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THE CORRELATION OF STUDENTS' ACADEMIC SELF-CONCEPT TOWARD STUDENT LEARNING ACHIEVEMENTS IN ENGLISH LEARNING

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KEYWORDS
students, academic self-concept, learning achievements.

ABSTRACT
This study aimed at determining the correlation between students' academic self-concept toward student learning achievement in English learning in grade XI of Social Class of SMA Jagadhita Amlapura. This study is ex-post-facto research with a correlational technique and survey method. The population sample of this study was 33 students in XI of Social Class at SMA Jagadhita Amlapura in the academic year 2021/2022. A Questionnaire of Academic Self-Concept and documentation of students' report cards were used to collect the data. Descriptive statistics, Pearson Product Moment correlation and determination test, were used to analyze the data. Based on the data analysis, it was found that there is no significant correlation between academic self-concept toward student learning achievement of XI Social Class in SMA Jagadhita Amlapura with correlation value (-0.283) and p-value (0.130) > 0.05. While based on the determination test, only 8% of academic self-concept explained the variance of learning achievement, and 92% was predicted by another variablvariablest not examined in this study. The results of this study are not following the theory and differ from previous studies, which mainly obtained results that there was a significant correlation between academic self-concept and learning achievement. This could be due to the small sample size cannot prove a significant relationship between the two variables of the study or other limitations in this study.

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INTRODUCTION

Language is a system of communication humans use in their life. The language was used to express ideas and feelings (Dictionary, 2008). In the globalization era, English is important to learn in communicating. Many countries in the world use English as a communicative language. According to the Cambridge Encyclopedia of the English Language data, "85% of the world's international organizations use English as their official language in transnational communication (Rao, 2019)." Based on the data, many people use English as their first language daily and learn English as a Foreign Language.

Additionally, in Indonesia, English is a foreign language. The importance of learning English as a global language makes English implemented as a subject in classroom activities. The aims of learning English at every level of students are to make it easier to understand and apply international languages (Marpaung, 2018).

The curriculum 2013 (K-13) is the implemented curriculum in Indonesia. The education system aims to improve student quality of human resources, able to compete nationally or internationally (Linda Setiadewi, 2019). EPI (2021) stated human skill in using English in Indonesia is still low. That saw from the result of the English Proficiency Index (EF EPI) in 2021. Indonesia is ranked 80th to 112

countries with a score of 466, its meagre human resource ability in English. That's why Indonesia's human resource must improve their English ability.

Implementing the K-13 curriculum has a long-term and short-term impact on students' English skills. This is caused by the reduced time for English lessons, especially for students outside the language major, such as science classes, or social studies at the high school level. English subjects are studied 2 x 45 minutes a week in science and social studies classes. While 4 x 45 minutes a week in language class. This differs from the previous curriculum; in KTSP, all majors study English 4 x 45 minutes a week. Indirectly this situation has an impact on students. It impacts students' learning outcomes (Neun, 2018). In the long term, for example, higher-level English is more complex, and many students in Indonesia have trouble continuing to the next grade because of low achievement in mastering English. In Indonesia's education system, English is commonly taught in junior high school to upper-class students. However, many schools and even elementary schools teach English to their students. The teaching and learning process at schools is important in developing students' personalities. What students learn in high school will be used in university, and everything they learn in university will be used in their real life, such as how to find a job (Purwanto & Wangid, 2022).

Individuals have different potential and cognitive levels, affecting how students learn and their learning achievements. (Elsjelyn, 2014) stated that some students quickly learn English through listening, writing, or speaking without fear of making mistakes. However, it was also found that some students had tried to learn English but finally gave up. Problems in learning are always actual problems and are faced by every student. Problems usually arise because of the low interest of students in learning.

Meanwhile, interest will arise if there are reasons and goals to be achieved, such as learning English. Interests supported by goals will affect the intensity of learning and can automatically improve student achievement. Students' interest and learning intensity was positively correlated with students' mathematics learning achievement (Fitriyani, 2019).

Each school has different learning management to help students achieve competency standards. Competence is the policy and responsibility of the school to help students achieve proficiency. Not only remember and understand, but students can use what they learn (Colby, 2017). The learning process is a system in education. Success in the learning process is also influenced by the various components that make up the system. If mapped, there are many components that influence the learning process and student achievement. Starting from internal and external components, the teacher is a component that is directly related to students. The quality of the learning process is highly influenced by teachers' behaviour and teachers' abilities in the teaching and learning process (Linda Setiadewi, 2019). The teacher is an essential factor in the quality of learning.

Generally, students have different abilities, from the lower to the brightest. Therefore, student learning achievement needs to be measured to determine student abilities and movements. Teachers can evaluate student achievement through various ways of collecting data. The evaluation assesses student development in the learning process (Sukardi, 2015). Student learning achievement is the level of development achieved by students in the learning process within a specific time (Sun, 2018). In high school, student achievement can be seen in their report cards. This is also stated (Fitriyani, 2019) that learning reports are learning outcomes a student achieves from learning activities at school within a certain period recorded at the end of the semester in the report card. Learning achievement is about someone's success or not at the study. Winkel (Rehanja, 2017) stated that learning achievement is physical evidence that provides information about students' abilities and skills during the learning process.

Every student in learning aims to achieve the learning goal. Student learning achievement can be measured when the teacher has already set the objectives of learning, and the students can reach them (Pujiastuti, 2020). (Sukardi, 2015) also stated that the standards given by the teacher can measure student learning achievement. Bloom's Taxonomy (Nurjan, 2016) states that there are three classifications of learning achievement, namely cognitive, affective, and psychomotor. This becomes guidance in assessing student achievements. According to (Sukardi, 2015), three factors that concern teachers in conducting evaluations are those cognitive skills that produce action and students' characters. Internal and external factors also influence learning achievement. Internal factors include health, intelligence, motivation and interest, and how to learn. Meanwhile, the external factor about family, school, social, and environmental factors. In addition, learning is also influenced by several factors, namely, self-concept, motivation, student interests, habitual in studying, and self-habits (Djaali, 2014).

Refers to the statements above, self-concept is one of the factors that can affect student achievement. While measuring the student's achievements, has a meaningful relationship to the human as unique because students have different characteristics. Shavelson, Hubner, and Stanson (1976) define self-concept as a human perception of himself that is formed from experiences and relationships with the environment. According to Robert (Burns, 1993), self-concept is a very personal, dynamic, and evaluative individual picture that humans develop in their psychological environment throughout their lives. (Harwijayanti et al., 2022) stated that self-concept combines body image, self-ideal, self-esteem, self-role, and self-identity. Furthermore, Shavelson, Hubner & Stanson (1976) hierarchically dimensioned self-concept as academic and non-academic. Academic self-concept is divided into four, namely: history, mathematics, language and science.

Academic self-concept is part of self-concept. Academic self-concept is the human perception of competence and ability in various subjects, such as English learning (Cheung, 2012). Meanwhile, (Burns, 1993) stated that self-concept and student achievement have a positive relationship. Someone who has a positive academic self-concept will be able to help increase self-confidence and self-motivation to become better. Students' academic self-concept is essential to get the teacher's attention that academic self-concept impacts student achievement.

The teachers and friends are the main self-informant at school, which could be individually influenced positively, neutral, or negatively by the student self. (Marsh, 2003) suggested that academic self-concept refers to the perceptions and individual's feelings towards himself related to academic abilities. Student self-concept also creates an ethos in relationships that can increase or decrease student achievement (Burns, 1993). A positive academic self-concept is beneficial, especially for motivating students to improve their academic performance. A better academic self-concept helps students achieve better academically (Ajmal & Rafique, 2018). There is some factor that influences academic self-concept, namely: external factor, including family environment, class climate, teacher, peers, and curriculum. Internal factors are including the value of personal competency and personal successes (Marsh, 2003).

Based on direct observations in 9 meetings on teaching practices at SMA Jagadhita Amlapura, one of the high schools in Karangasem, regarding the process of English learning, many students stated that they had difficulties following English subjects which had an impact on their learning achievement. For example, (1) the students said they didn't understand what the teacher explained, (2) they were not confident when asked to speak or read in front of the class, (3) they were embarrassed to ask the teacher, were lazy to look for words that difficult in the dictionary and prefer to cheat on their friends' work, and (4) they only study at school and when there has a test. These showed that students had lack confidence in their abilities and had low interest in learning English.

Based on observation made by the researcher in SMA Jagadhita Amlapura, there are 21 of 33 students whose scores were incomplete with scores below the minimum score criteria, 75, with a percentage of 61.8 %. Based on an interview with one of the English teachers at the school, he argued that most students assumed that English subjects had difficulty learning, resulting in decreased learning achievement.

Based on the explanation above, the researcher assumed that students' achievement, especially in English learning, correlated with academic self-concept. Students have positive perceptions of themselves, which relate to their abilities in academic. Positive perceptions mean describing themselves well, having confidence and motivation, and wishing for success. But students have a negative perception of themselves, like feeling as a person is less adequate than others, and ultimately makes their efforts less. English as a foreign language also makes students find difficulty in learning English. Therefore, it is important to measure the correlation between students' academic self-concept toward student learning achievement in English learning.

From another source, it could be seen that academic self-concept affected student achievement; the different researchers measure academic self-concept on specific parameters such as level of study and in the same programs. However, the researcher wants to examine the correlation between academic self-concept and learning achievement in social studies classes in English learning. Similar studies from this study are:

(Ramadhan, 2017) examined the relationship between student's academic self-concept and academic achievement. Three hundred ninety students as a sample of English study programs at universities showed that students' academic self-concept contributes 5.9% to students' academic achievement. Meanwhile, (Rehanja, 2017) examined the effect of academic self-concept on economic learning achievement, with 67 students as a sample showing a result of 55.1% of the power of students' academic self-concept in explaining the variance of student learning achievement. (Fitriyani, 2019) examined the relationship between interest and learning intensity with student learning achievement and showed a positive and significant relationship between learning interest and learning intensity on the mathematics learning achievement of 29.6%.

Therefore, it is interesting to determine whether there is any significant correlation between students' academic self-concept toward student learning achievement in English learning. In this regard, the researcher wills conduct a study entitled "The Correlation between Students' academic self-concept toward Student learning achievement in English Learning (An ex-post facto research in grade XI of social class in SMA Jagadhita Amlapura)."

METHOD

The research design used in this study was an ex-post facto design using a survey method with correlational techniques. Suharsimi Arikunto (Maulidya, 2021) stated that if a research subject or the population does not reach 100 people, it would be better if all of them were taken. Thus, the total number of class XI students at SMA Jagadhita Amlapura a total of 33 students, was used as a sample in this research. The variable in this study consists of two variables. The first is students' academic self-concept as the independent variable (X), and the second is students' learning achievement as the dependent variable (Y). A questionnaire with a Likert scale consisting of 35 item questionnaire that had valid and reliable was used to measure the academic self-concept variable, and documentation of report cards was used to measure student learning achievement in English learning. The results were interval data; the analysis used descriptive statistics, pre-requisite analysis, correlation, and determination tests with a significant $\alpha = 0.0$.

RESULT AND DISCUSSION

Based on the descriptive statistics of academic self-concept, it was found that the total number of participants was 33 students. The minimum score was 110, and the maximum score was 173.

Table 1. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Self-Concept	33	110.00	173.00	138.3333	14.83801
Valid N (listwise)	33				

Source: SPSS 16 (Data Processed)

Based on interval data, it was found two students (6%) whose scores belonged to an average category, 22 students (67%) whose scores were into a high category and nine students (27%) fell into a very high category. In other words, the academic self-concept in students of XI Social Class at SMA Jagadhita Amalapura was high.

Table 2. Data Description of Result Academic Self-Concept

Interval	Frequency	Percentage	Category
35 – 63	0	0%	Very Low
64 – 91	0	0%	Low
92 – 119	2	6%	Average
120 – 147	22	67%	High
148 – 175	9	27%	Very High
Total	33	100%	-

Source: Data Processed

Based on the table below, it was found that the total number of participants was 33 students. The highest English learning achievement was 88, and the lowest was 79. The standard deviation was 2.288. It was also known that the mean of the data was 80.12, which means that the level of student learning achievement is good.

Table 3. Descriptive Statistics of Student Learning Achievement

	N	Minimum	Maximum	Mean	Std. Deviation
Learning Achievement	33	79	88	80.12	2.288
Valid N (listwise)	33				

Source: SPSS 16 (Data Processed)

From the table description of learning achievement, the result showed that no students were in the less and less category. Meanwhile, 28 students (85%) scored belonged to the average category, five (15%) scored in a high category, and no student fell into the very high category. In other words, learning achievement in English learning students of XI Social Class at SMA Jagadhita Amalapura was enough.

Table 4. Description of Student learning achievement

Interval	Frequency	Percentage	Category
0 – 60	0	0%	Very Less
61 – 70	0	0%	Less
71 – 80	28	85%	Enough
81 – 90	5	15%	Good
91 – 100	0	0%	Very Good
Total	33	100%	-

Source: Data Processed

The researcher tested the normality of the data with a normal P-P Plot and 1-Sample Kolmogorov Smirnov in SPSS Version 16.0 for Windows. If the p-value was higher than 0.05, the data were normally distributed. The following is the result of the data normality test:

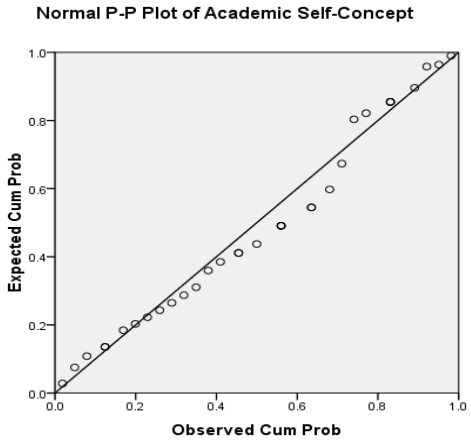

Figure 1. P-P Plot of Academic Self-Concept
Source: SPSS 16 (Data Processed)

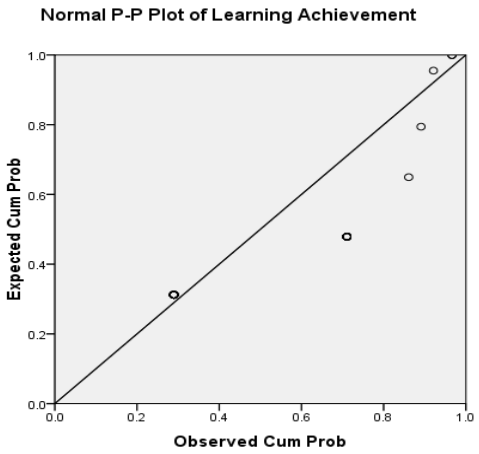

Figure 2. The plot of Learning Achievement
Source: SPSS 16 (Data Processed)

Based on the result of the output SPSS standard P-P Plot in Figure 1, it could be described that the distribution of academic self-concept data points spreads around the diagonal line. The spread of the data points is in the direction of the diagonal line. So, the data on the academic self-concept variable was normally distributed. Meanwhile, figure 2, a standard P-P plot of learning achievement, describes that the distribution of learning achievement data points spreads away from the diagonal line. The spread of the data points was in the not direction of the diagonal line. So, the data on learning achievement was not normally distributed.

Because the data of learning achievement was not customarily distributed when tested with a P-P plot or, in other words, parametric statistics, the researcher continued the normality test with a non-parametric statistic test which the researcher in this study chose the Kolmogorov-Smirnov test.

Table 5. Result of Normality Test 1

		Unstandardized Residual
	N	33
Normal Parameters	Mean	.0000000
	Std. Deviation	2.26056531
Most Extreme Differences	Absolute	.301
	Positive	.301
	Negative	-.219
	Kolmogorov-Smirnov Z	1.731
	Asymp. Sig. (2-tailed)	.005

Source: SPSS 16 (Data Processed)

The normality test aimed to test whether, in the model regression, the confounding variable (residual) is normally distributed or not. A good regression model uses good data usually distributed. Residual data that were normally distributed is the Asymp value. Sig (2-tailed) > level of significant (α) = 5%. The normality test results in this study can be reviewed in Table 4.7. Based on the

Kolmogorov-Smirnov test above, the data is not normally distributed. This can be proven with Asymp. Sig. (2-tailed) which is 0.005; it means more minor than the significance level (0.05).

Because the data were not normally distributed, it was necessary to do treatment data is not normal. One way that could be used to treat data, not usually to be routine data, was to delete the data outliers; Outlier data was data that has a very high value different from the value of other observations (data with extreme values) (Jane, 2019, p. 36). One way to detect data outliers is to look at the Box Plot of the residual value. After that, delete the outlier data detected on the Box Plot.

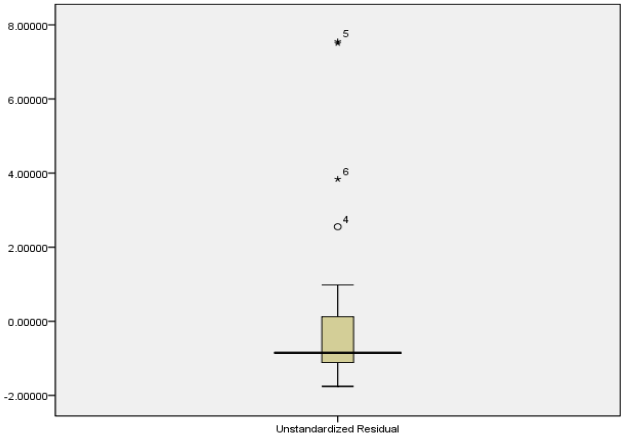

Figure 3. Box Plot of Data Outlier 1

Source: SPSS 16 (Data Processed)

According to Figure 3, there were some data with a value of extreme. The outlier data to be removed is the first, with asterisks at the top. Data to be deleted is excessive data numbers 5 and 6. Removing data outliers is expected to normalize the data residuals. After removing the outlier data, re-check whether the residual data is standard.

Table 6. Result of Normality Test 2

		Unstandardized Residual
N		31
Normal Parameters	Mean	-.3675055
	Std. Deviation	1.70824659
Most Extreme Differences	Absolute	.258
	Positive	.258
	Negative	-.208
Kolmogorov-Smirnov Z		1.438
Asymp. Sig. (2-tailed)		.032

Source: SPSS 16 (Data Processed)

After performing the deletion process on the outlier data and then reviewing whether the residual data were normally distributed or not yet, the normality of the data after the first outlier can be seen in Table 7. Based on the Kolomogorov-Smirnov test, it was found that the residual data was not normally distributed. This could be checked via Asymp. Sig. (2-tailed) whose magnitude is 0.032, lower than the significance level (0.05). Therefore, it was necessary to eliminate the data outliers back.

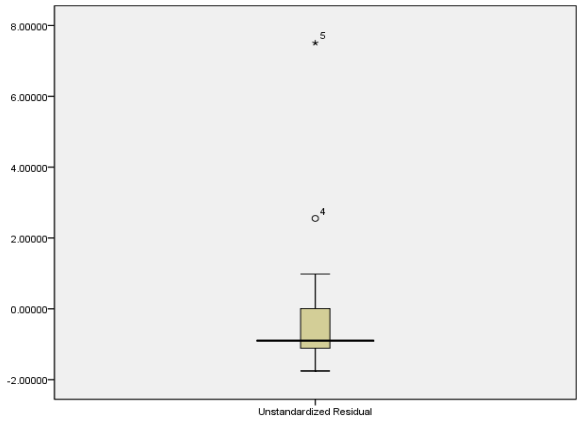

Figure 4. Box Plot of Data Outlier 2
Source: SPSS 16 (Data Processed)

According to Figure 4, data with extreme values were found. Therefore, the outlier data that would be deleted next is data number 5, previously number 7. After deleting the outlier data, check whether the data was standard or not.

Table 8. Result of Normality Test 3

		Unstandardized Residual
N		30
Normal Parameters	Mean	-.6299539
	Std. Deviation	.89991455
Most Extreme Differences	Absolute	.164
	Positive	.164
	Negative	-.105
Kolmogorov-Smirnov Z		.898
Asymp. Sig. (2-tailed)		.396

Source: SPSS 16 (Data Processed)

The results of the normality test in this study can be reviewed in Table 8. Based on the Kolomogorov-Smirnov test above, it could be seen that the residual data was normally distributed. This could be proven with Asymp. Sig. (2-tailed) Its magnitude of 0.396 was higher than the significance level (0.05).

For the linearity test, deviation of linearity was obtained. The two variables were linear if the probability of Deviation from Linearity was higher than 0.05. Furthermore, to find out whether the distribution of the data was linear or not, the result of the distribution can be seen in Table 8 below.

Table 8. The result of the Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement * Academic Self-Concept	Between Groups	(Combined)	13.967	24	.582	1.940	.238
		Linearity	1.237	1	1.237	4.123	.098
		Deviation from Linearity	12.730	23	.553	1.845	.257
	Within Groups		1.500	5	.300		
	Total		15.467	29			

Source: SPSS 16 (Data Processed)

The result of the linearity test in this study can be reviewed in Table 4.10. Based on the Anova Table above, it could be seen the academic self-concept variable (X) toward the learning achievement variable (Y) is linear. This can be proved by the significant deviation from linearity, whose magnitude is 0.257, which is larger than the level of significance (0.05). Based on the result of normality and linearity above, it could be concluded that the variables in this study it was normal and linear, which means correlation analyses can continue this study.

Based on correlation analysis, there was no significant correlation between students' academic self-concept toward student learning achievement, proven by the p-value of 0.130 > 0.05, with a coefficient correlation of - 0.283. The coefficient correlation cannot be interpreted. In other words, when academic self-concept has decreased or increased, it cannot influence learning achievement.

Table 9. The Correlation Between Academic Self-Concept and Learning Achievement

		Academic Self-Concept	Learning Achievement
Academic Self-Concept	Pearson Correlation	1	-.283
	Sig. (2-tailed)		.130
	N	30	30
Learning Achievement	Pearson Correlation	-.283	1
	Sig. (2-tailed)	.130	
	N	30	30

Source: SPSS 16 (Data Processed)

Meanwhile, based on the determination test, the value of the coefficient of determination equals = -0.283 x (-0.283) = 0.08. Meant the power of the independent variable in explaining the variance of the dependent variable is 8%, and 92% of the variance of the dependent variable which explained by other factors not examined in this study. The table below shows the results of the determination test using SPSS version 16.0.

Table 10. Determination Test in Regression Analysis (Model Summary)

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.283a	.080	.047	.713

Source: SPSS 16 (Data Processed)

Based on the result using 33 students of XI Social Class at SMA Jagadhita Amlapura could be concluded that two students (6%) whose scores belonged to an average category, 22 students (67%) whose scores into a high category and nine students (27%) fell into very high category. In other words, the academic self-concept in students of XI Social Class at SMA Jagadhita Amlapura was high. Frey and Carlock (Nugraha, 2017) stated that academic self-concept is divided into two: positive and negative.

In this study, the total scores obtained by every student in answering the questionnaire indicated the negative or positive academic self-concept that the students have. The biggest score meant the higher student's academic self-concept, and vice versa. Based on the results of the descriptive analysis, it could be explained that no one student of XI Social Class at SMA Jagadhita Amlapura had a low academic self-concept. In other words, most of the students in the XI Social Class of SMA Jagadhita Amlapura tend to be high academic self-concepts, and the little of the students have an average academic self-concepts. It could be concluded that students of XI Social Class at SMA Jagadhita Amlapura more have positive academic self-concepts.

Based on direct observation in SMA Jagadhita Amlapura, the researcher saw that students' behaviour indicated that they had low interest, less confidence, and low learning achievement in English Learning. But, the result of this study described that most of the students of XI Social Class in SMA Jadaghita Amlapura have a high academic self-concept. The high academic self-concept score indicates that students tend to have a positive academic self-concept. This could happen because, most of the time, students in XI Social Class at SMA Jagadhita Amlapura have a positive perception of their academic abilities. The positive perceptions mean they described themselves well, having confidence, motivation, and wish for success. So that when students had difficulty in learning, they tended to be able to handle it better than students who had a negative perception of themselves, with positive academic self-concept in academic abilities able to create high enthusiasm for learning. Line with (Burns, 1993) stated that children with a positive self-concept tend to be able to make more positive and more apparent judgments about their ability to excel in the school environment, allowing for better study results.

While based on the student's learning achievement results in English learning at XI Social Class of SMA Jagadhita Amlapura. The researcher got from a documentary on students' report card scores from the teacher in homeroom of the class and continued by descriptive analysis can be explained that were no students in the significantly less and less category. Meanwhile, 28 students (85%) whose scores belonged to the average category and five students (15%) who scored in a high category and was no student fell into the very high category. From the data, it could be concluded that most of the student's learning achievement in English learning was enough category with the average (mean) score obtained is 80.12. It means students of XI Social Class in SMA Jadaghita Amlapura tend to have enough learning achievement.

Students who have a positive perception of academic ability tend to be able to obtain better learning achievement. It was proven that the data above showed that the students of XI Social Class in SMA Jagadhita Amlapura could get scores above the minimum score criteria in learning English, with the average (mean) score obtained being 80.12.

Based on the problem formulation in this study, namely, there is any significant correlation between students' academic self-concept toward student learning achievement in English learning? The answer to the problem formulation in this study can be seen in the hypothesis test results. Based on the hypothesis test using Pearson correlation on the SPSS version 16.0 for Windows, the results showed in Table 4.11. The table stated that there is no significant correlation between students' academic self-concept toward student learning achievement in English learning of XI Social Class in SMA Jagadhita Amalapura. The value of sig proves this. (2-tallied) of the correlation is 0.130 higher than the level of significant value (0.05). So, H_0 is accepted and H_a is rejected. In addition, the correlation coefficient is -0.283. Because there is no significant correlation between academic self-concept toward learning achievement, the coefficient correlation cannot be interpreted. It meant that when academic self-concept has decreased or increased, it does not influence learning achievement.

Based on the determination test, the coefficient determination value equals = -0.283 x (-0.283) = 0.08. This means the independent variable's power in explaining the dependent variable's variance is 8%. This means that 92% (100% - 8%) of the dependent variable's variance is explained by other factors not examined in this study. The low result indicates that the academic self-concept is not sufficiently used to predict learning achievement. The results are supported by Djalli, (2014) who stated that students' learning is influenced by several factors such as self-concept, motivation, interest in learning, habitual studying, and self-habits. Also in line with (Burns, 1993) who explained it would be a surprise if the academic self-concept results had a very large impact. Because more general explanations are

needed, such as; IQ, social class, parental attention, and others, that also influence producing a comprehensive picture of why some students succeed while others fail.

(Nurahmah et al., 2021) Who found that the influence of self-concept on students' achievement is insignificant. Also supported by (Basith, 2021), who explained that academic self-concept with academic achievements has no significant relationship. However, several studies have found contrasting results to this result, where academic self-concept and learning achievement have a significant positive correlation (Maulidya, 2021); (Ajmal & Rafique, 2018); & (Njoki et al., 2019) Also supported by psychologists and education experts believe that self-concept and learning achievement have a close relationship (Marsh, 2003); (Djaali, 2014).

Although this study failed to show a significant correlation between academic self-concept and learning achievement, the researcher wants to emphasize that academic self-concept is still essential to help students achieve better study results in academic. Supported by (Burns, 1993) stated that a mutually influencing relationship exists between academic self-concept and learning achievement. Academic success can increase or maintain a feeling of self-esteem. In contrast, self-esteem affects performance through expectations, standards, and recognition of personal strengths, motivation, and level of persistence. The continued interplay of self-esteem enhances competencies that are likely to increase learning achievement, as well as the effect of academic success on self-confidence, expectations and rising standards. In line with Frey and Carlock (in Machmud, 2008, pp. 19-20), who explained the aspects of academic self-concept are knowledge, hope, and self-assessment.

There was no significant correlation between academic self-concept and learning achievement in this study, were arose due to the lack of an adequate number of samples and could not prove a significant relationship between the two variables. As stated by (Nurahmah et al., 2021) that statistically it is stated that a larger sample size is expected to give better results.

In addition, the limitations in the study were also unavoidable such as: 1) Weakness in the data collection process, students who become respondents tend to be hasty in answering statements, although previously given direction both in terms of the objectives of this study and guidance in filling out the instrument. 2) Weakness in terms of research instruments, even though researchers are observant in formulating instruments to collect information about the dimensions of variable indicators, it's made and developed in such a way and has been tested and rearranged in such a way. So, the concern that there will overlap between items can be avoided. Although it has been formulated in various formulations based on the theory used, there may be deficiencies in the preparations and development of each item. 3) The lack of theory regarding the academic self-concept and the results of previous studies because most previous studies only discuss general self-concept.

Therefore, several respondents were omitted in data processing because they were outliers, namely observations data that appeared with extreme values. This extreme data arises because of exceptional circumstances, such as the respondent's view of something that deviates because there is a reason that the researcher does not know the cause. Appears in the range of existing values, but when combined with other variables, it becomes extreme (multivariate outliers).

CONCLUSION

Based on the results of research and data analysis, it can be concluded that there is no significant relationship between students' academic self-concept and student learning achievement in English language learning. The implication of this research is that this research can help teachers and teachers in understanding the relationship between students' academic self-concept and student achievement in English language learning. This research can also assist students in understanding the importance of

their academic self-concept in achieving good learning achievement. This research can assist schools in developing more effective learning strategies to improve students' academic self-concept and student achievement in English.

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