#### **CHAPTER IV**

#### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research finding and the discussion. It provides the data found from the research. In addition, it discusses data description and presentation, analyzes self-assessment level and English learning achievement, and the correlation between students' self-assessment and English learning achievement.

## A. Research Findings

From the research found, it was got some data. There are two kinds of data source which was found; the data from Self-Assessment and students' achievement in learning English. The data was in the form of score, so it was included of interval data. After the data from Self-Assessment and achievement score were found, it was used to calculate the correlation both of them.

## 1. The Level of Students' Self-Assessment

The data classification of self-assessment score from the table presented in the Appendix A, based on the Likert scale that have been arranged:

Table 4.1

Level of Students' Self-Assessment

No.	Range of score	Level	Frequency	Percentage
1.	81 – 100	Very high	5	5,9%
2.	61-80	High	58	69,1%
3.	41 – 60	Average	21	25%
4.	21 – 40	Low	-	
5.	0-20	Very low	-	

It could be seen from the table that the score range 81-100 was 'very high' level in self-assessment, in which 5 students or 5,9 % of the students belong to this level. There were 58 students whose qualification between the score range 61-80. It means that 69% of the students had 'high' self-assessment level. Besides, there were 21 students have 'average' qualification which was between the score range 41-60, in which there are 25% of the students or 21 students were included into this level. However, there was no student has neither 'low' nor 'very low' level of self-assessment whose score range was between 21-40 and 0-20.

## 2. The Level of Students' Achievement in Learning English

Besides the level of students' self-assessment which was found out, it was also carried out the secondary data from final test score in first semester which was collected to know the students' achievement in learning English.

Here was the data classification based on the data presented in the table of achievement score of seventh grade students. (see appendix 4)

Table 4.2

Level of Students' Achievement

No.	Range of Score	Level	Frequency	Percentage
1.	81 – 100	Very good	56	66,7%
2.	61 – 80	Good	28	33,3%
3.	41 – 60	Average	-	_
4.	21 – 40	Bad		-
5.	0-20	Very bad		

The table showed that there were 56 students or 66,7% of the students had 'very good' qualification, in which the score range was 81-100. 33,3% of the students were between the score range 61-80. It means that there were 66 students were included into 'good' qualification. Besides, there wasn't student in 'average' qualification between the score range 41-60. There was no student neither in 'bad' nor 'very bad' qualification which was between the score range 21-40 and 0-20.

## 3. Normality test

Before it was decided to use parametric statistic to calculate the correlation, it should be tested by the normality test.<sup>39</sup> Therefore, it has been tested for the normality. Here was the result:

Table 4.3

**Test of Normality** 

## One-Sample Kolmogorov-Smirnov Test

		SA	Achievemen t
N		84	84
Normal Parameters <sup>a</sup>	Mean	66.9524	85.9286
	Std. Deviation	9.03128	7.85376
	Absolute	.097	.168
Differences	Positive	.097	.168
	Negative	093	138
Kolmogorov-Smirnov Z	.893	1.537	
Asymp. Sig. (2-tailed)	.402	.018	

a. Test distribution is Normal.

<sup>&</sup>lt;sup>39</sup> Sugiyono, *Statistika untuk Penelitian...* 75.

It could be seen from the table, based on the calculation of SPSS 16 by using kolmogorov-smirnov test, the data distribution was normal since the value of sig. presented in the table is more than 0.05

## 4. Descriptive Statistic

Descriptive statistics including Cronbach alphas, means and standard deviations was computed to summarize the students' responses to the self-assessment questionnaire.

Table 4.4

Descriptive Statistic of the Self-Assessment Questionnaire

	Number	Cronbach's	Mean	Standard
	of i <mark>tem</mark> s	Alfa		Deviation
Self-			4	
Assessment	20	,914	66,95	9,031
Questionnaire				

As it was shown in table, the reliability of the self-assessment questionnaire designed for this study was 0,914. It means, this reliability of research instruments was satisfactory. Means of self-assessment questionnaire was 66,95 so it was respectively.

# 5. The Correlation between Students' Self-Assessment and English Learning Achievement

Data from the students' self-assessment and English learning achievement was used to answer the last research question. It was used to analyze whether there was correlation between students' self-assessment and achievement in learning English.

Table 4.5
Self-assessment and Achievement Score

No.	Name	Self Assessment Score	Achievement Score
1.	Ahmad Zainul Amin	75	79
2.	Akbar Rama <mark>dh</mark> an Nurviyanto	79	85
3.	Aldo Niaga <mark>Set</mark> yab <mark>ud</mark> i	68	77
4.	Alfan Nurmansyah	65	75
5.	Anas Ilham ramadhan	55	75
6.	Angga Adi Sancoko	50	75
7.	Aurelia Putri Salsabila	52	76
8.	Ayu Firnanda	60	79
9.	Azalea Roshan Oletha Trisna Aureli	72	90
10.	Devana Apreliani	72	80
11.	Devian Dwi Triyanti	58	75
12.	Dia Puteri Abadi	62	79
13.	Dicky Noegraha W.	68	80
14.	Dido Agil T.	64	80
15.	Dimas Rachmadani	66	80
16.	Fery Purwanto	56	76
17.	Gilang Kurnia W.	55	75
18.	Hermanto Dwi K.	52	75
19.	Irgi Dwi Permana 54		78
20.	Ivan Ariestha P.	50	75
21.	Ivan Cahya F. 51 79		79
22.	Moch. Safir M. 59 80		80
23.	Mochamad Arjuno 55 79		79

24.	Mohammad Wahyu Akbar	55	79
25.	Muhammad Rizky F.	70	90
26.	Mutimah	66	82
27.	Nourredine Naibet	64	85
28.	Nurul Mareta R.	82	98
29.	Pebri Slamet Santoso	70	90
30.	Raafi Rachmadan	79	92
31.	Rachmad Darmawan	80	94
32.	Radiyan Kusuma W.	71	90
33.	Rangga Fitra Ramadhan	72	92
34.	Rido Ariyantama	73	95
35.	Rizky Dwi Prasetyo	68	88
36.	Rossita Arbianti	66	85
37.	Sari Febiola M.	68	86
38.	Sarif Hidayatullah	65	84
39.	Siti Chotijeh	65	82
40.	Vieranti Widyastuti	64	82
41.	Viona Devi Salsabila	71	91
42.	Yudhistira Aji P.	63	84
43.	Yusa Alvin N.	65	86
44.	Yustina Romadhoni	77	98
45.	Adinda Prameswari	76	95
46.	Alifia Putri R.	77	98
47.	Ariq Riyan P.H	73	95
48.	Bayu Tirta Yamanto P.	82	98
49.	Bintang Sahtria	80	95
50.	Dewa Ramadhany Ilham	78	95
51.	Dewi Anjani	79	96
52.	Dian Tirta Nada	78	96
53.	Dinik Andriati Prameswari	64	82
54.	Dwi Sapitri	62	81
55.	Hilmi Firdaus	61	81
56.	Ilyas Ardiansyah	59	79
57.	Krisdian Haryo Widodo	60	80
58.	Mashita Putri R.	60	81
59.	Maulidatul Isnaini	61	80
60.	Mohammad Ricky Maulana H.	63	81
61.	Mohammad Febryanto	65	82
62.	Mohammad Firmadhan Z.	73	95
63.	Mohammad Lutfi Figo	79	98
64.	Mohammad Rizky Akbar	77	98
65.	Mohammad Rohim	79	98
66.	Nadya Maulina R.P	77	98

67.	Nafi'a Indah Priyanggi	74	85
68.	Natasya Meytha Salzabila S.	60	85
69.	Noer AffandiTrisirwanto	60	87
70.	Nur Maria Eviyanti	77	98
71.	Nuriyani	83	95
72.	Octavia Windarti	69	90
73.	Putri Anisa	63	90
74.	Ramadhani Ardi Nugraha	62	78
75.	Ranum Aprilia Nur A.	57	78
76.	Regita Putri Asmara	59	75
77.	Retno Sri Lestari	55	96
78.	Rifatul Hasanah	73	82
79.	Rizky Nanda Pratama	65	82
80.	Sandy Setyawan	65	79
81.	Shinta Dwi Wulan Cahya	59	95
82.	Sony Dwi Jaka Putra	80	90
83.	Suarjaya Indra Pratama	61	98
84.	Yoga Setiawan	82	98

From those data found, it was calculated by using SPSS 16 to know whether there was correlation between students Self-Assessment and English Learning Achievement. The result of the calculation was as follows:

Table 4.6

The Value of Correlation

Correlations	•	SA	Achievement
SA	Pearson Correlation	1	.857**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross- products	6.770E3	5042.714

	Covariance	81.564	60.756
	N	84	84
Achievement	Pearson Correlation	.857**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	5.043E3	5119.571
	Covariance	60.756	61.682
	N	84	84

<sup>\*\*.</sup> Correlation is significant at the 0.01 level (2-tailed).

According to the table, product moment correlation between students' self-assessment and English Learning Achievement was 0.857. Meanwhile the value of sig. presented in the table is 0.000. Furthermore, there were two stars at the value of correlation in which it showed that the correlation was significance at the level 0.01.

Besides calculating the correlation by using SPSS 18, it was also calculated manually. Here are the calculations:

Students' Self Assessment = X

Learning English Achievement = Y

To find out the coefficient correlation, it is used the formula:

$$r_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{n\sum x_i^2 - (\sum x_i)^2}\sqrt{n\sum y_i^2 - (\sum y_i)^2}}$$

$$r = 84 \times 538747 - 7086 \times 7435$$

$$\sqrt{(84 \times 519320 - 50211396)} \sqrt{(84 \times 565082 - 55279225)}$$

$$r = 0.87512$$

Because r = 0.875124 and r table with  $\alpha = 5\%$  is 0.875, so, it is very close to the significance test.

After the value of the correlation was found out, then it was calculated the significance of correlation coefficient test. The steps were:

## 1. Developing hypothesis

Ho : 
$$r = 0$$

Ha: 
$$r \neq 0$$

## 2. Determining α

The alpha used is 0,05 (5 %).

## 3. Statistic test

The formula of T test:

$$t = \frac{rxy\sqrt{n-2}}{\sqrt{(1-r^2)}}$$

$$t = 0.714121 \sqrt{50-2}$$

$$\sqrt{(1-0.714121^2)}$$

t = 7.420063

t = 0.05/2, (98 - 1) = t = 0.025; 97 = 1,984

t table = 1.984

Because t test > t table, so Ho is rejected and Ha is received.

#### 4. Conclusion

Based on the calculation, it could be concluded that there is significant correlation between students' self-assessment and English learning achievement.

#### **B.** Discussion

The seventh grade students of SMP Pawiyatan Surabaya were used as the population in this study. Substantively, there were 334 students of seventh grade. The researcher took cluster sampling randomly and there were 84 students who were divided into 2 classes; VII-3 and VII-5. The students joining self assessment survey of VII-3 class were 44 students and 40 were from VII-5 class. Each class was in different time when the test held, but they were treated equally.

Based on the research finding obtained from the test, then it was discussed the result of the finding. It covers the level of students' self-assessment and English learning achievement, and the correlation between those two variables.

#### 1. The Level of Students' Self-Assessment

Based on the result of research finding on the level of students' self-assessment, it could be seen from the table that the score range 81-100 was 'very high' level in self-assessment in which 5 students or 5,9% of the students belong to this level. There were 58 students whose qualification between the score range 61-80. It means that 69, 1% of the students had 'high' self-assessment level. Besides, there was 21 students had 'average' qualification which was between the score range 41-60, in which there were 25% of the students or 21 students were included into this level. However, there was no student has neither 'low' nor 'very low' level of self-assessment whose score range was between 21-40 and 0-20. In othe words, most of the students had high self-assessment i.e 69,1% of the students or 58 students.

The questionnaire used in this study consists of 20 numbers which was divided into 4 clusters. There were 5 numbers about reading self-assessment, 5 numbers about speaking self-assessment, 5 numbers about listening self-assessment, and 5 numbers about writing of self-assessment.

Based on the findings, generally students' source of assessment came from their previous experience in learning English. As explained before, 66,1% of the students had good self-assessment.

## 2. The Level of Students' English Learning Achievement

As stated in research method, this data was collected from secondary data of achievement, in which from final test score/rapport of first semester. Teacher collected the data from some test, such; daily score which was taken from students performance in class, middle test and final test.

## 3. The Correlation Students' Self-Assessment and English Learning Achievement

After calculating the normality test, in which it showed that the data distribution is normal, it was calculated the correlation between students' self-assessment and English learning achievement.

From the data calculated, it was found that the value of product moment correlation between students' self-assessment and English learning achievement was 0,857. It means that the change of self-assessment level was positively followed by the English learning achievement. Furthermore, after testing the significance, the correlation between those two variables was significance since the value of sig. is 0.000 or less than  $\alpha$  that was put, which was 0.05 (5%). It was also shown by two stars (\*\*) at the value of correlation. The table below can interpret the correlation both of them.

Table 4.7

Correlation result between students' self assessment and achievement.

R	Interpretation
0	No correlation
0 01 0 20	
0,01-0,20	Very weak
0,21-0,40	Weak
0,41-0,60	Rather weak
0,61-0,80	Enough
0,81-0,99	Strong
1	Very strong

Product moment correlation between students' self-assessment and English learning achievement as it was obtained was 0.857 positive. However, based on the table above, this correlation was strong.

As results showed, the more students self-assessment, the more their English learning achievement increased, it showed that self-assessment had significant effect in English learning achievement. It has been demonstrated by other researchers Bozana and Irena that self-assessment is one of the main determining factors of success in getting good learning outcomes.

The finding also supports previous research by Huzein and Zainab.

They found that self-assessment was significantly improved students' writing proficiency and the result of Self-assessment was successful in EFL students.