar siswa ditemukan bahwa ada korelasi yang positif dan signifikan dengan $r = 0.324$ diklasifikasikan kedalam kategori kuat dengan skor 0.20 – 0.399.

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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective of the research, significance of the research and scope of the research.

A. Background

Education has an important role in raising the quality of human resources. The aim of education in indonesia enables the students to develop basic character of good citizens. The society needs as well as provides the students prerequisite knowledge for futher studies to increase the quality of educational that should be achieved by them. By education it is hoped that the ability, education quality and human prestige can be raised.

Learning is an activity that can make a change of human beings' behavior, attitude, knowledge, skill, etc as a result of individual experience of interaction with the environment.

Psychologists have many different ways to explain the definition of learning but either explicit or implicit finally it has the similar meaning that the definition of learning always directed to a process of someone behavior change based on practice or certain experience. Slameto (2010) said that learning is an effort process that is

done by someone to get a change of fully new behavior as a result of own experience in interaction with the environment.

One of parameters that is used to measure level of education success is students learning achievement. If the students show good learning achievement, it means that the education process is successful. But when students show bad learning achievement, it means that the education process has failed.

Teaching and learning process are activities that can't be separated, because both of them have important role to measure the success of education and it is known that the achievement of teaching and learning process is determined by teachers and students as individuals who are directly involved in the process.

Learning English as a second language has some variables that influence the students' learning achievement. According to the psychology educator. There are two factors that can be the causes of the high and low students' learning achievement. They are internal and external factors.

The internal factors such as achievement motivation has a significant role in language learning process. The students' achievement motivation in language learning also affects their achievement in English. It is assumed that the students with high achievement motivation in learning English will be more successful rather than the students who have low motivation.

As previously stated that the role of achievement motivation during learning is equally important. Here are some various studies have found that motivation relates to achievement in language learning. Jeremy Harmer (2007) said that, it

seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success.

From explanation above, we know that achievement motivation in the classroom affects both learning and behavior of the students who are motivated to learn more. The students with higher motivation to learn English will show effort to learn more than students with lower motivation. More than this, the student who is well motivated to learn English will be more successful than the one who is unmotivated to learn. It is clear that motivation has an important role to learning process.

Self-concept is another factor that can make students improve their English ability. Self-concept refers to the individual's perception or view of himself. It refers to those perceptions, belief, feelings, attitudes, and values, which the individual perceives about his own abilities and his status in the outer world. This self-concept is influenced by one's physical self, personal appearance, dress and grooming by abilities and disposition, values, beliefs and aspirations. People with good self-concept tend to be more accepting of others.

The external factor such as socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others. Based on income, education and occupation. When analyzing a family's Socio-economic status, the household income, and occupation are examined, as well as combined income verses with an individual, when their own attributes are assessed.

It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. This idea is supported by Becker & Tomes (1979) when they assert that it has become well recognized that wealthy and well-educated parents ensure their children's future learning by providing them a favorable learning environment, better education, and good jobs. In contrast to this belief, children from low socio-economic status parents do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy.

According to Teachman (1987) parents use material and non material resources to create a home atmosphere that fosters academic skills. Parents with higher SES will be easier to allocate their children with anything needed in the attainment of English learning. Material and non material resources at home could be available in condition with home where parents were not only educated but they were also financially stable. Most of them consider these materials as agents for promoting their children in ELL.

By looking at the phenomena above, the researcher has intention to do a research on achievement motivation, self-concept, socioeconomic status and English learning achievement. Therefore, the researcher would like to present the research entitled *“A Study of the Correlation between Achievement Motivation, Self-concept, Socioeconomic Status and English Learning Achievement of the Second Year Students of SMP Negeri 3 Bulukumba”*.

B. Problem Statement

Based on the background presented above, the writer is interested in analysing whether there is correlation between the students achievement motivation, self-concept, socioeconomic status and their correlation with English learning achievement. The problem of this research can be formulated into specific questions below:

1. Does achievement motivation of the second year students of SMP Negeri 3 Bulukumba have correlation to their English learning achievement?
2. Does self-concept of the second year students of SMP Negeri 3 Bulukumba have correlation to their English learning achievement?
3. Does socioeconomic status of the second year students of SMP Negeri 3 Bulukumba have correlation to their English learning achievement?

C. Objective of the Reseach

In accordance with the problems statement above, the objectives of the research are:

1. To find out whether achievement motivation of the second year students of SMP Negeri 3 Bulukumba have correlation to their English learning achievement.
2. To find out whether self-concept of the second year students of SMP Negeri 3 Bulukumba have correlation to their English learning achievement.

3. To find out whether socioeconomic status of the second year students of SMP Negeri 3 Bulukumba have correlation to their English learning achievement.

D. Significance of the Research

The finding of this research is expected to provide contribution theoretically and practically. Theoretically, the finding of this research are expected to existing theory concerning achievement motivation, self-concept, socioeconomic status and English learning achievement. Practically, the result of the research is expected to be useful information fo the English teacher. It is hoped by reading the result of this research, the teacher will get the information that achievement motivation, self-concept, socioeconomic status influence the student's English learning achievement. Beside that the result of this research is expected to be source information for the next researcher who wants to have further study about the correlation of motivation, self-concept, socioeconomic in English learning achievement.

E. Scope of the Research

The scope of the research covers three things: by discipline, by content, and by activity. By discipline, this research is under the review of Educational Psychology, which is specified on the achievement motivation, self-concept, and socioeconomic status in English learning achievement of the second year students of SMP Negeri 3 Bulukumba. By content. This research focuses on students' achievement motivation, self-concept, and socioeconomic status and their relationship. And by activity, the instruments is used to collect data on the students achievement motivation, self-concept, and socioeconomic status and English learning achievement.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the previous related studies, pertinent ideas, conceptual framework and hypothesis.

A. Previous Related Studies

A study of achievement motivation, self-concept, and socioeconomic status had made researchers in educational sector interested. The study was investigated not only in quantitative but also in qualitative way. Some of the previous studies will be reviewed as follows:

Siddiqui (2014) in his research "*Study of Achievement Motivation in Relation to Self-concept and Socio Economic Status Among Muslim and Non- Muslim Adolescents*" found that the achievement motivation is found higher among non Muslim adolescents as compared to the Muslim adolescents. Study also reveals that SES does not have any direct influence on the motivation level among Muslim and non- Muslim adolescents. However the influence of Self-concept is quite apparent in case of gender.

Emmanuel (2014) in his research "*Achievement Motivation, Academic Self-Concept and Academic Achievement among High School Students*" " The results

showed that, majority of the high school students were highly motivated, have high self-concept and performed well on the Mathematics Achievement test. The study also found a significant correlation between self-concept and academic achievement. Again, there was a positive relationship between achievement motivation and academic achievement but the correlation was not significant. The study confirms the importance of achievement motivation and academic self- concept to academic achievement and concluded by making insightful suggestions and ecommendations to stakeholders in education in helping students to enhance their motivation and self-concept to improve on their academic performance.

Ghaemi (2014) in his research "*The Relationship between Socio-Economic Status and Academic Achievement in the EFL Classroom Among Iranian University Students*" This study found that there are negative relationships between socio-economic status and academic achievement among university junior students. The result of the study is opposed to the assumptions of its conductors. This may be due to the fact that the mid/high SES-students have welfare in their life, so they may not have many motives or purposes to spend time and effort for learning, and thus, they achieve lower GPAs than the low SES-students who wish to have a good life, have stronger motivations and so may try to learn and get higher GPAs than them.

Lawrence1 and Vimala (2013) in their research "*Self-Concept and Achievement Motivation of High School Students*" found that the self-concept and achievement motivation of high school students is moderate. It is found out that there is a positive relationship between the self-concept and achievement motivation of

high school students. To improve the self-concept of high school students, efforts must be taken by the teachers and parents to provide a good environment both inside and outside the school. By this way, they will develop their self-concept which will further lead to understanding of their capabilities, strengths, weaknesses, interests, attitude, aptitude, emotions, knowledge etc. this will finally lead them to develop a high level of achievement motivation.

Khair (2013) in her research “ *The Correlation of Socioeconomic Status and Parenting in English Learning Readiness of Children*” found that the low correlation of parenting found that with ELR indicates the higher parenting they have the higher children gain ELR, on the contrary the less parenting the less children gain ELR and the higher SES the better parenting do and the lower SES the worst parenting do.

Ahmad, et al (2011) in their research “*The Relationship between Self-concept and Response Towards Student’s Academic Achievement among Students Leaders in University Putra Malaysia*” This research has successfully determined the interrelationship between each variable which are self-concept and response strategy and their relationship with academic achievement. Overall, the researcher found that each student leaders need to have a high self-concept. This will indirectly give them confidence to use the right response strategy when facing problems. As student leaders, they need to show best example especially by having excellent leadership and academic achievement. This is because they are the role model to other students. Hence, it is hoped that the information generated from this study will be fully utilized by all parties.

B. Some Pertinent Idea

1. English Language Learning

Douglas said that “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”. Learning is one of important things in educational process because it is inseparable in teaching. Students can have or gain new ideas and information from what they have learnt. Through learning, students also can get knowledge. These things happened in all kinds of learning includes language learning (Harmer:2007).

The American Oxford Dictionary defines learning as “knowledge that you get from studying”. In the words of (Brown, 2001, p.1): Language learning is not a set of easy steps that can be programmed in quick do-it-yourself kit. So much is at stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of second language. Internal and External Factors Influencing Learners’ Success in EFL. Learning a second language is long and difficult process, because the learner acquires new things which affect on his behavior, Brown (2000, P. 7), believed that: Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, a total involvement,

total physical, intellectual and emotional responses are necessary to successfully send and receive messages in a second language.

There are many reasons why people learn language, especially English. Many people learn English because English is useful for international communication. Some students learn English because it is within curriculum so they need to learn it. Moreover Harmer (2007) said that “ The purposes students have for learning will have an effect on what it is they want and they need to learn and as a result will influence what they are taught”.

Each of students have purpose in learning, there are many reasons why they learn. Consideration of our students’ different reasons for learning is just one of many different learner variables. As revealed by Harmer (2007).

a. Different contexts for learning

English is learnt and taught in many different contexts. There are two different contexts for learning.

1. English as a Foreign Language (EFL), many people need to learn English because it as means for international communication.
2. English as a Second Language (ESL), many people use English in the target language community (a place where English is the national language). They need to learn the particular language variety of that community to combine their English with knowledge of how to do things in the target language community.

b. Learner differences

There are many factors in describing learners based on:

- 1) Age, it consists of young children, adolescent, and adult learners.
- 2) Aptitude, some students are better at learning than others.
- 3) Good learners, they can find their own way without always having to be guided by the teacher through learning tasks, who are creative, and who make their own opportunities for practice.
- 4) Learner styles consist of visual, auditory and kinesthetic styles.
- 5) Language levels, teacher of English generally make three basic distinctions to categorize the language knowledge of their students, beginner, intermediate, and advanced.

2. Achievement Motivation

a. Defenition of Motivation

Many psychologists have given various definitions of motivation. We have to comprehend about motivation in order to know and to understand what motivation is. According to Pintrich and Schunk (2008) The word “motivation” is familiar for us that is commonly used in our society, but definitely what the word actually refers to is not simple as it’s utterance. The abstract term “motivation” on its own is rather difficult to define, it is easier and more useful to think in terms of the ‘motivated’ learner: one who ‘willing’ or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive: hence the importance or the topic for the teachers (Penny Ur:1996).

The term motivation is derived from the Latin verb 'movere' (to move) the process whereby goal directed activity is instigated and sustained (Pintrich and Schunk:1996). It means the teacher should know if the students have high motivation, they will try to study hard and get achievement in learning. Motivation is some kind of internal and external drive that encourages somebody to pursue a course of action. If we perceive a goal (this is, something we wish to achieve) and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal. Language learners who are motivated perceive goals of various kinds. We can make a useful distinction between short term goals and long term goals. Long term goals might have something to do with a wish to get a better job at some future date, or a desire to be able to communicate with members of a target language community. Short term goals might include such things as wanting to pass an end of semester test or wanting to finish an unit book (Harmer: 2001).

From those definitions above, it is clear that motivation is internal and external drive which pushes someone to do or achieve something what he wants. So motivation is an essential of learning to achieve something.

b. Kinds of Motivation

Motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both or these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence (Penny Ur: 1996).

a) Intrinsic motivation

“Intrinsic motivation comes from within the individual.” (Harmer: 2004). It means motivation is a desire which comes from inside to do something. Santrock said that intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself). For example, another student may study hard for a test because he or she enjoys the content of the course (Santrock: 2004). So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities, the statement above shown that motivation will be active or has function did not need to stimulate from outside, because every person has a drive to do something. A more powerful category of reward is one which is intrinsically driven within the learner. Gage and Berliner (1984) said that intrinsic motivation can be found such as in students’ interest, need, and goal in learning. Moreover, hobby exemplifies intrinsic motivation.

(1) Interest, students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. Interest can refer to selection of stimuli or attending to something (Gage & David C: 1984). Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an

interest. The students will study regularly or effectively and they will be successful if they have high interest.

- (2) Need, a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing (VandenBos, PhD: 2007) It means that need is a circumstances in which something is necessary. According to Ciccarelli & White: 2009. The characteristics of the three types of needs are :
- (a) Need for achievement, involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.
 - (b) Need for affiliation, people high in this need seek to be liked by others and to be held in high regard by those around them.
 - (c) Need for power, power is not about reaching a goal but about having control over other people. People high in this need would want to have influence over others and make an impact on them.
- (3) Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby is an activity done for pleasure during one's free time. That means hobby refers to like or pleasure doing something for wasting time, example, John's hobby is studying, he always tries to read a book wherever he is.
- (4) Goal, we have said that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning, or of specific

learning activities, and directs his or her efforts towards achieving them. All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first. In teaching and learning activity, the students have to know and decide to a goal, because it can be a great motivation for them. If the students know the appropriate goal, they will prepare everything that can help them to achieve their goal.

b) Extrinsic motivation

“Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks” (Penny Ur: 1996). Extrinsic motivations are motive active and function if there is stimulation from outside. An example : a person studying, because he or she knows that tomorrow morning there will be a test, by hoping that she or he could get a good value. We can find many sources of motivation, but actually motivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. This motivation appears or comes from teacher, parents, and environment (Gage & Berliner: 1988)

(1) Teacher, a major factor in continue of a student’s motivation is the teacher.

Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivator who can motivate or support the students in learning activity.

(2) Parents, a part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial (Harmer: 2001) Students who are encouraged by their parent will try new things and try to give high performance to get reward from their parent. As a result, they will get better achievement.

(3) Environment, outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important to be considered in the society. In a school situation, the language learning is part of the curriculum of thing status, the cultural images associated with English are positive.

All these views of language learning will affect the student's attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues. Even where adult students have made their own decision to come to a class to study English, they will bring them attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative (Hornby: 1995)

Students who are motivated by their environment will have encouragement to learn English. In the other words, if their home environment and the atmosphere of classroom and also the quality of facilities are good, they will do their best to achieve better English.

Generally, it has been known that to determine someone's learning, motivation is not only from individual factor, but also environment factor. Environment is everything which exists around us which has correlation influences in ourselves.

c. Achievement Motivation

Motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments (Pintrich & Schunk, 1996). Spence and Helmreich (1983) defined achievements as task-oriented behavior. Performances of individuals are often compared against standards or with others for assessments.

The differing perspectives of scholars result in various definitions of achievement motivation. The original definition of achievement motivation was from Atkinson (1964), who defined it as the comparison of performances with others and against certain standard activities. Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. Bigge and Hunt (1980) defined achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result. This definition consists of three elements: the stimulation of personal capabilities, constant efforts with drive and obtaining of

sense of satisfaction. Helmreich & Spence (1978) consolidated the theories concerning achievement

Motivation and compiled the Work and Family Orientation Questionnaire (WOFO). Meanwhile, they conducted a factor analysis and argued that achievement motivation consists of four elements, i.e. mastery of needs, work orientation, competition, and personal unconcern. After further studies, they found that the interaction of the first three elements is the key reason that contributes to excellent performance of individuals. It is highly related to personal achievements (Spence & Helmreich,1983).

- 1) Mastery of needs: An individual prefers jobs that are challenging, intellectually demanding, and thought-oriented. He or she enjoys playing a leadership role in groups and is able to complete tasks already started.
- 2) Work orientation: An individual takes a proactive attitude toward work and loves what he or she does. He or she obtains sense of satisfaction from work and pursues self-realization and growth.
- 3) Competition: An individual hopes for victory and has the desire to win over others.
- 4) Personal unconcern: An individual does not consider success or stellar performance to be the cause of being rejected by others. In other words, there is no fear of success.

According to the above literature, achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be

valuable and prompting them to reach their goals. Meanwhile, achievement motivation is also a mentality to compete and compare with others.

According to definitions, as proposed by the previously mentioned scholars, achievement motivation is a subjective, internal, and psychological drive, enabling individuals to pursue work they perceive to be valuable and eventually achieve their goals. Sparrow (1998) found that motivations have influence on the formation of psychological contracts. Motivations include meaningful work, job security, and a sense of achievement, promotional channels, and opportunities.

Over the years, behavioral scientists have noticed that some people have an intense desire to achieve something, while others may not seem that concerned about their achievements. This phenomenon has attracted a lot of discussions and debates. Scientists have observed that people with a high level of achievement motivation exhibit certain characteristics. Achievement motivation is the tendency to endeavor for success and to choose goal oriented success or failure activities.

Achievement motivation forms to be the basic for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Achievement motivated people prefer to work on a problem rather than leaving the outcome to

chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success.

It is generally seen that achievement motivated people evidenced a significantly higher rate of advancement in their company compared to others. Programs and courses designed, involves seven "training inputs." The first step refers to the process through which achievement motivation thinking is taught to the person. The second step helps participants understand their own individuality and goals. The third assist participants in practicing achievement-related actions in cases, role-plays, and real life. A fourth refers to practicing of achievement-related actions in business and other games. A fifth input encourages participants to relate the achievement behavior model to their own behavior, self-image, and goals. The sixth program facilitates participants to develop a personal plan of action. Finally, the course provides participants with feedback on their progress towards achieving objectives and targets.

Achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence. Achievement motivation is a drive to excel in learning tasks combined with the capacity to experience pride in accomplishment (Eggen, Manchak, 1994, David Mc Clelland and Atkinson were the first one to concentrate on the study of achievement motivation. Mc Clelland, Atkinson, Clark and Lowell, (1953). People who strive for excellence in a field for the sake of achieving and not for some reward are considered

to have a high need for achievement. This need has labeled n-achievement for convenience.

3. Self-concept

a. The Defenition of Self-concept

There are a variety of ways to think about the self. The most widely used term is self-concept and generally refers to the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Franken (1994) states that “there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior”. Baumeister (1999) defines self-concept as "the individual's belief about himself or herself, including the person's attributes and who and what the self is". Self-concept is defined as a “Concept regarding individuals own self-evaluation of himself, feeling that one has about himself” (Prasad and Thakur, 1977).

We develop and maintain our self-concept through the process of taking action and then reflecting on what we have done and what others tell us about what we have done. We reflect on what we have done and can do in comparison to our expectations and the expectations of others and to characteristics and accomplishments of others. That is, self-concept is not innate, but is developed by

the individual through interaction with the environment and reflecting on that interaction.

Self-concept is defined as the sum total of person's perceptions about his /her physical, social, temperamental and academic competence. It covers beliefs, convictions and values the person holds. It also includes attitudes of himself or herself as a person, his/her worth, his or her right to have his/ her own feelings and thoughts and making his /her own decisions (Sood, 2006).

Self-concept is an individual's awareness of her/his own identity. There are three aspects of this concept: self-image (of what the person is), ideal self (what the person wants to be) and self-esteem (what the person feels about the discrepancy between what she is and what s/he would like to be) (Lawrence, 1996).

b. The Component of Self-concept

This dynamic aspect of self-concept (and, by corollary, self-esteem) is important because it indicates that it can be modified or changed. Franken (1994) states "there is a growing body of research which indicates that it is possible to change the self-concept. Self-change is not something that people can will but rather it depends on the process of self-reflection. Through self-reflection, people often come to view themselves in a new, more powerful way, and it is through this new, more powerful way of viewing the self that people can develop possible selves" (Franken, R. 1994. p. 443).

There are several different components of self-concept: physical, academic, social and transpersonal. The physical aspect of self-concept relates to that which is

concrete: what we look like, our sex, height, weight, etc.; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth. Our academic self-concept relates to how well we do in school or how well we learn. There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. Cokley (2000: 149) defines academic self-concept as “attitudes, feelings and perceptions relative to one’s intellectual or academic skills”. The same author considers academic self-concept to be how a student views his/her academic ability when compared with other students. Students attach a lot of importance to academic ability, so that self-acceptance is based largely on cognitive abilities (Cokley 2000). A student with a negative academic self-concept, for example, might just avoid studying hard because he would regard the subject content as too difficult. McCoach and Siegle (2003) point out that academic self-concept involves a description and an evaluation of one’s perceived academic abilities and encompasses beliefs of self-worth associated with one’s perceived academic competence. These authors state further that students compare their own performance with that of their classmates (an internal comparison). This implies that students’ academic self-concepts are determined by their perceptions of their academic ability in an area as well as their assessment of their academic standing relative to their classmates (McCoach and Siegle 2003). The social self-concept describes how we relate to other people and the transpersonal self-concept describes how we relate to the supernatural or unknowns.

The relationship of self-concept to school achievement is very specific. General self-concept and non-academic aspects of self-concept are not related to academic work; general academic achievement measures are related moderately to academic success. Specific measures of subject-related self-concepts are highly related to success in that content area. If academic achievement leads to self-concept, but self-concept is a better predictor of being a low-track or high-track student, it would appear that there is some intervening variable. It's mean the intervening variable is personal expectations.

The development of self-concept is through the learning process since childhood. A child surrounding, experiences and the style of parental upbringing also contribute a significant influence to wards the development of self-concept. A child evaluate who they are through the response of their parents in every action that taken. If a child live in a confused and negative parental upbringing, as a result this child tend to develop negative self-concept.

Negative parental upbringing can be shown through beating without mercy, neglecting, paying less attention, unfairness, humiliating and unsatisfactory towards their child's attitude. When this occurs, they will assume these as a punishment caused by their fault or stupid ness. On the contrary, a positive parental upbringing will develop a positive self-concept. Self-concept is something very dynamic that can change from time to time.

c. The Developing Self-concept

Canfield & Wells (1976) defined self-concept as 'Your self-concept is composed of all the beliefs and attitudes you have about yourself, they actually determine who you are. They also determine what you think you are, what you do and what you can become.' Self-concept development is largely the direct feedback from significant others, from objective facts and from one's interpretation of body image. Parents, peers and teachers are the major sources of input, about the self which is subjectively interpreted.

The change in self-concept occurs with maturity, that comes with age and experience, but mostly from adapting to different people and situations. Our self-concept are in a state of change and are more readily influenced by current experiences as a result of:

- a) Our personal aspirations
- b) Changing roles and behaviour
- c) Criticism from others and greater self directions

If we see the self-concept of students, Midgeley and Adler (1984) divide it into three aspects; cognitive, social and physical and every student has a different self-concept.

- a) Cognitive – refers to the students belief in their academic performance, whether they are good and successful or slow and a failure.
- b) Social – the students' belief in their ability to interact or socialise with others
- c) Physical – the students' belief in their performance in sport

When students mature, they will make specific assessment about themselves, for example a student who sees himself not good in English language only but good in other field has a cognitive aspect self-concept.

4. Socioeconomic Status

In general, the concept “socioeconomic status” highlight to the position of individuals, families, or other units on one or more dimensions of stratification (Fergusson, Horwood and Boden, 2008). The socioeconomic status has been measured in many ways, including educational and occupational attainment, exposure to poverty, income and exposure to adverse life events such as unemployment or monoparental families (Fergusson et al, 2008).

According to Gouc (2007), socio-economic background is relative standing of a family in a society based on its income, power, background and prestige. It can also be the relative position of a family or individual on hierarchical social structure based on access to or control over wealth, prestige and power. Ovute (2009) explained that family socio-economic background includes family income, standard of house occupied or rented, family size, parental education and level of family stability among other factors. From the foregoing, socio-economic background can be categorized into levels such as high Socio-economic status, middle Socio-economic status and low Socio-economic status to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these

categories any or all of the three variables (income, education and occupation) can be assessed. Additionally low income and little education have shown to be strong predictors of a range of physical and mental health problems.

Income refers to wages, salaries, profits, rents and any flow of earnings received. Income can also come in the form of unemployment or workers compensation, social security, pensions, interests, royalties, trusts, other governmental, public or family financial assistance. Income can be looked at in two terms, relative and absolute. Absolute income is the relationship in which income increases, so will consumption, but not at the same rate. Relative income dictates a person or family's saving and consumption based on the family's income in relation to other.

The issue of socioeconomic background and its relationship to students' achievement can also be explored specifically on the level of parental education, income and occupation. Literature on academic achievement seems to show that parent level of education is important in predicting children's academic achievement (Klebanov, Brooks-Gunn & Duncan, 1994; Haveman & Wolfe, 1995). Father's occupation, social status and life style have considerable influence on the ease or difficulty with which students can gain recognition in the society. In other words, it is observed that, to a large extent, parents' social status may determine the influence of home in the student's up-bringing. According to Chauhan, (1992), academic achievement is extremely essential at the upper socio-economic level and relatively less essential at the lower level.

Families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books, and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek out information to help them better prepare their young children for school.

Families with low socioeconomic status often lack the financial, social, and educational supports that characterize families with high socioeconomic status. Poor families also may have inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunizations and nutrition. Zill, et al (1995) state that "low maternal education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers." Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's development and learning. As a result, children from families with low socioeconomic status are at greater risk of entering kindergarten unprepared than their peers from families with median or high socioeconomic status.

5. Learning Achievement

Learning achievement is a sentence consisting of two words namely achievement and learning. Between achievement and learning words have different meanings. Therefore, before understanding learning achievement, it is worth discussion is directed at each issue in advance to gain further understanding about the meaning of words and learning achievement. It is also to facilitate in-depth understanding of the meaning achievements of learning itself. Below will put forward some sense of achievement and learning according to experts.

Achievement is the result of an activity that has been done, created both individually and in groups (Djamarah, 1994:19). Meanwhile, according to Abdul Hassan Mas'ud Dahar in Djamarah (1994:21) that the achievement is what has to be created, the results of a job, pleasing results are obtained with tenacity the way of work. Achievement is important thing to measure how far our effort and skill can be reach. It is as a result of our activity which we have done, especially in learning. Hornby said "Achievement is a thing done successfully, especially with an effort and skill." (Hornby: 1995). Achievement is the act of achieving or performing, an obtaining by exertion, effort and skill successfully.

"Achievement is considered as the drive and energy students bring to school work in desire to make progress in their learning and achievement." (Kevin Barry and Len King: 1998). It means achievement is the result that students obtain after following a teaching learning process in certain period of time. As such, the concept of achievement is critical to effective teaching. For a teacher, students' motivation is

important because motivation can serve as both an objective in itself and a means for furthering achievement of other educational objectives. As an objective, motivation becomes one of the purposes of teaching (Gage and David C. Berliner: 1988). Teachers make assumption about what motives or facilitate achievement based on what students do in the classroom-their performance, their behavior, how they respond to the teacher and classroom tasks, and so forth (Grant and Sleeter: 2007).

From the definition set forth above, clearly visible differences on certain words for emphasis, but the point at which the outcome of an activity. For that, it is understood that the achievement is the result of an activity that has been done, created, pleasing, obtained with tenacity the way of work, either individually or in groups in certain activities.

According Slameto (1995: 2) that learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with their environment. In simple terms of understanding learning as propounded by the above opinion, can take an understanding of the nature of learning activity is a change that occurs within the individual. Meanwhile, according Nurkencana (1986: 62) suggests that learning achievement is the result had been achieved or acquired form of the subject child. It added that learning achievement is the result of which resulted in changes within the individual as a result of activity in learning.

After tracing the above description, it is understandable that learning achievement is the result or level of ability that has been achieved by students after

attending a teaching-learning process within a certain time in the form of changes in behavior, skills and knowledge and will then be measured and assessed and then realized in numbers or statement.

There are many factors that influence students' learning achievement, such as, students' behavior in learning, teacher, teaching and learning process in the classroom, environment, etc. The students will be success in learning if they have achievement, so learning achievement is important because it can determine students' success in learning with effort and skill.

C. Conceptual Framework

The focus of this research is to correlate between achievement motivation, self-concept, and socioeconomic status in English learning achievement by the following figure.

The design of the research is as follow:

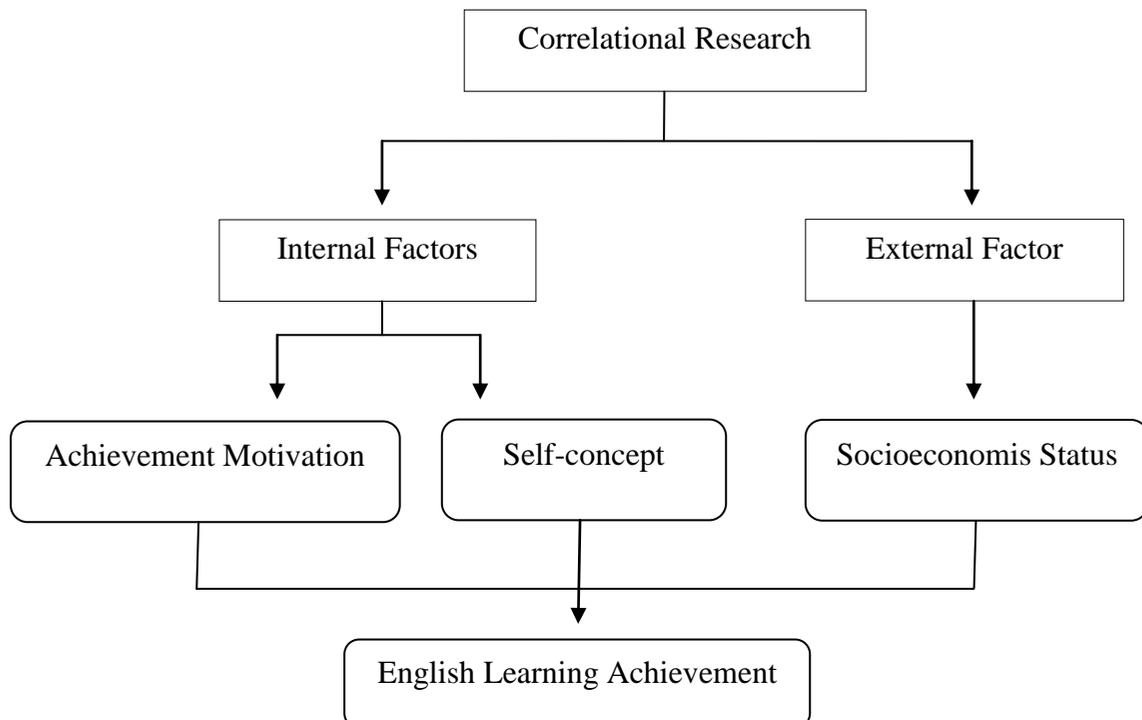


Figure 2.1: Conceptual frame work of the research

The research tries to find out the correlation between students' achievement motivation, self-concept, socioeconomic status toward English learning achievement. The purpose of this research is identifying students' motivation, self-concept, and socioeconomic status will benefit for the teacher and students. It would lead to increasing their learning achievement.

D. Hypothesis

The hypothesis of the research is formulated as follow:

1. Alternative Hypothesis (H1)

- a. There is positive correlation between students' achievement motivation and their English learning achievement
- b. There is positive correlation between students' self-concept and their English learning achievement
- c. There is positive correlation between students' socioeconomic status and their English learning achievement

CHAPTER III

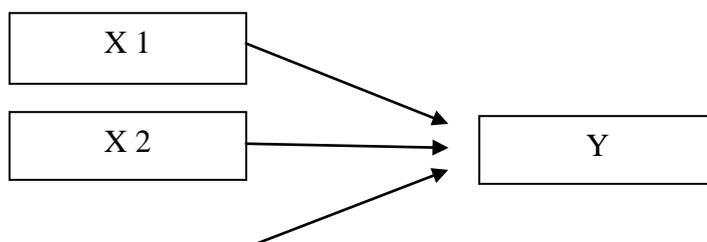
RESEARCH METHODOLOGY

This chapter contains the method that applied in this research. It includes the design of the research, the population and the sample that were studied in this research, the instruments that used to collect the needed data, the procedures that had been taken in collecting data, and also the analysis techniques that used in this research.

A. Research Design

This research employed a correlational research. Correlational research is a research that involves the collection of data in order to determine whether there is a relationship or not and also the degree of the relationship between two or more quantifiable variables (Gay et al., 2006:191). This research analyzed the relationship between motivation, self-concept, socioeconomic Status and students' English learning achievement.

The design of the research was as follow:



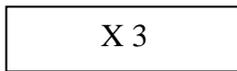


Figure 3.1 Research Design

- X 1 : Criterion 1 (Achievement Motivation)
- X 2 : Criterion 2 (Self-concept)
- X 3 : Criterion 3 (Socioeconomic Status)
- Y : Predictor (English Learning Achievement)

B. Research Variables and Operational Definition

1. Research Variables

This research consists of four variables, they were achievement motivation, self-concept, socioeconomic status as dependent variables and English learning achievement as independent variable.

2. Operational Definition

Operational definitions was the explanations of how the researcher defines the terms that used in the research. The terms were defined as follows:

- 1) Criterion

In this explanatory research, the data collected always exists. The criterion cannot be manipulated because the variables were already occurred (preexisting variables) before the problem. Criterion in this case divided into three variables, motivation, self-concept, and socioeconomic status. The researcher assumed that they have correlation to the English achievement.

(a) Achievement Motivation (X1)

Motivation is a subjective, internal, and psychological drive, enabling individuals to pursue work they perceive to be valuable and eventually achieve their goals.

(b) Self-concept (X2)

Self-concept is defined as a Concept regarding individuals own self-evaluation of himself, feeling that one has about himself.

(c) Socioeconomic Status (X3)

Socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others.

2) Predictor (Y)

Predictor was English learning achievement. Learning achievement is the result of learning process in the classroom that is used to be shown by mark or grade.

C. Population and Sample

1. Population

The population of the research was the second year students of SMP Negeri 3 Bulukumba in academic year 2014 – 2015. There were 3 classes with 90 students. The classes consist of VIII.A, VIII.B, and VIII.C. Their range of age was 12 – 13 at the time of collecting the data.

2. Sample

The sample of this research was chosen by using simple random sampling technique. Simple random sampling according to Gay (2006:101) is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. In other words, every individual has the same chance to be chosen. The number of sample in this research refers to Gay theory that it is common to sample 20 % of the population. It is also supported by Arikunto (2006: 104) who states that if the total population in this research is less than 100 it be better to take all of them. Furthermore, if the number of the subject is large. It can be taken between 10 % - 15 % or 20 % - 25 % or more. The researcher will take the sample 50 % of population. $90 \times 50/100 = 45$ students. The sample of the research is 45 students.

D. Instrument of the Research

In order to collect data, the researcher used two kinds of instruments, they were: (1) Questionnaires and (2) Test.

1. Questionnaire

The researcher administered questionnaire for getting data about students' motivation, self-concept and socioeconomic status. The time allotment for answering the questionnaire was ninety minutes including the preparation and explanation.

As its format, the instrument consists of three parts:

1. Introduction, which contains the aim of distributing the questionnaires
2. Respondents' identity; and
3. Content, which consists of 20 statements that reflect the components of students' achievement motivation, 24 statements that reflect the components of students' self-concept, and 16 statements that reflect the components of students' socioeconomic status.

The answer in each item will be transformed into quantitative data. The data is analyzed by using arithmetic means. Each item is followed by the scale called Likert Scale. Tuckman, (1972: 179) state that a Likert Scale is a five points scale in which

the interval between each point on the scale is assumed to be equal. It is actually called an equal appearing interval scale. This scale is used to register the extent of agreement or disagreement with a particular statement of an attitude, belief, or judgment.

The respondents should choose one of the five options. Each number notes certain measurement such as: 5 = strongly agree (SA), 4 = Agree (A), 3 = undecided (UD), 2 = disagree (DA) and 1 = strongly disagree (SDA) for positive statement and for negative statement, such as 1 = strongly agree (SA), 2 = Agree (A), 3 = neutral (N), 4 = disagree (DA) and 5 strongly disagree (SDA).

To measure the reliability of the instruments of the questionnaire in this study, the researcher applied the formula Alpha Cronbach. Before the questionnaires were used as the instrument to collect the data, it was tried out to know its validity and reliability.

2. Test

English achievement test is a test that is intended to show the standard which the students have now reached in relation to other students at the same stage (Harrison, 1983:7). This test will be developed by the researcher based on the syllabus that is used in the schools that will be taken as subject of the research. The researcher used one type of objective test, which is *multiple-choice type*. Multiple-choice type can be scored objectively and can measure learning outcomes directly.

The test consist of 30 items of questions that covers four aspects of language, they are listening skill, reading skill, grammar and vocabulary. The listening skill questions will consist of 10 items, reading skill questions consists of 10 items, grammar consists of 5 questions, and vocabulary question consists of 5 items. The speaking skill will be not included in the test because of considering the time that the researcher had and the possibility of conducting the speaking test in the context of large of number of samples, also in the syllabus, it was seen that students learn speaking skill and listening skill in the same time. The writing skill also will not be tested, however, it will be represented by the grammar and vocabulary questions. The score of each item was one, so highest total score was thirty.

After the test as research instruments had been constructed, the test were tried out to fourty five students who were taken randomly from the second year students of SMP Negeri 3 Bulukumba in academic year 2014/2015. The time allotment of test will be ninety minutes including the preparation and explanation of doing the test.

The purpose of conducting the try out was to measure the validity and reliability and also to know the item difficulty and item discrimination as well. By knowing the item difficulty and discrimination index, the researcher determined which items could be safely used as the research instrument.

3. Validity and Reliability of the Instrument

a. Validity of the Instrument

In this study, the researcher concerned with three types of validity, i.e. (1) the content validity, (2) face validity, (3) construct validity

1) Content validity

In order to fulfill the content validity, the questionnaire has been constructed in the following way: the questionnaires consist of thirty items for measuring students' achievement motivation, thirty items for measuring students' self-concept, twenty items for measuring students' socioeconomic status, and thirty items for measuring English learning achievement.

2) Face validity

It is a type of validity, which has the lowest significance because it is based on the measurement of the appearance of a test. If the appearance of a test is estimated to be able to discover what is to be measured it can be said that the face validity is obtained. In order to fulfill the face validity I constructed the questionnaire according to the following bases:

(a) letters were printed with Times New Roman letter font 12

(b) Sentences were printed double spaces with the size of A4 pieces of paper

3) Construct validity

It is a type of validity in which a set of a test covers a trait to what is going to be measured. To see the validity of the instrument, we should consider a certain theory and then we can conclude a practical judgment to the result of validity of the instrument in a certain condition. In sequence, if the result is suitable to what a test is going to cover, so the test can be regarded to have a good construct validity. Here the researcher examined the validity of the instrument using the item analysis system and put them into the formula of correlation Product Moment by Pearson, in SPSS as follows:

$$\frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

(Arikunto, 1992: 365)

r_{xy} = Pearson product moment correlation between variable x and y

N = Number of students taking test

$\sum x$ = sum of variable x

$\sum y$ = sum of variable y

$\sum xy$ = sum of multiplication of variable x and variable y

$\sum x^2$ = sum of square x

$\sum y^2$ = sum of square y

Variable that has to be correlated was the respondent's answer of each item and was correlated with the total score of all items that was obtained by every respondent. Then the r_{xy} of each item was consulted with the table – value or r product moment (Arikunto, 1992). For practical reason, the researcher used excel for windows with all its facilities.

Before the instruments were used to collect data, they were tried out to forty five students. The researcher choose them randomly from the second year students of SMP Negeri 3 Bulukumba in the academic year 2014/2015.

The goal of conducting the try out was to measure the validity of the instruments. The result of the test can be seen in appendix for variable X1, X2, X3 and Y. Then, the researcher calculated r correlation value using the formula above. Then the researcher obtained r table = 0.294. An item is considered valid if the value or r obtained is higher than the value of r .

The result shows that there were 10 invalid items of the achievement motivation variable, 6 invalid items of the self-concept variable, 3 invalid items of the socioeconomic status variable and 6 invalid items of the English learning achievement variable. Those items were deleted (see appendix 2)

b. Reliability of Instrument

The reliability of the instrument shows the stability of the scores obtained from the subject when the instruments was administered. A questionnaire is reliable when approximately the same results are obtained on different occasions. To measure the reliability of the instrument used in this study.

The researcher uses *Pearson Product Moment Correlation* reliability to identify how well the test items correlated with others. The item is reliable if Alpha value was compared to the value of r table and the result was 0.294 (known

as r table). If the Alpha value is higher than r table, we can draw a conclusion that the item is reliable.

The validity and reliability of questionnaires and test were analyzed by using *Statistical package Social Science* (SPSS) 17.0 for windows. Therefore, the data obtained can be trusted. (see appendix 2)

E. Procedure of Collecting Data

The procedure of data collection will be the following sessions:

1. Questionnaire

The researcher distributed the questionnaire to the students and complete it during the class time as part of normal classroom activity, it aimed to get students reflect on their learning and to raise awareness of strategy options. The researcher talked to the students that there was not right and wrong answer for the questionnaires. After that, the researcher asked them to choose one of the five Likert-scales based on their own themselves that they do in learning English. At last, after filling in the questionnaires, the students submitted the questionnaires to the researcher. After collecting all the data, the researcher analyzed the data to find out the result of achievement motivation, self-concept and socioeconomic status of the students, then analyzed it with SPSS. The researcher analyzed the correlation between achievement motivation, self-concept and socioeconomic status in English learning achievement.

2. Test

The researcher distributed the English test to the students in the day after distributing the questionnaires to the researcher. Firstly, the researcher gave a brief explanation about the purpose of the test distribution and how to fill it. They were inform that this test aims to measure students' English learning achievement. The researcher told that the result of the test would not effect their academic achievement, it is only for completing this research. After that, the researcher asked them to choose one of the best option in the test.

There were four kinds of test used in this research. They were listening, reading, grammar, and vocabulary test. At last, after finishing the test, the students submitted the test to the researcher. (see appendix 2)

F. Technique of Data Analysis

1. Questionnaire

The questionnaire analyzed by using the *Statistical package Social Science* (SPSS) 17.0 for windows.

a. Scoring the Students' response towards the questionnaires

Scoring the students' response by using Likert Scale as shown in the following table:

Table 3.1 Likert Scale

Positive Statement Score	Category	Negative Statement Score
5	Strongly Agree	1
4	Agree	2
3	Neutral	3
2	Disagree	4
1	Strongly Disagree	5

Source (Arikunto, 2006: 229)

b. Classifying the students' response towards the questionnaire

1) The Questionnaire of Achievement Motivation

This research employed 11 positive statements and 9 negative statement.

- a) If respondent answers all the positive statements with strongly agree along with all negatives ones with strongly disagree. He or she got 100 score
- b) The one who answer all positive statements with strongly disagree along with all negative statements with strongly agree got 20 score.

Classifying the students' response by using rating score as shown in the following table:

Table 3.2 The rating Score of Achievement Motivation classification

No	Score	Category
1	84 – 100	Very High
2	68 – 84	High
3	52 – 68	Moderate
4	36 – 52	Low
5	20 – 36	Very Low

Source (Aswar, 2013)

2) The Questionnaire of Self-concept

This research employed 20 positive statements and 4 negative statement.

- a) If respondent answers all the positive statements with strongly agree along with all negatives ones with strongly disagree. He or she got 100 score
- b) The one who answer all positive statements with strongly disagree along with all negative statements with strongly agree got 20 score.

Classifying the students' response by using rating score as shown in the following table:

Table 3.3 The rating Score of Self-concept classification

No	Score	Category
1	84 – 100	Very High
2	68 – 84	High
3	52 – 68	Moderate
4	36 – 52	Low
5	20 – 36	Very Low

Source (Aswar, 2013)

3) The Questionnaire of Socioeconomic Status

This research employed 17 positive statements and 0 negative statement.

- a) If respondent answers all the positive statements with strongly agree He or she got 100 score.
- b) The one who answer all positive statements with strongly disagree he got 20 score.

Classifying the students' response by using rating score as shown in the following table:

Table 3.4 The rating Score of Socioeconomic Status classification

No	Score	Category
1	84 – 100	Very High
2	68 – 84	High
3	52 – 68	Moderate
4	36 – 52	Low
5	20 – 36	Very Low

Source (Aswar, 2013)

c. Analyzing Students' Responses into SPSS Windows 17.0

Descriptive Statistic was uses to analysed the data by describing without any generalization (Sugiyono, 2012: 147). The data were analyzed into descriptive statistic to measure the frequency, percentages, means, and standard deviation. Then

analyzed the correlation between students' achievement motivation (X1), students' self-concept (X2), students' socioeconomic status (X3), and students' English learning achievement (Y). The researcher uses multiple regressions analysis.

2. Test

a) Classifying Students' Answer Towards the Test

After scoring the students' answer, the researcher classified their score by using rating score as shown the following table:

Table 3.5 The Rating Score of Test Classification

No	Score	Category
1	96 – 100	Excellent
2	86 – 95	Very Good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Poor
7	00 – 35	Very poor

Source: (Depdikbud, 1994)

b) Analyzing Students' answer into SPSS 17.0 for windows

The data were analyzed into descriptive statistic to measure the frequency, percentages, means, and standard deviation. Then analyzed the correlation between students' achievement motivation (X1), students' self-concept (X2), students' socioeconomic status (X3) with students' English learning achievement (Y), the researcher used multiple regression analysis.

CHAPTER IV

RESEARCH FINDINGS

This chapter consists of two parts. The first is findings that describe the students' achievement motivation, self-concept, socioeconomic status and students' achievement in learning English and also the correlation between students' achievement motivation and English learning achievement, the correlation between self-concept and English learning achievement, and the correlation between socioeconomic status and English learning achievement. The second part is the discussion of the findings.

A. Findings

This research was conducted to find out whether there is a relationship between: 1) Achievement motivation and English learning achievement, 2) Self-concept between English learning achievement, 3) Socioeconomic status between English learning achievement. The respondent were 45 students of the second year students of SMP Negeri 3 Bulukumba. There were some instruments used in this research, namely questionnaires to measure students' achievement motivation, self-concept, and socioeconomic status and English learning test.

After distributing the questionnaires and carrying out the test, the next step was scoring the result of questionnaires and the test. The data were statistically processed to know the general description of them such as the mean, meadian, mode, and standars deviation of score.

1. Data description

In this part was described the data as a result from the questionnaires and test. The variables such as achievement motivation, self-concept, socioeconomic status and English learning achievement. The data description was analyze by using descriptive statistic method or SPSS version 17.0.

1) Achievement Motivation

This subsections deals with students' Achievement Motivation in learning English of the second year students of SMP Negeri 3 Bulukumba.

Table 4.1 The Students' Achievement Motivation in Learning English

Score	Category	Frequency	Percent	Valid Percent
84 – 100	Very High	19	42.0	42.0
68 – 84	High	19	42.1	42.1
52 – 68	Moderate	7	15.5	15.5
36 – 52	Low	0	0	0
20 – 36	Very Low	0	0	0
	Total	45	100.0	100.0

Table 4.1 shows that of the 45 students, 19 (42.0%) students gain very high achievement motivation category in learning English, 19 (42.1%) students gain high motivation category in learning English and 7 (15.5 %) students gain moderate category. There is no students who get low and very low achievement motivation in learning English. The table is represented in the following bar chart.

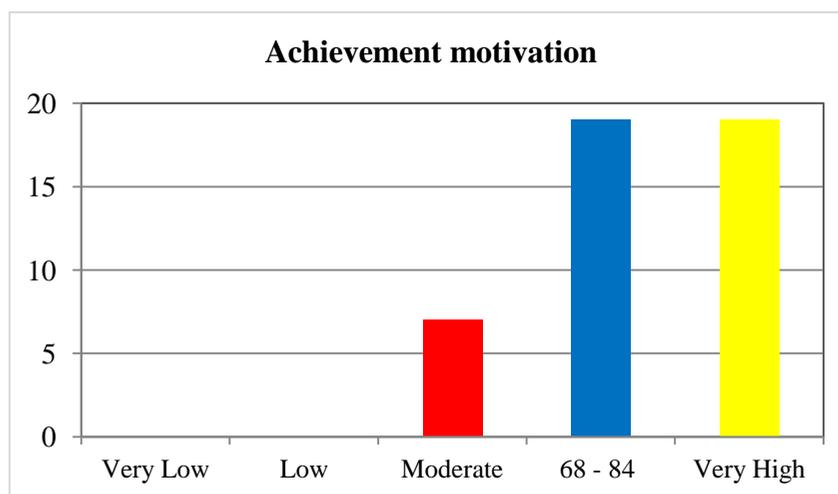


Figure 4.1 Achievement Motivation

Table 4.2 Statistics of Students Achievement Motivation

		X1
N	Valid	45
	Missing	0
Mean		81.5778
Median		84.0000
Mode		84.00 ^a
Std. Deviation		9.09667

Table 4.2 shows that mean score of the students' achievement motivation is 81.57, the median is 80.24, the mode of the students' is 84.00 and standard deviation is 9.09. The researcher interpreted that most of the second year students of SMP Negeri 3 Bulukumba have high achievement motivation. The students' mean score of achievement motivation is 81.57 range 68 – 84. It means that it is in high achievement motivation category.

2) Self- Concept

This subsections deals with students' self-concept in learning English of the second year students of SMP Negeri 3 Bulukumba.

Table 4.3 The Students' Self-concept in Learning English

Score	Category	Frequency	Percent	Valid Percent
84 – 100	Very High	16	35.3	35.3
68 – 84	High	22	48.7	48.7
52 – 68	Moderate	7	15.4	15.4
36 – 52	Low	0	0	0
20 – 36	Very Low	0	0	0
	Total	45	100.0	100.0

Table 4.3 shows of the 45 students, 16 (35.3%) students gain very high self-concept category in learning English, 22 (48.7%) students gain high self-concept category in learning English and there are 7 (15.4%) students gain moderate category

in learning English. There is no students who get low and very low self-concept in learning English. The table is represented in the following bar chart.

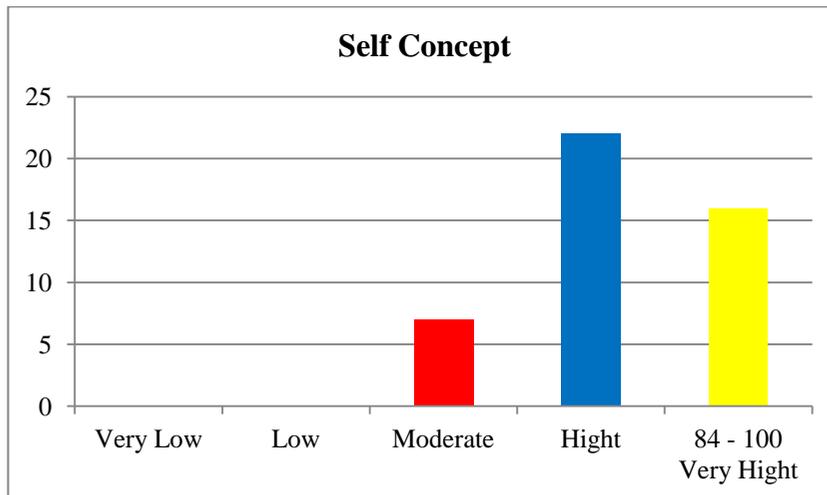


Figure 4.2 Self Concept

Table 4.4 Statistic Score of Students' Self-Concept

		X2
N	Valid	45
	Missing	0
Mean		80.2444
Median		80.0000
Mode		80.00
Std. Deviation		9.65108

Table 4.4 shows that mean score of the students' self-concept is 80.24, the median is 80.00, the mode is 80.00 and the standard deviation is 9.65. The researcher interpreted that most of the second year students of SMP Negeri 3 Bulukumba have

high Self-concept. The students' mean score of self-concept is 80.24 range 68 – 84. It means that it is in high self-concept category.

3) Socioeconomic Status

This subsections deals with the analysis of the students' Socioeconomic Status of the second year students of SMP Negeri 3 Bulukumba.

Table 4.5 The Students' Socioeconomic Status

Score	Category	Frequency	Percent	Valid Percent
84 – 100	Very High	1	2.2	2.2
68 – 84	High	15	31.0	31.0
52 – 68	Moderate	29	64.2	64.2
36 – 52	Low	2	2.2	2.2
20 – 36	Very Low	0	0	0
	Total	45	100.0	100.0

Table 4.5 shows frequency of Socioeconomic Status of the students that of the 45 students, there is 1 (2.2%) student gain very high Socioeconomic Status category, there are 15 (31.0%) students gain high Socioeconomic Status category, there are 29 (64.2%) students gain moderate category and there is 1 (2.2%) student gain low Socioeconomic Status category. There is no students who get very low socioeconomic status. The table is represented in the following bar chart.

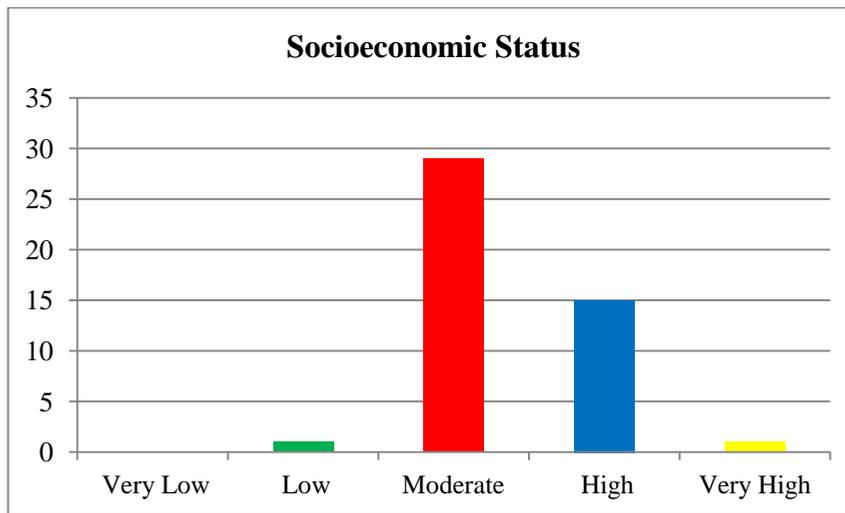


Figure 4.3 Socioeconomic Status

Table 4.6 Statistic of Students' Socioeconomic Status

		X3
N	Valid	45
	Missing	0
Mean		64.1778
Median		61.0000
Mode		56.00 ^a
Std. Deviation		8.95516

Table 4.6 shows that mean score of the students' Socioeconomic Status is 64.17, the median is 61.00, the mode is 56.00 and the standard deviation is 8.95. The researcher interpreted that most of the second year students of SMP Negeri 3 Bulukumba have moderate Socioeconomic Status. The students' mean score of

socioeconomic status is 64.17 range 52 – 68. It means that it is in moderate Socioeconomic Status category.

4) English Learning Achievement

This subsection deals with the analysis of the students' English achievement of the second year students of SMP Negeri 3 Bulukumba.

Table 4.7 The Students' English Achievement

Score	Category	Frequency	Percent	Valid Percent
96 – 100	Excellent	0	0	0
86 – 95	Very Good	8	17.7	17.7
76 – 85	Good	20	44.5	44.5
66 – 75	Fairly Good	6	13.3	13.3
56 – 65	Fair	8	17.7	17.7
36 – 55	Poor	3	6.7	6.7
00 – 35	Very poor	0	0	0
Total		45	100.0	100.0

Tabel 4.8 shows the students' English achievement that out of 45 students, there are 8 (17.7%) students gain very good category in learning English, 20 (44.5%) students gain good category in learning English, 6 (13.3%) students gain fairly good category in learning English, 8 (17.7%) students gain fair category in learning English and 3 (6.7%) students gain poor category in learning English. There is no students who get very poor category in learning English. The table is represented in the following bar chart.

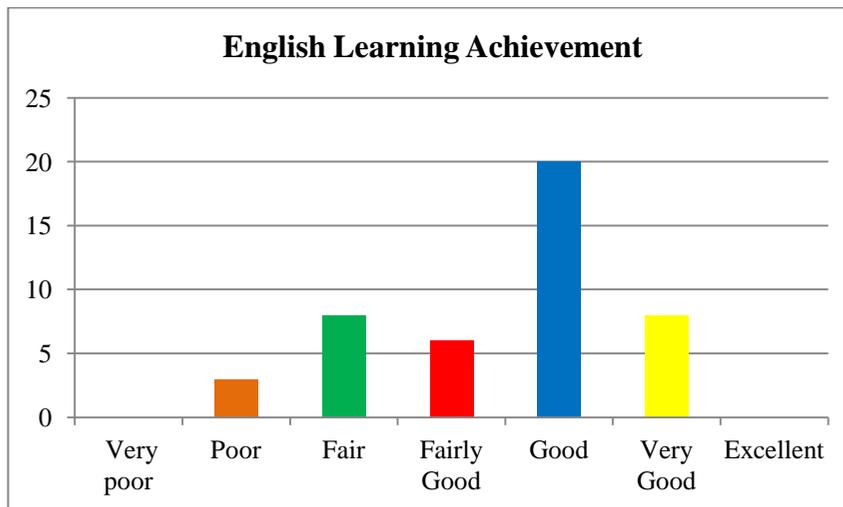


Figure 4.4 English Learning Achievement

Table 4.8 Statistic of students' English Achievement

		Y
N	Valid	45
	Missing	0
Mean		75.7111
Median		76.0000
Mode		82.00
Std. Deviation		1.06784E1

Table 4.8 shows that mean score of the students' English achievement is 75.71, the median is 76.00, the mode is 82.00 and the standard deviation is 1.06. the researcher interpreted that most of the second year students of SMP Negeri 3 Bulukumba gain good category. The students' mean score of English learning achievement is 75.71 range 76 – 85. It means that it is in good category.

2. The Correlation Test

This subsection deals with the analysis of correlation with pearson method or product moment pearson. The correlation value (r) from -1 until 1, the value of getting closer to 1 or -1 means the relationship between two variables the stronger rather close to 0 means the relationship between two variables is getting weak. Positive values indicated a direct relationship and negative values indicated inverse relationship. According to Sugiono (2007) provide guidelines for the interpretation of the coofisien correlation as follows:

Table 4.9 Guidelines for the interpretation of the Coofisien Correlation

0.00 – 0.119	Very low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.00	Very Strong

Here, there were the correlation between variables such as achievement motivation, self-concept, socioeconomic status and English learning achievement.

- 1) The Correlation between Achievment Motivation and English Learning Achievemen

Table 4.10 The Correlation between Students' Achievement Motivation and English Learning Achievement

		English Learning Achievement	Achievement Motivation
English learning Achievement	Pearson Correlation	1	.757**
	Sig. (2 –tailed)		.000
	N	45	45
Achievement Motivation	Pearson Correlation	.757**	1
	Sig. (2 –tailed)	.000	
	N	45	45

*. Correlation is significant at the 0.01 level (2-tailed)

**. Correlation is significance at the 0.05 level (2-tailed)

Table 4.10 shows the result of the correlation analysis between achievement motivation and English learning achievement of the second year students of SMA Negeri 3 Bulukumba is 0.75. It can be interpreted through person standard correlation table that students score gain strong interpretation of the table range from 0.60 – 0.799. Based on the statistical analysis the researcher concludes that there is significance correlation between achievement motivation and English learning achievement. It can be seen in score significance 0.0 which is smaller than $\alpha = 0.1$. the sign (**) in the table showed positive correlation between achievement motivation and English learning achievement.

2) The Correlation between Self-concept and English Learning Achievement

Table 4.11 The Correlation between Students' Self-concept and English Learning Achievement

		English Learning Achievement	Self-concept
English learning Achievement	Pearson Correlation	1	.803**
	Sig. (2 –tailed)		.000
	N	45	45
Self-concept	Pearson Correlation	.803**	1
	Sig. (2 –tailed)	.000	
	N	45	45

*. Correlation is significant at the 0.01 level (2-tailed)

**. Correlation is significance at the 0.05 level (2-tailed)

Table 4.11 shows the result of the correlation analysis between self-concept and English learning achievement of the second year students of SMA Negeri 3 Bulukumba is 0.80. It can be interpreted through person standard correlation table that students score gain very strong interpretation of the table range from 0.80 – 1.00. Based on the statistical analysis the researcher concludes that there is significance correlation between achievement motivation and English learning achievement. It can be seen in score significance 0.0 which is smaller than $\alpha = 0.1$. the sign (**) in the table showed positive correlation between self-concept and English learning achievement.

3) The Correlation between Socioeconomic Status and English Learning Achievemen

Table 4.12 The Correlation between Students' Socioeconomic status and English Learning Achievement

		English Learning Achievement	Socioeconomic Status
English learning Achievement	Pearson Correlation	1	.324*
	Sig. (2 –tailed)		.030
	N	45	45
Socioeconomic Status	Pearson Correlation	.324*	1
	Sig. (2 –tailed)	.030	
	N	45	45

*. Correlation is significant at the 0.01 level (2-tailed)

**. Correlation is significance at the 0.05 level (2-tailed)

Table 4.12 shows the result of the correlation analysis between socioeconomic status and English learning achievement of the second year students of SMA Negeri 3 Bulukumba is 0.32. It can be interpreted through person standard correlation table that students score gain low interpretation of the table range from 0.20 – 0.399. Based on the statistical analysis the researcher concludes that there is significance correlation between achievement motivation and English learning achievement. It can be seen in score significance 0.30 which is smaller than $\alpha = 0.5$. the sign (*) in the table showed positive correlation between self-concept and English learning achievement.

B. Discussion

This item deals with the interpretation of the findings on the result of statistical analysis and the data gained from questionnaires and test of the second year students of SMP Negeri 3 Bulukumba.

1. Description of the Achievement Motivation, Self-concept, Socioeconomic Status and English Learning Achievement

Descriptive statistics of achievement motivation presented previously shows that the majority of the students were at high achievement motivation category. From the data it can be concluded that in general achievement motivation of the second year students of SMP Negeri 3 Bulukumba are at high category. There are several factors which influenced the students' achievement motivation in learning English. The most crucial factor is the students' goal in learning English. The other factors are from their family, their facility, their friends, and their environment in learning English.

This finding is similar with Emmanuel (2014) he found that majority of the high school students were highly motivated. The study confirms the importance of achievement motivation and academic self-concept to academic achievement and concluded by making insightful suggestions and recommendations to stakeholders in education in helping students to enhance their motivation and self-concept to improve on their academic performance.

Descriptive statistics of self-concept presented previously shows that the majority of the students were at high self-concept category. From the data it can be concluded that in general self-concept of the second year students of SMP Negeri 3 Bulukumba are at high category. The relationship of self-concept to school achievement is very specific. General self-concept and non-academic aspects of self-concept are not related to academic work; general academic achievement measures are related moderately to academic success. Specific measures of subject-related self-concepts are highly related to success in that content area. If academic achievement leads to self-concept, but self-concept is a better predictor of being a low-track or high-track student, it would appear that there is some intervening variable. It's mean the intervening variable is personal expectations.

This finding is similar with Ahmad, et al (2011) Overall, the researchers found that each student leaders need to have a high self-concept. This will indirectly give them confidence to use the right response strategy when facing problems. As student leaders, they need to show best example especially by having excellent leadership and academic achievement.

Descriptive statistics of socioeconomic status presented previously shows that the majority of the students were at moderate socioeconomic status category. From the data it can be concluded that in general socioeconomic status of the second year students of SMP Negeri 3 Bulukumba are at moderate category. The issue of socioeconomic background and its relationship to students' achievement can also be explored specifically on the level of parental education, income and occupation.

This finding is similar with Khair (2013). He found that the low correlation of parenting found that with ELR indicates the higher parenting they have the higher children gain ELR, on the contrary the less parenting the less children gain ELR and the higher SES the better parenting do and the lower SES the worst parenting do.

The descriptive result shows that the students' English learning achievement gain good category. It shown from the research result that there are 8 students' (17.7 %) gain very good category in learning English, there are 20 students (44.5 %) gain good category in learning English, there are 6 students (13.3 %) gain fairly good category in learning English, there are 8 students (17.7 %) gain fair category in learning English and there are 3 students gain poor category in learning English. There is no students who get very poor category in learning English. From this data it can be said that most of the second years students of SMP Negeri 3 Bulukumba have good category in learning English.

There are many factors that influence students' learning achievement, such as, students' behavior in learning, teacher, teaching and learning process in the classroom, environment, etc. If the students aware these factors they will get excellent score in doing their study.

2. Correlation Test

- 1) The Correlation between Achievment Motivation and English Learning Achievement

The research result shows that the correlation between achievement motivation and English learning achievement can be proved by using product correlation analysis. The result shows that the correlation between them was 0.75. the score retest in person product moment range 0.60 – 0.799 interpret strong category. This is implied that the correlation between achievement motivation and English learning achievement is significant and the correlation is strong. It can be seen by the significance value 0.0 which is smaller than $\alpha = 0.1$, therefore the alternative hypothesis (H1) was accepted. The sign (**) in the table showed positive correlation between achievement motivation and English learning achievement.

2) The Correlation between Self-Concept and English Learning Achievement

The research result shows that the correlation between self-concept and English learning achievement can be proved by using product correlation analysis. The result shows that the correlation between them was 0.80. the score retest in person product moment range 0.80 – 1.00 interpret very strong category. This is implied that the correlation between self-concept and English learning achievement is significant and the correlation is very strong. It can be seen by the significance value 0.0 which is smaller than $\alpha = 0.1$, therefore the alternative hypothesis (H1) was accepted. The sign (**) in the table showed positive correlation between self-concept and English learning achievement.

3) The Correlation between Socioeconomic Status and English Learning Achievement

The research result shows that the correlation between socioeconomic status and English learning achievement can be proved by using product correlation analysis. The result shows that the correlation between them was 0.80. the score retest in person product moment range 0.20 – 0.399 interpret low category. This is implied that the correlation between socioeconomic status and English learning achievement is significant but the correlation is low. It can be seen by the significance value 0.30 which is smaller than $\alpha = 0.5$, therefore the alternative hypothesis (H1) was accepted. The sign (*) in the table showed positive correlation between socioeconomic status and English learning achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions from the researcher based on the research done at SMP Negeri 3 Bulukumba.

A. Conclusions

Based on the description of the data which described in previous chapter. The researcher drew the conclusion as follow:

1. There is a significance correlation between achievement motivation and English learning achievement. After analyzing both variables by person's product moment formula, it is found that $r = 0.75$. Based on the result of $r = 0.75$, it indicates the gravity of correlation between achievement motivation and English learning achievement is in the high level. It is considered that there is high correlation between students' achievement motivation and English learning achievement. Besides by looking at the conclusion above, there is positive correlation between X1 variable and Y variable. It is mean that students with higher achievement motivation will get better score in English learning achievement than the lower one.
2. There is a significance correlation between self-concept and English learning achievement. After analyzing both variables by person's product moment

formula, it is found that $r = 0.80$. Based on the result of $r = 0.80$, it indicates the gravity of correlation between achievement motivation and English learning achievement is in the high level. It is considered that there is high correlation between students' self-concept and English learning achievement. Besides by looking at the conclusion above, there is positive correlation between X2 variable and Y variable. It is mean that students with higher self-concept will get better score in English learning achievement than the lower one.

3. There is a significance correlation between socioeconomic status and English learning achievement. After analyzing both variables by person's product moment formula, it is found that $r = 0.30$. Based on the result of $r = 0.30$, it indicates the gravity of correlation between socioeconomic status and English learning achievement is in the low level. It is considered that there is low correlation between students' socioeconomic status and English learning achievement. Besides by looking at the conclusion above, there is positive correlation between X3 variable and Y variable but the correlation is low. It is mean that students with low socioeconomic status do not always get low score in English learning achievement and the students with higher socioeconomic status do not guarantee that they will get higher score in English learning achievement.

B. Suggestion

Considering the conclusion above and the analysis result, the researcher would like to propose some suggestions, which hopefully would be useful for teachers, students, and researcher.

1. For the Teacher

The teachers should give more encouragement to the students beside giving or transferring knowledge. Teacher should be more creative in giving a lesson and using various teaching method, in order the students can be more comfortable and more interested in learning English. Teacher should stimulate motivation and self-concept in learning and should let students like learning and find academic activities satisfied, so they can be more active and better progress in learning English. Teacher also must be sensitive to the parents' circumstances. They have to make a good relationship with parents in order to interact with children more productively.

2. For the Students

The students are expected to increase their achievement motivation and self-concept in learning English. They are also expected to be more aware that English is very important in their live. The students should practice English and make it as a habit. The most important one is they must have a big desire to learn English. Their parents also give the positive encouragement to their children to learn harder and give an understanding that English is one of important language in this era.

3. For Further Researchers

This research can be used as a reference for the further researcher to support their study. The other researcher can be observe the same title of this research with different objectives or methodology.

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APPENDIX 1

BLUE PRINT OF THE RESEARCH

1. Blue Print of the Research

BLUE PRINT OF ACHIEVEMENT MOTIVATION

Variabel	Indikator	Kode	Pernyataan		Jumlah		Σ
			Positif	Negatif	+	-	
Achievement Motivation	Berusaha Unggul	A	2, 13, 15, 17*, 20	10, 25	5	2	7
	Keinginan untuk sukses	B	1*, 3*, 6*, 8*, 9*, 14, 18, 27*, 30	7	9	1	10
	Berusaha melakukan sesuatu dengan baik dan sukses	C	11, 21	26, 29	2	2	4
	Mengerjakan sesuatu yang sangat berarti atau penting	D	5*, 16*, 24*	4, 12, 19, 22, 23, 29	3	6	9
Jumlah					19	11	30

BLUE PRINT OF SELF CONCEPT

Variabel	Indikator	Kode	Pernyataan		Jumlah		Σ
			Positif	Negatif	+	-	
Self Concept	Nilai – nilai aturan	A	1, 12	-	2	-	2
	Prinsip hidup	B	3, 6, 11, 13*, 14*, 23, 28, 29, 30	9*	9	1	10
	Hubungan dengan teman sebaya dan keluarga	C	8, 10, 22, 27	4	4	1	5
	Kepercayaan diri dan penampilan fisik	D	24*, 25	2, 16	2	2	4
	Kemampuan akademik	E	5, 7, 18, 19, 21*,	26*	5	1	6
	Prestasi akademik	F	17, 20,	15	2	1	3
	Jumlah					24	6

INDICATOR OF SOCIOECONOMIS STATUS QUESTIONNAIRE

Based on the Indicator of Socioeconomic status Badan Statistik Nasional 1997

No	Indicator	score	Item
1	Pendapatan/pekerjaan yg menjadi sumber	10%	10, 16
2	Pemenuhan kebutuhan primer	5%	2
3	Pemenuhan kebutuhan sekunder	20%	1, 3*, 7, 8*
4	Fasilitas tempat tinggal	20%	4, 5, 6*, 9*
5	Fasilitas kesehatan	10%	15, 17
6	Akses terhadap informasi	10%	18, 20
7	Fasilitas transportasi	5%	14
8	Fasilitas beribadah	5%	19
9	pendidikan	15%	11, 12, 13
	Total	100 %	

BLUE PRINT OF TEST

No	Kompetensi Dasar	Materi	Indikator Soal	Bentuk Soal	Nomor Soal
1	<p>Mendengarkan/ Vocabulary</p> <p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.</p>	<p>Percakapan yang memuat ungkapan-ungkapan berikut: Contoh :</p> <ul style="list-style-type: none"> • <i>A: Do you mind lending me some money?</i> <i>B: No Problem / I want to, but ...</i> • <i>A: Can I have a bit</i> <i>B: Sure, here you are</i> 	<p>Merespon ungkapan meminta,memberi, menolak pendapat</p> <p>Merespon ungkapan meminta,memberi, menolak barang</p> <p>Merespon ungkapan meminta,menerima , menolak tawaran</p> <p>Memahami makna kata dan melengkapi kalimat yang kosong</p>	<p>Pilihan ganda</p> <p>Pilihan ganda</p>	<p>1, 2 dan 3</p> <p>15, 16, dan 17</p>

2	<p>Membaca/Grammar</p> <p>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i>.</p>	<p><i>Narrative</i> (Fairy tale) - Gambaran umum</p> <p><i>Recount</i> - Gambaran umum</p> <p>Text fungsional : Diary</p> <p>Simple Present tense</p>	<p>Disajikan teks narrative terkait dogeng (fairy tale), siswa dapat menentukan jawaban yang tepat atas pikiran utama, informasi rinci dan pertanyaan tentang gambaran umum teks tersebut.</p> <p>Disajikan teks recount terkait pengalaman seseorang yang menyenangkan, siswa dapat menentukan jawaban yang tepat atas pertanyaan tentang gambaran umum teks tersebut.</p> <p>Mencermati teks fungsional pendek terkait materi dan menjawab pertanyaan tentang informasi yang terdapat dalam teks.</p> <p>Memahami pola kalimat tenses (present tense)</p>	<p>Pilihan ganda</p> <p>Pilihan ganda</p> <p>Pilihan ganda</p> <p>Pilihan ganda</p>	<p>4, 5, dan 6</p> <p>7, 8 dan 9</p> <p>10, 11, dan 12</p> <p>13 dan 14</p>
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APPENDIX 2

RESEARCH INSTRUMENT

2. Research Instrument

IDENTITAS RESPONDEN

1. Nama :
2. Kelas :
3. Sekolah :

PENGANTAR

Dalam rangka menyelesaikan studi pada program Pascasarjana Universitas Negeri Makassar pada program studi Pendidikan Bahasa Inggris, saya wajib mengadakan penelitian yang hasilnya diwujudkan dalam bentuk tesis. Judul penelitian ini adalah “A Study of the Relationship among Achievement Motivation, Self Concept, and Socioeconomic Status in English Learning Achievement of the Second Year Students of SMP Negeri 3 Bulukumba”.

Angket ini terdiri dari tiga bagian yaitu: (1) Angket motivasi, (2) Angket konsep diri, (3) Angket status ekonomi sosial. Informasi yang benar dari responden merupakan penghargaan bagi peneliti yang tidak ternilai. Kegiatan ini murni penelitian ilmiah. Jawaban tidak dimaksudkan untuk menguji/menilai responden, tetapi untuk melihat bagaimana pengaruh antar variabel yang menjadi fokus penelitian ini.

PETUNJUK PENGISIAN SKALA

Berikut ini terdapat pernyataan, pilihlah salah satu alternatif jawaban yang dianggap mewakili perasaan anda dan memberi tanda centang (✓) pada salah satu kolom jawaban yang disediakan.

Keterangan:

- SS : Jika sangat setuju dengan pernyataan
- S : Jika setuju dengan pernyataan
- RR : Jika ragu – ragu dengan jawaban
- TS : Jika tidak sesuai dengan pernyataan
- STS : Jika sangat tidak setuju dengan pernyataan

Baca dan pahami setiap pernyataan berikut ini, kemudian nyatakan isinya sesuai dengan kondisi anda. Pada skala ini semua jawaban benar, maka isilah sesuai dengan kondisi diri anda yang sebenarnya. Setiap orang bisa mempunyai respon yang berbeda. Jika anda hendak mengubah jawaban, silahkan memberikan dua garis datar (=) pada jawaban yang salah, lalu silahkan centang pada jawaban yang dikehendaki. Pemberian skala ini semata – mata untuk kepentingan ilmu pengetahuan dan jawaban yang anda berikan terjamin kerahasiaanya.

THE INSTRUMEN OF MOTIVATION

No.	Pernyataan	SS	S	RR	TS	STS
1	Saya merasa gagal jika prestasi belajar teman – teman lebih baik dari pada saya					
2	Saya tidak gemar membeli buku – buku berbahasa inggris					
3	Saya tidak gemar mengulangi kembali pelajaran bahasa inggris di rumah					
4	Saya belajar hanya jika akan ujian saja					
5	Saya senang berbagi ilmu yang saya miliki dengan teman – teman					
6	Saya tidak gemar mengulang kembali pelajaran bahasa inggris di rumah.					
7	Saya belajar bahasa inggris karen saya ingin berkomunikasi dgn teman dan guru saya dalam bahasa inggris					
8	Saya belajar bahasa inggris untuk memudahkan saya dalam memahami bacaan – bacaan yg berbahasa inggris					
9	Saya belajar bahasa inggris agar daat mengerjakan soal bahasa inggris dengan baik dan benar					
10	Dengan kemampuan bahasa inggris saya berkehidupan cukup sesuai dgn harapan org tua saya					
11	Orang tua saya tidak pernah membelikan buku bahasa inggris					
12	Saya belajar bahasa inggris utk mendapatkan score tertinggi di kelas					
13	Saya senang belajar bahasa inggris agar saya bisa lulus dalam ujian nasional					
14	Saya tidak suka bahasa inggris, saya belajar bahasa inggris hanya karenan tuntutan di sekolah					
15	Saya tidak tertarik utk berkomunikasi dgn penutur aslinya					
16	Bahasa inggris tdk membantu saya dlm meningkatkan prestasi saya					

17	Saya tdk suka bertutur dengan menggunakan bahasa Inggris					
18	Saya tidak suka menggunakan bahas inggris utk berkomunikasi dengan guru dan teman – teman saya.					
19	Materi bahasa inggris sangat membosankan					
20	Saya belajar bahasa inggris atas kemauan sendiri					

THE INSTRUMEN OF SELF CONCEPT

No.	Pernyataan	SS	S	RR	TS	STS
1	Saya selalu menaati peraturan di sekolah					
2	Saya tidak menyukai bentuk tubuh yang saya miliki					
3	Saya ingin menjadi orang berarti bagi orang lain					
4	Hubungan saya dengan orang tua tidak begitu harmonis					
5	Tugas bahasa inggris yang saya kerjakan kebanyakan hasilnya baik dan memuaskan					
6	Saya bahagia dengan kehidupan saya					
7	Saya senang mengerjakan pekerjaan rumah					
8	Teman – teman saya senang bersahabat dengan saya					
9	Keluarga sangat penting bagi saya					
10	Saya selalu bersyukur dengan keadaan diri saya					
11	Saya tidak segan – segan menegur teman jika salah					
12	Saya merasa paling bodoh di kelas					
13	Saya suka membandingkan diri saya dengan orang lain					
14	Saya senang membantu teman jika kesulitan memahami pelajaran bahasa inggris					
15	Saya akan bertanya kepada teman jika ada pelajaran bahasa inggris yang kurang saya pahami					
16	Saya selalu melibatkan diri dalam mengerjakan tugas kelompok pelajaran bahasa inggris					
17	Saya ingin menjadi juara kelas					
18	Saya menerima semua kritikan dari teman yang sifatnya membangun					
19	Saya tidak membanggakan diri ketika orang lain memuji					

20	Saya mampu mengatasi setiap masalah yang dihadapi					
21	Saya bangga ketika guru memuji hasil tugas yang bagus					
22	Saya berusaha menjadi lebih baik dari teman-teman yang lain					
23	Semua tugas yang dibebankan kepada saya, akan dikerjakan dengan baik.					
24	Walaupun tugas-tugas sekolah sangat berat, tetapi tugas-tugas tersebut tetap dikerjakan					

THE QUESTIONNAIRE OF SOCIOECONOMIC STATUS

KETERANGAN ORANG TUA/WALI SISWA

Nama :

Alamat :

.....

Pendidikan terakhir :

Pekerjaan :

KETERANGAN ANAK

Nama :

Jumlah bersaudara :

Prestasi :

.....

Berilah tanda (√) pada kelima pilihan yang ada sesuai dengan seberapa sering masing – masing pertanyaan dibawah ini terjadi dalam keluarga anda.

Keterangan:

SS : Sangat Sering

S : Sering

KK : Kadang – kadang

HTP : Hampir tidak pernah

TP : Tidak pernah

THE INSTRUMENT OF SOCIOECONOMIC STATUS

No.	Pernyataan	SS	S	KK	HTP	TP
1	Keadaan tempat tinggal kami bersih dan teratur					
2	Fasilitas air minum dan air mandi bersih dan selalu tersedia					
3	Fasilitas listrik baik					
4	Fasilitas prabot dalam kondisi baik dan teratur					
5	Jumlah pakaian yang ada cukup dan dlm kondisi baik					
6	Keluarga kami sulit mendapatkan pekerjaan formal bagi anggota keluarga					
7	Keluarga kami sulit mendapatkan sumber bacaan seperti majalah, koran, dan buku - buku					
8	Keluarga kami sulit memperoleh pendidikan sampai SMA					
9	Keluarga kami sulit memperoleh pendidikan sampai perguruan tinggi					
10	Setiap anggota keluarga kami kesulitan memperoleh fasilitas transportasi					
11	Keluarga kami sulit dalam memperoleh kesehatan dan pengobatannya					
12	Pendapatan keluarga kami tidak memenuhi pengeluaran untuk makan sehari – hari					
13	Anggota keluarga kami mengalami gangguan kesehatan yg mengganggu aktifitas					
14	Keluarga kami jauh dari layanan internet					
15	Setiap anggota keluarga kami memperoleh kemudahan menjalankan ibadah kepada tuhan yang maha esa.					
16	Setiap anggota keluarga kami kesulitan memperoleh fasilitas komunikasi (HP)					

LEMBAR SOAL

Mata Pelajaran : Bahasa Inggris
 Kelas : VIII
 Sekolah : SMP Negeri 3 Bulukumba

PETUNJUK UMUM

1. Tulislah nama dan kelas pada tempat yang telah disediakan
 2. Bacalah soal yang diberikan dengan teliti sebelum mengerjakannya
 3. Pilihlah jawaban yang tepat dengan memberikan tanda (X) pada jawaban benar A, B, C, atau D.
 4. Waktu mengerjakan soal adalah 90 menit
 5. Periksalah pekerjaan anda sebelum dikumpul
-

NAMA :

KELAS :

1. X : about using the internet?
 Y : I think the internet is useful.
 a. What's your opinion
 b. Can you help me
 c. May I help you
 d. Can I have

2. X : Oh No ! I forget to bring my pen, borrow me your pen, please?
 Y : Sure!
 a. I don't think so
 b. Can I have
 c. What do you think of
 d. Can you

3. Yani : Tin, may I borrow your motorcycle?

I have to pick my brother up but unfortunately mine has flat tire.

Tina :, there is a bit trouble with my motorcycle.

- | | |
|-----------------|-----------------|
| a. I'm sorry | c. that's great |
| b. You're right | d. I'm sure |

Read the following text and answer questions 4 to 6

There was a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

4. What is the story about?

- | | |
|--------------------------------|---------------------|
| a. Malin Kundang | c. Sangkuriang |
| b. Bawang Putih & Bawang Merah | d. Tangkuban Perahu |

5. Who is Bawang Merah?

- | | |
|-------------------------------|------------------------|
| a. Bawang Putih's mother | c. The old woman |
| b. Bawang Putih's step sister | d. The pumpkin's owner |

6. Why did Bawang Merah and mother say apologize to Bawang Putih?
- They found jewelries
 - Mother's clothes fell down to the river
 - Both of them realized their mistakes
 - There were a lot of snakes inside the pumpkin

The Following Text is for Questions Number 7 to 9

My Day

I had terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I go to dresses so quickly that I forget to wear a socks.

Next, I run out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxii, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope never have day as the one I had yesterday .

7. What happened to the writer yesterday ?
- He has a terrible day
 - He gets a terrible day
 - He had a terrible day
 - He got a terrible day
8. Why did he wake up an hour late ?
- Because he didn't set alarm clock
 - Because his alarm clock didn't go off
 - Because he didn't see alarm clock
 - Because his alarm clock didn't work

9. How did the writer know that it was Sunday ?
- After he walked for three miles to school
 - Before he arrived at school
 - After he came back from school
 - After he walked for a miles

Adam's Diary

May 2015

23 Sunday. When I got up, I felt ill, I went back to bed. Mum called the doctor. But he couldn't come, because he was ill too.

24 Monday. The doctor come at 11 O'clock. He wrote a prescription for some medicine. Mum bought it in the drugstore. It was horrible. Yuck!

25 Tuesday. Dad bought me model aeroplane. I read the instructions, but I couldn't make it, because the dog ate the glue.

Read the following text and answer questions 10 to 12

10. Who called the doctor?
- Father
 - Adam
 - Mother
 - Doctor
11. What did the doctor write at 24th?
- Instructions
 - Model aeroplane
 - Address of drugstore
 - Prescription
12. Adam could not make the aeroplane, why? Because...
- He felt ill
 - The dog ate the glue
 - The doctor was ill too
 - Mum bought medicine

13. Dany and Mary..... to the office together now
- a. Is going
 - b. Am going
 - c. Are going
 - d. Was going
14. She always..... TV in the Morning
- a. Have watched
 - b. Watch
 - c. Watched
 - d. Watches
15. Mr Rahadi is a chef. He cooks food at a
- a. Hospital
 - b. Restaurant
 - c. Plane
 - d. Shop
- 16 . Where is Mrs. Emi going ? She is going to the she buy vegetables.
- a. Office
 - b. Market
 - c. Movie
 - d. School
17. Mr. Maman is explaining the lesson in classroom. He is a
- a. Doctor
 - b. Farmer
 - c. Teacher
 - d. Typist

APPENDIX 3

VALIDITY OF QUESTIONNAIRE

3. Validity of Questionnaire

Table 1: The Validity of Achievement Motivation

Number of Item	r2	p-value	Criteria
1	0.17	0.444	Invalid
2	0.289	0.054	Valid
3	0.148	0.333	Invalid
4	0.399	0.007	Valid
5	0.240	0.112	Invalid
6	0.139	0.301	Invalid
7	0.433	0.003	Valid
8	0.099	0.516	Invalid
9	0.154	0.313	Invalid
10	0.387	0.009	Valid
11	0.255	0.042	Valid
12	0.574	0.000	Valid
13	0.332	0.026	Valid
14	0.391	0.008	Valid
15	0.399	0.007	Valid
16	-0.026	0.864	Invalid
17	0.106	0.490	Invalid
18	0.379	0.010	Valid
19	0.469	0.001	Valid
20	0.405	0.006	Valid
21	0.293	0.050	Valid
22	0.462	0.001	Valid
23	0.542	0.000	Valid
24	-0.014	0.927	Invalid
25	0.518	0.000	Valid
26	0.461	0.001	Valid
27	0,145	0.342	Invalid
28	0,624	0.000	Valid
29	0,397	0.007	Valid
30	0,607	0.000	Valid

Reliability Statistics

Cronbach's Alpha	N of Items
.641	30

Table 2: The Validity of Self Concept

Number of Item	r2	p-value	Criteria
1	0.369	0.013	Valid
2	0.518	0.000	Valid
3	0.276	0.046	Valid
4	0.479	0.001	Valid
5	0.569	0.000	Valid
6	0.480	0.001	Valid
7	0.660	0.000	Valid
8	0.393	0.008	Valid
9	0.146	0.339	Invalid
10	0.366	0.013	Valid
11	0.441	0.002	Valid
12	0.378	0.011	Valid
13	-0.012	0.935	Invalid
14	0.169	0.267	Invalid
15	0.422	0.004	Valid
16	0.452	0.002	Valid
17	0.386	0.009	Valid
18	0.542	0.000	Valid
19	0.616	0.000	Valid
20	0.558	0.000	Valid
21	0.199	0.189	Invalid
22	0.372	0.012	Valid
23	0.262	0.042	Valid
24	0.232	0.125	Invalid
25	0.486	0.001	Valid
26	0.022	0.884	Invalid
27	0.299	0.130	Valid
28	0.349	0.019	Valid
29	0.417	0.004	Valid
30	0.617	0.000	Valid

Reliability Statistics

Cronbach's Alpha	N of Items
.755	30

Table 3: The Validity of Socioeconomic Status

Number of Item	r2	p-value	Criteria
1	0.254	0.046	Valid
2	0.523	0.000	Valid
3	0.221	0.150	Invalid
4	0.264	0.043	Valid
5	0.268	0.026	Valid
6	0.140	0.366	Invalid
7	0.376	0.012	Valid
8	0.173	0.260	Invalid
9	0.238	0.119	Invalid
10	0.253	0.040	Valid
11	0.635	0.000	Valid
12	0.516	0.000	Valid
13	0.728	0.000	Valid
14	0.480	0.000	Valid
15	0.521	0.000	Valid
16	0.559	0.000	Valid
17	0.626	0.000	Valid
18	0.533	0.000	Valid
19	0.425	0.000	Valid
20	0.560	0.000	Valid

Reliability Statistics

Cronbach's Alpha	N of Items
.719	20

Table 4: The Validity of English Comprehension Test

Number of Item	r2	p-value	Criteria
1	0,355	0,017	Valid
2	0,185	0,223	Invalid
3	0,347	0,020	Valid
4	0,030	0,843	Invalid
5	0,393	0,023	Valid
6	0,441	0,002	Valid
7	0,082	0,594	Invalid
8	0,378	0,011	Valid
9	0,145	0,343	Invalid
10	0,362	0,042	Valid
11	0,397	0,007	Valid
12	0,172	0,259	Invalid
13	0,530	0,000	Valid
14	0,337	0,019	Valid
15	0,388	0,050	Valid
16	0,305	0,042	Valid
17	0,160	0,292	Invalid
18	0,324	0,032	Valid
19	0,423	0,004	Valid
20	0,321	0,031	Valid
21	-0,053	0,728	Invalid
22	0,151	0,321	Invalid
23	0,312	0,037	Valid
24	0,424	0,004	Valid
25	-0,087	0,568	Valid
26	0,130	0,396	Invalid
27	0,058	0,703	Invalid
28	0,369	0,013	Valid
29	-0,018	0,906	Invalid
30	0,125	0,412	Invalid

Reliability Statistics

Cronbach's Alpha	N of Items
.386	30

APPENDIX 4
SCORE OF QUESTIONNAIRES

APPENDIX 5

DESCRIPTIVE STATISTIC (SPSS)

5. Descriptive Statistic (SPSS)

Table 5: Descriptive Statistics

		Statistics			
		Achievement Motivation	Self Concept	Socioeconomic Status	English Achievement
N	Valid	45	45	45	45
	Missing	0	0	0	0
Mean		81.5778	80.2444	64.1778	75.7111
Median		84.0000	80.0000	61.0000	76.0000
Mode		84.00 ^a	80.00	56.00 ^a	82.00
Std. Deviation		9.09667	9.65108	8.95516	1.06784E1
Skewness		-.600	-.477	.683	-.505
Std. Error of Skewness		.354	.354	.354	.354
Percentiles	25	76.5000	74.0000	57.0000	68.0000
	50	84.0000	80.0000	61.0000	76.0000
	75	89.0000	88.0000	72.0000	82.0000

Frequency Table**Table 6: Achievement Motivation**

Score	Category	Frequency	Percent	Valid Percent
84 - 100	Very High	19	42.0	42.0
68 – 84	High	19	42.1	42.1
52 – 68	Moderate	7	15.5	15.5
36 – 52	Low	0	0	0
20 – 36	Very Low	0	0	0
Total		45	100.0	100.0

Table 7: Self Concept

Score	Category	Frequency	Percent	Valid Percent
84 - 100	Very High	16	35.3	35.3
68 – 84	High	22	48.7	48.7
52 – 68	Moderate	7	15.4	15.4
36 – 52	Low	0	0	0
20 – 36	Very Low	0	0	0
Total		45	100.0	100.0

Table 8: Socioeconomic Status

Score	Category	Frequency	Percent	Valid Percent
84 - 100	Very High	1	2.2	2.2
68 – 84	High	15	31.0	31.0
52 – 68	Moderate	29	64.2	64.2
36 – 52	Low	1	2.2	2.2
20 – 36	Very Low	0	0	0
Total		45	100.0	100.0

Table 9: English Achievement

Score	Category	Frequency	Percent	Valid Percent
96 – 100	Excellent	0	0	0
86 – 95	Very Good	8	17.7	17.7
76 – 85	Good	20	44.5	44.5
66 – 75	Fairly Good	6	13.3	13.3
56 – 65	Fair	8	17.7	17.7
36 – 55	Poor	3	6.7	6.7
00 – 35	Very Poor	0	0	0
Total		45	100.0	100.0

Descriptive Statistics

	Mean	Std. Deviation	N
x1	81.5778	9.09667	45
x2	80.2444	9.65108	45
x3	64.1778	8.95516	45
y	75.7111	10.67840	45

Correlations

		x1	x2	x3	y
x1	Pearson Correlation	1	.611**	.279	.757**
	Sig. (2-tailed)		.000	.064	.000
	N	45	45	45	45
x2	Pearson Correlation	.611**	1	.283	.803**
	Sig. (2-tailed)	.000		.059	.000
	N	45	45	45	45
x3	Pearson Correlation	.279	-.283	1	.324*
	Sig. (2-tailed)	.064	.059		.030
	N	45	45	45	45
y	Pearson Correlation	.757**	.803**	.324*	1
	Sig. (2-tailed)	.000	.000	.030	
	N	45	45	45	45

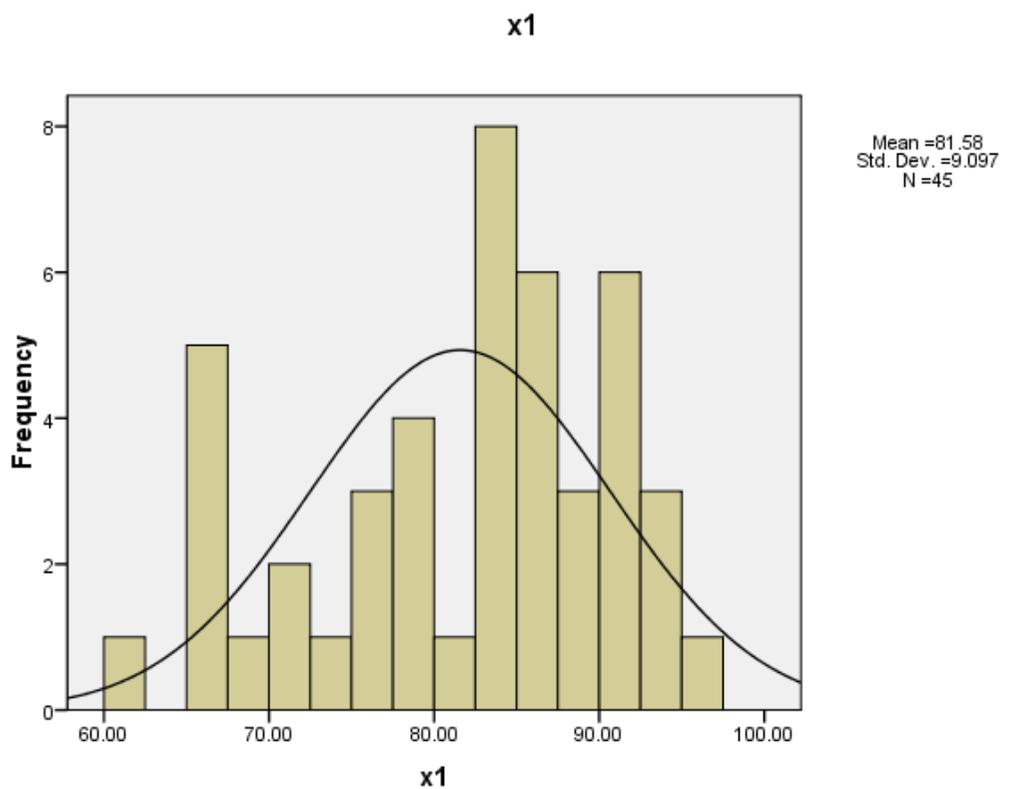
** . Correlation is significant at the 0.01 level (2-tailed).

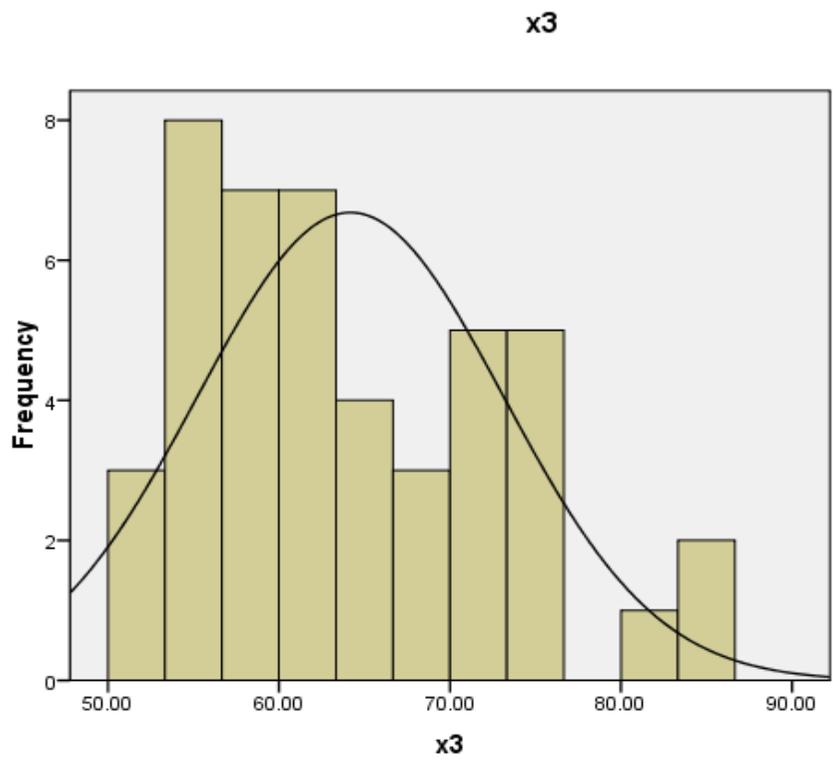
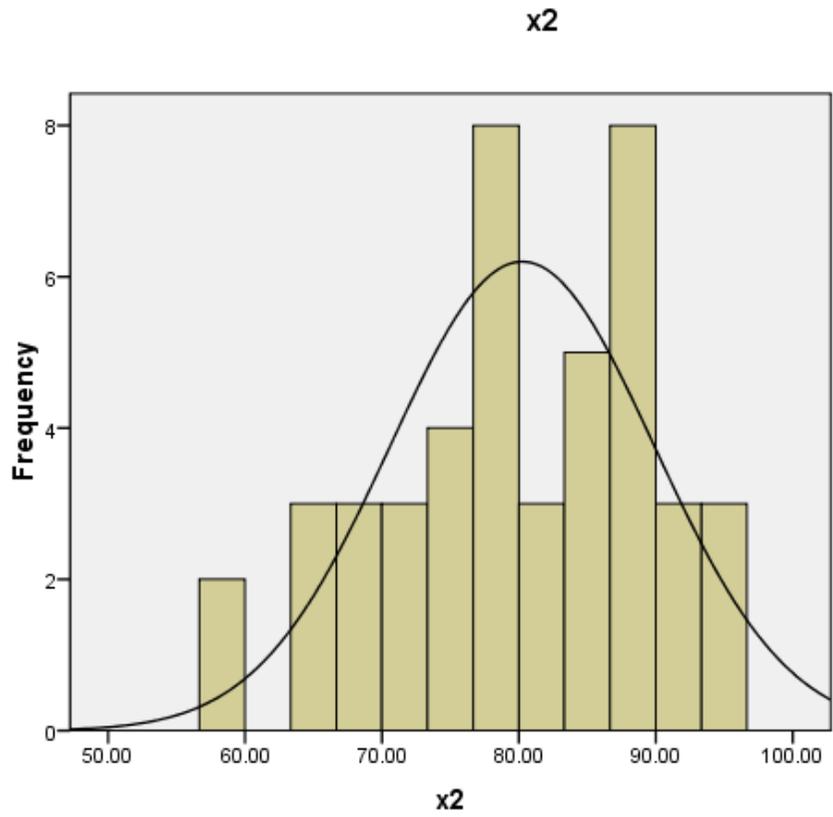
* . Correlation is significant at the 0.05 level (2-tailed).

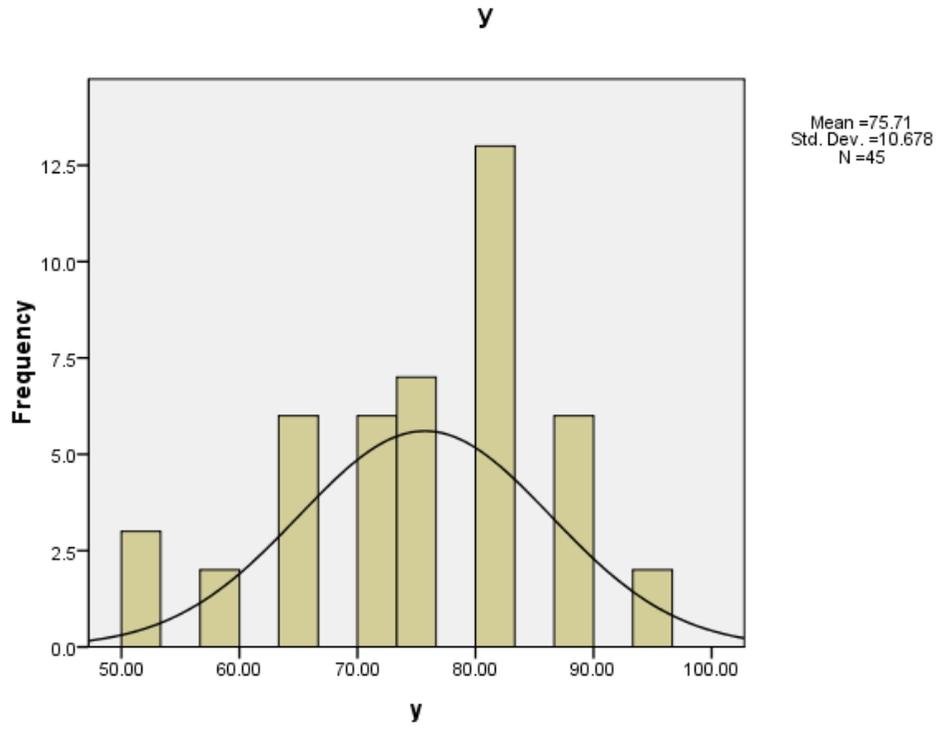
Statistics

		x1	x2	x3	y
N	Valid	45	45	45	45
	Missing	0	0	0	0
Mean		81.5778	80.2444	64.1778	75.7111
Median		84.0000	80.0000	61.0000	76.0000
Mode		84.00 ^a	80.00	56.00 ^a	82.00
Std. Deviation		9.09667	9.65108	8.95516	1.06784E1
Skewness		-.600	-.477	.683	-.505
Std. Error of Skewness		.354	.354	.354	.354
Percentiles	25	76.5000	74.0000	57.0000	68.0000
	50	84.0000	80.0000	61.0000	76.0000
	75	89.0000	88.0000	72.0000	82.0000

a. Multiple modes exist. The smallest value is shown







x1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	1	2.2	2.2	2.2
	65	3	6.7	6.7	8.9
	66	1	2.2	2.2	11.1
	67	1	2.2	2.2	13.3
	68	1	2.2	2.2	15.6
	72	2	4.4	4.4	20.0
	74	1	2.2	2.2	22.2
	76	1	2.2	2.2	24.4
	77	2	4.4	4.4	28.9
	78	3	6.7	6.7	35.6
	79	1	2.2	2.2	37.8
	81	1	2.2	2.2	40.0
	83	3	6.7	6.7	46.7
	84	5	11.1	11.1	57.8
	85	1	2.2	2.2	60.0
	86	5	11.1	11.1	71.1
	88	1	2.2	2.2	73.3
	89	2	4.4	4.4	77.8
	90	3	6.7	6.7	84.4
	91	1	2.2	2.2	86.7
	92	2	4.4	4.4	91.1
	93	1	2.2	2.2	93.3
	94	2	4.4	4.4	97.8
	95	1	2.2	2.2	100.0
Total		45	100.0	100.0	

x2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57	1	2.2	2.2	2.2
	60	1	2.2	2.2	4.4
	65	2	4.4	4.4	8.9
	66	1	2.2	2.2	11.1
	68	2	4.4	4.4	15.6
	69	1	2.2	2.2	17.8
	72	2	4.4	4.4	22.2
	73	1	2.2	2.2	24.4
	75	3	6.7	6.7	31.1
	76	1	2.2	2.2	33.3
	77	1	2.2	2.2	35.6
	79	2	4.4	4.4	40.0
	80	5	11.1	11.1	51.1
	81	1	2.2	2.2	53.3
	83	2	4.4	4.4	57.8
	84	3	6.7	6.7	64.4
	86	2	4.4	4.4	68.9
	87	2	4.4	4.4	73.3
	88	3	6.7	6.7	80.0
	89	1	2.2	2.2	82.2
	90	2	4.4	4.4	86.7
	92	1	2.2	2.2	88.9
	93	2	4.4	4.4	93.3
	94	1	2.2	2.2	95.6
	95	2	4.4	4.4	100.0
Total		45	100.0	100.0	

x3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.2	2.2	2.2
	53	2	4.4	4.4	6.7
	54	2	4.4	4.4	11.1
	55	1	2.2	2.2	13.3
	56	5	11.1	11.1	24.4
	58	4	8.9	8.9	33.3
	59	3	6.7	6.7	40.0
	60	1	2.2	2.2	42.2
	61	5	11.1	11.1	53.3
	63	1	2.2	2.2	55.6
	64	1	2.2	2.2	57.8
	65	2	4.4	4.4	62.2
	66	1	2.2	2.2	64.4
	68	1	2.2	2.2	66.7
	69	2	4.4	4.4	71.1
	70	1	2.2	2.2	73.3
	71	1	2.2	2.2	75.6
	73	3	6.7	6.7	82.2
	74	3	6.7	6.7	88.9
	75	1	2.2	2.2	91.1
	76	1	2.2	2.2	93.3
	83	1	2.2	2.2	95.6
	84	1	2.2	2.2	97.8
	86	1	2.2	2.2	100.0
Total		45	100.0	100.0	

Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	3	6.7	6.7	6.7
	59	2	4.4	4.4	11.1
	65	6	13.3	13.3	24.4
	71	6	13.3	13.3	37.8
	76	7	15.6	15.6	53.3
	82	13	28.9	28.9	82.2
	88	6	13.3	13.3	95.6
	94	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

APPENDIX 6

RESEARCH PICTURE

6. Research Pictures







APPENDIX 7

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI MAKASSAR
PROGRAM PASCASARJANA

Kampus UNM Gunungsari Baru, Jl. Bonto Langkasa, Makassar-90222,
 Telp. (0411) 830366, Telp./Fax. (0411) 855288,
 Email: pasca@unm.ac.id, Laman: http://www.pps.unm.ac.id

Nomor : 4236/UN36.8/PL/2015
 Lamp. : 1 (satu) Proposal
 Perihal : *Izin Penelitian*

20 Mei 2015

Kepada

Yth. : **Bupati Kabupaten Bulukumba**
Cq. Kepala Badan Penelitian, Pengembangan Perpustakaan dan
Kearsipan Kabupaten Bulukumba
 di-
Bulukumba

Dengan hormat disampaikan bahwa mahasiswa Program Pascasarjana Universitas Negeri Makassar yang tersebut di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi magister.

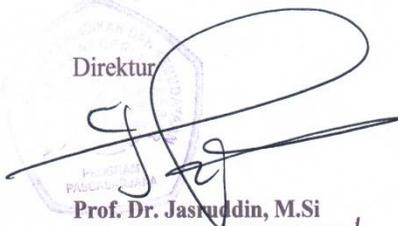
N a m a : Ria Hajrah
 Nomor Pokok : 13B01068
 Program Studi/ : Pendidikan Bahasa
 Kekhususan : Pendidikan Bahasa Inggris
 Judul Penelitian :

A Study the Relationship Motivation, Self, Concept, Socioeconomic Status in English Learning Achievement of the Second Year Students of SMP Negeri 3 Bulukumba

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin Penelitian.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Direktur


 Prof. Dr. Jastuddin, M.Si
 NIP. 19641222 199103 1 002

Tembusan :

- Rektor UNM (sebagai laporan)
- Asdir I dan II PPs UNM
- KPS Pendidikan Bahasa Inggris **Tetap Jaya dalam Tantangan**
- Mahasiswa yang bersangkutan



PEMERINTAH KABUPATEN BULUKUMBA
BADAN PENELITIAN, PENGEMBANGAN, PERPUSTAKAAN DAN KEARSIPAN
 Alamat : Jl. Durian No. 2 Telp. (0413) dan 81102 Bulukumba 92511

Bulukumba, 25 Mei 2015

Nomor : 507/BP3K/LB/V/2015
 Lampiran : -
 Perihal : Izin Penelitian

Kepada
 Yth. Kepala SMP Negeri 3 Bulukumba
 Kec. Kajang Kab. Bulukumba
 di-
 Bulukumba

Berdasarkan Surat Direktur Prog. Pascasarjana Universitas Negeri Makassar Nomor : 4236/UN36.8/PL/2015 tertanggal 20 Mei 2015 Perihal Izin Penelitian maka yang tersebut dibawah ini :

Nama : **RIA HAJRIAH**
 NIM : 13B01068
 Program Studi : Pendidikan Bahasa
 Alamat : Jl. Baronang No. 12C Kab. Bulukumba

Bermaksud melakukan penelitian/pengambilan data di SMP Negeri 3 Bulukumba Kabupaten Bulukumba dalam rangka penulisan karya tulis ilmiah (Tesis) dengan judul " **A STUDY THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION, SELF CONCEPT, SOCIOECONOMIC STATUS AND ENGLISH LEARNING ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SMP NEGERI 3 BULUKUMBA**" yang akan berlangsung pada bulan Mei s/d Juni 2015.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami **mengizinkan** yang bersangkutan untuk melaksanakan kegiatan tersebut dengan ketentuan sebagai berikut :

1. Mematuhi semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat yang berlaku pada masyarakat setempat;
2. Tidak mengganggu keamanan/ketertiban masyarakat setempat;
3. Penelitian/pengambilan data tidak menyimpang dari izin yang diberikan;
4. Melaporkan hasil pelaksanaan penelitian/pengambilan data serta menyerahkan 1 (satu) eksemplar hasilnya kepada Bupati Bulukumba Cq. Kepala Badan Penelitian Pengembangan Perpustakaan dan Kearsipan Kab Bulukumba;
5. Surat izin ini akan dicabut atau dianggap tidak berlaku apabila yang bersangkutan tidak memenuhi ketentuan sebagaimana tersebut di atas, atau sampai dengan batas waktu yang telah ditentukan kegiatan penelitian/pengumpulan data di atas belum selesai.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.



Kepala
TAUFIK SH. MH
 Pangkat : Pembina Utama Muda
 NIP : 19631231 199203 1 102

Tembusan:

1. Bupati Bulukumba di Bulukumba (sebagai laporan);
2. Kepala Dinas Pendidikan, Pemuda dan Olahraga Kab. Bulukumba;
3. Rektor Universitas Negeri Makassar di Makassar



**PEMERINTAH KABUPATEN BULUKUMBA
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 3 BULUKUMBA**



Alamat : Jalan WR.Supratman Bulukumba Telp. (0413) 83556

**SURAT KETERANGAN PENELITIAN
NOMOR : 418/082 /SMP.3/VI/2015**

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 3 Bulukumba menerangkan bahwa :

Nama : **RIA HAJRIAH**
NIM : 13B01068
Prog. Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Baronang No 12 C Kec. Ujung Bulu Kab. Bulukumba

Yang bersangkutan benar telah melakukan penelitian di SMP Negeri 3 Bulukumba dari tanggal 25 Mei 2015 sampai dengan tanggal 26 Juni 2015 dalam rangka penyusunan Thesis dengan Judul :

"A STUDY OF THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION, SELF CONCEPT, SOCIOECONOMIC STATUS AND ENGLISH LEARNING ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SMP NEGERI 3 BULUKUMBA"

Sebagaimana surat izin penelitian dari Kepala Badan Penelitian, Pengembangan, Perpustakaan dan Kearsipan Kabupaten Bulukumba Nomor: 507/BP3K/LB/V/2015.

Demikian surat keterangan ini diberikan kepadanya untuk dipergunakan sebagaimana mestinya.

Bulukumba, 26 Juni 2015

Kepala Sekolah,



AKHMAD R, S.Pd, M.Si
NIP. 19660617 198803 1 013

APPENDIX 8
CURRICULUM VITAE

CURRICULUM VITAE



Ria Hajriah, S.Pd was born in Bulukumba on May, 7th, 1988. She is the first from three childrens of La Umba,S.Pd and Hj. Rosmiati. She is a wife of Ray Suryadi Hasyim, S.Pd. Her educational background begun in elementary school at SD Negeri 12 Puudongi and graduate in 1999. Then she continued at Madrasah Tsanawiyah As'adiyah Putri 1 Pusat Sengkang and graduate in 2002 and then continued at Madrasah Aliyah As'adiyah Putri Sengkang and graduated in 2005. After that she continued her study at 19 November University of Kolaka in the same year in 2005 and graduate in 2009. On January 2011, she taught at SMP Negeri Satap 1 Kajang in Bulukumba. And in 2013 she taught at SMP Negeri 3 Bulukumba until now. Then she continued her magister degree at State University of Makassar in 2013 garaduate in 2015.



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI MAKASSAR (UNM)
PROGRAM PASCASARJANA

Kampus UNM Gunungsari Baru, Jl. Bonto Langkasa, Makassar-90222,
Telp. (0411) 830366, Telp./Fax. (0411) 855288,
Email: pasca@unm.ac.id, Laman: http://pps.unm.ac.id

SURAT KETERANGAN PERBAIKAN UJIAN TESIS

Berdasarkan Hasil *Ujian Tesis* untuk Penyusunan Tesis :

N a m a : **Ria Hajriah**
Nomor Pokok : 13B01068
Program Studi / : Pendidikan Bahasa
Kekhususan : Pendidikan Bahasa Inggris
Judul Tesis : *A Study of the Correlation Between Achievement Motivation, Self-Concept, Socioeconomic Status and English Learning Achievement of the Second Year Students of SMP Negeri 3 Bulukumba*

Oleh Tim Penilai, harus dilakukan perbaikan-perbaikan. Perbaikan tersebut dilakukan dan telah disetujui oleh Tim Penilai :

No.	Nama Tim Penilai	Disetujui Tanggal	Tanda Tangan
1.	Prof. Dr. Baso Jabu, M.Hum	5/10/15	
2.	Dr. Kisman Salija, M.Pd	6/10/2015	
3	Prof. Dr. H. Haryanto, M.Pd	6/10/2015	
4.	Dr. Sukardi Weda, M.Pd, M.Si, M.Hu, MM, M.Sos.I	7/10/2015	
5.	Prof. Dr. Suradi Tahmir, M.S	7/10/2015	

Makassar, 24 Agustus 2015

Mengetahui:

a.n. Direktur

Asisten Direktur I,

Prof. Dr. Suradi Tahmir, MS

NIP 19640413 198903 1 020