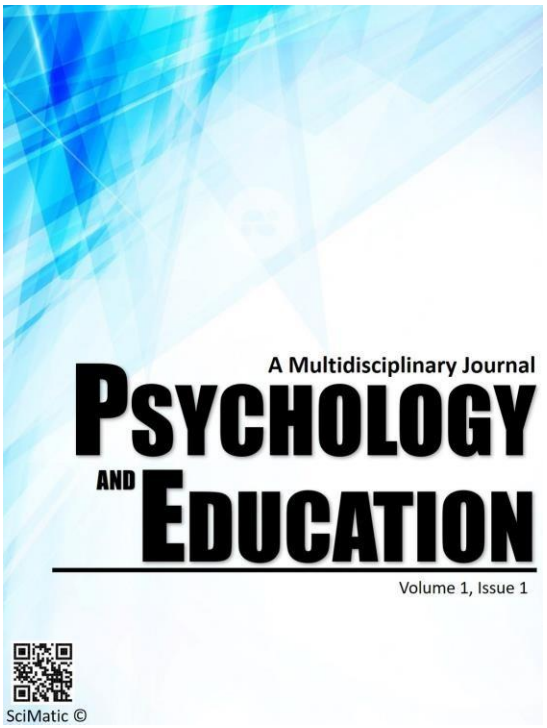
ACADEMIC SELF-CONCEPT AND SELF-REGULATION: PREDICTORS OF ENGLISH ACADEMIC PERFORMANCE



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Research Article

Academic Self-Concept and Self-Regulation: Predictors of English Academic Performance

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Abstract

Teaching English in a public high school is a challenging task since some of the students hardly comprehend the language. This study was conducted to determine if academic self-concept and self-regulation have a significant influence on the English academic achievement of Grade 8 students. The study utilized the mixed-method research design utilizing a total of 150 Grade 8 students. The study used the total enumeration technique. The data were obtained through the use of adapted survey questionnaires. Grades were used for English academic achievement, and focus group discussion was employed to determine the experiences of the students in planning, monitoring, and evaluating. Frequency, percentage, mean, standard deviation, multiple regression, and thematic analysis were used in the analyses of the data. The results of the study reveal that the academic self-concept and self-regulation in terms of planning, monitoring, and evaluating significantly predict the English academic achievement of the students. This means that the English academic achievement of the students can be optimized by enhancing the academic self- concept so that the students will become more confident to express their ideas and be more active learning participants in the classroom.

Keywords: Academic Achievement, Self-regulation, Multiple Regression Analysis, Academic Self-Concept, English Subject

Introduction

In the present Junior High School Curriculum, the enhanced Basic Education Act of 2013 (RA 10533) serves as the legal basis for English subject offerings in the Philippines. Likewise, the 1987 Constitution, specifically, article 14, section 6 to 7 contains a provision of English language as a medium of instruction in teaching basic education subjects like Math and Science.

Although such policy has already been in place for some time, problems arise because some junior high school students have poor English comprehension. In fact, in a Senate hearing, one senator said that based on reports, the findings of the National Achievement Test (NAT) for junior high school students in the last two years have declined. As proof of this, the NAT result is below 50% for the last two years; and in terms of proficiency, students did not do well in English (Ager, 2019).

The researcher believes that the reason why such problem exists may be because, they lack academic self-concept. This phenomenon might be attributed to students' low academic self-concept in learning English (Denner, 2019). Accordingly, academic self-concept plays a big role in learning the English language. If students wish to learn English, they need to exert effort and energy to develop a positive self-concept towards this foreign subject. Eccles (2005) postulated that academic self-concept is an individual's view about oneself across various sets of particular dimensions and constructs based on personal knowledge and assessment of values formed through experiences in relation to one's environment. It is a personal assessment of an individual's skills and abilities (Trautwein et al., 2006). Guay, (2003) and Peixoto (2003) also explained that it is how school individuals perform their assigned tasks and activities in school and how they feel about themselves as students. Therefore, if students will perform well in the academic tasks in their English subject, students will likely obtain higher academic achievement; and if students have a positive feeling towards English, students will likely to strive harder to learn more.

Kezhia (2012) opined that self-concept in relation to academic achievement turns out to be important in the actions of individuals as the students are the stakes of the future generations. Hence, their self-concept in relation to academic achievement is vital. Harter (2006) added that self-concept is not innate, but is developed or constructed by the individual through interaction with the environment and reflecting on that interaction. He further explained that self-concept is important because it indicates that it can be modified or changed.

The researcher believes that the way student views himself account to a large extent for his success.

Students who have adequate self-concept are likely to follow the problem-solving approach and will tend to be spontaneous, creative, original, and have high self-esteem.

Another concept that the researcher deemed important in relation to students' academic achievement is self-regulation. It is said to have effect on the students' academic achievement in English. This argument has received

enormous attention in recent years as a key predictor of the students' academic achievement in English, school outcomes, and even the readiness of students to undertake academic activities (Morrison et al., 2010; Evans et al., 2012). In terms of age, Duckworth (2010) and McClelland (2013) have both agreed that as students are getting older, they also developed higher self-regulation which is one of the factors in attaining higher academic achievement.

While researchers have focused on self-regulation from a diverse set of perspectives, Geldhof (2010) and McClelland (2010), said that there is still a consensus that self-regulation attributes the individual trajectories of academic and well-being across the life course. Moreover, Posner and Rothbart (2000) suggested that understanding self-regulation is the single most crucial goal for advancing the understanding of student's academic development.

As a public-school teacher at El Salvador City, DepEd Division, the researcher has noticed that Grade 8 English language students have encountered problems with their English grades. Some of the grade 8 students have obtained lower grades in English subject during the first quarter of the school year 2019-2020.

As observed, students who obtained lower grades in English subject, have less self-confidence in reading and speaking the English language. The researcher has also noticed that many of the grade 8 students enrolled in English subject are effortless and are just contented of a passing grade especially those students in the lower sections. On the other side, the researcher also noticed that grade 8 students have poor control of their self-regulation which oftentimes contributes to their students' poor attendance in the classroom, participation, delayed submission of requirements, and less interest to participate in the school-sponsored activities.

These observations are related to the research findings that students who have less academic self-concept tend to lose their motivation and interest in their classroom activities and it could negatively impact their academic achievement (Ningsih, Degeng, Triyono and Ramli, 2019). Meanwhile, results also showed that students who have no control of their self-regulation would not be able to develop a strategic attitude and motivation (Dignath, Buettner and Langfeldt, 2008). Furthermore, Zimmerman and Schunk (2011) claimed that students who have no control of their self-concept and self-regulation will find it hard to activate and sustain learning, affection, and behavior that are scientifically oriented towards the realization of personal goals.

Hence, the study is conceptualized to determine the impact of the academic self-concept and self-regulation on the English academic achievement of the Grade 8 students. Specifically, it answered the following questions:

1. What is the level of the participants' academic self-concept?
2. How do the students characterize their self-regulation in terms of:
2.1 planning;
2.2 monitoring; and
2.3 evaluating?
3. What is the participants' level of English Academic achievement?
4. Do the participants' academic self-concept and self-regulation significantly predict their English Academic Achievement?
5. What is the students' experience in planning, monitoring, and evaluating their English Academic Tasks?

Literature Review

This study assumes that the students' academic self-concept and self-regulation can positively influence English academic achievement. This assumption implies that if students have a better perception of themselves in their social interaction and can highly control their behavior and emotions, they can have higher academic achievement in English.

This investigation was anchored on the theory of Covington (1984) on Achievement Motivation Self–Worth Model. This theory is highly applicable in the study since the theory talks about the connection between self and students' success in school. The theory states that self–acceptance is the primary aim of a person and the worth of a human being comes when the ability will be used to achieve competitively. In a basic nature, self-worth theory proves that psychologically speaking, school achievement is most

appropriate in terms of keeping a positive self-image of a person's ability, especially when competitive failure is at risk (Covington, 1984). From Covington's discussion of the interaction between human importance and achievement, there are two factors, achievement, and ability, which ultimately show as crucial to many students, and this view likely conveys into adulthood (Tan, 2019).

One factor that may contribute to English language learning is self- concept. This is a personal perception of self that influence their social interaction. It can positively impact a student's achievement. Students who have low self-concept tend to lose their motivation and interest. It could have an impact on their academic achievement (Ningsih, Degeng, Triyono, and Ramli, 2019). It is a vision about oneself from various dimensions of specific disciplines and learning based on knowledge of self and assessment of values formed through experiences in relation to one's environment (Eccles, 2005). Individual understanding of self is also referred to as a person's life evaluation regarding specific academic activities and school tasks (Trautwein, et al. 2006).

The study of Atkinson et al. (2016) found out that academic self-concept and academic achievement are statistically associated. The majority of the inquests believed that academic achievement can affect and positively related to self–concept (Erkman et al., 2010).

The theory of Hierarchy by Goetz et al. (2006) is another supporting theory anchored in this study. The theory states that personal perception or academic self–belief concept can be viewed not only as a sole structure but as a psycho-physical and as a development of the concept of self in an academic environment. Parker et al. (2015) espoused that academic self-concept is not only an important result but also serves as an indicator of scholastic outcome. It is known that self-concept is significantly related over time with school accomplishments, and the academic individual concept is a significant influence of professional preference in and out of class. Liu and Wang (2005) have observed that self-concept tends to change from early to mid-adolescence and also continue to adulthood. Thus, it has been a common understanding that academic self-concept has a positive relationship with academic achievement (Awad, 2007). Moreover, Marsh and Retali (2010) found that students who have higher academic self-concept also have higher academic achievement.

On another note, the Reciprocal Influence Theory supports this study which postulates that academic self-concept and academic achievement are reciprocally connected and mutually complementing (Marsh & Craven, 2005). Thus, effective academic self-concepts would result in positive academic gains, and improved school achievement would lead to a better understanding of self (Marsh & Craven, 2005).

Another factor that may contribute to English achievement is the concept of self-regulation. According to Bandura (1986), regulation of self refers to "learners' self-generated thinking of good ideas and measures which are directed towards achieving educational objectives and require learners' active collaboration in the learning process.

The concepts of self-regulation have endured in the educational setting, improving comprehension of how students control their behavior. The significance of this information was endorsed by a meta-analysis research conclusion that academically demonstrate more effectively when they used self- regulated learning approaches but struggle to perform when they did not use them (Boekaerts, Pintrich & Zeidner, 2000).

Learning strategy explains that students have self–regulation if they are apprehensive of their abilities, meaning, to be more effective on their tasks; students apply other strategies to achieve their goals of learning (Rodriquez, 2004; Provasnik et al., 2012). In support of this, Fernandez and Abocejo (2014) have concluded that self-regulation affects learner's classroom achievement and professional success.

Additionally, Bandura's Social Cognitive Self-regulation theory, self- regulation affects the learning results of the students when their self-driven ideas and behaviors are pointed systematically to the attainment of their goals (Perry et al., 2006). Viberg and Andersson (2019) pointed out that many measures describing students' extent of self-regulation were associated with their state of structuration. The study implies that students' self-regulation traits are positively related to their structures regarding their school practices and their practical understanding of lifelong learning.

Hadwin (2008) defined self-regulation learning as deliberate planning, monitoring, and evaluating knowledge, skills, and values or educational processes toward complying with any academic task. Under Self-Regulated Learning, more meta-cognitive processes such as planning, monitoring, and evaluating are utilized to draw on their understanding of academic tasks and to modify plans, goals, strategies, and efforts (Azevedo and Witherspoon, 2011). Moreover,

metacognition's planning, monitoring, and evaluating act an important role in identifying the problems between learners' current achievement and their desired states (Hadwin, Jarvela & Miller, 2011).

Furthermore, self-regulation which may influence the learning of words should be taken into account. It is proper discussing that just strategies of teaching may not assure that students will apply them in real life but self-regulation should be incorporated into and become parts of students' English learning method (Jun, 2012).

Many researchers observe that self-concept tends to increase the participation in explicit and implicit school activities of the students (Ahmed and Bruinsman, 2006). Marsh (2005) has found out that academic performance is due to the result of institutional freedom. Furthermore, research showed that students' academic achievement is high if students have better academic self-concept and self-regulated learning (Ningsih., Degeng, Triyono., and Ramli, 2019).

Methodology

This study used the mixed-method research design to ascertain the influence of academic self-concept and self-regulation in the English academic achievement of grade 8. According to Creswell (2014), mixed-method involves the collection and mixing or integration of both quantitative and qualitative data in the research. In this study, the mixed method was used since problem numbers 1, 2, and 4 require quantitative data which were obtained through survey questionnaires, and problem number 3 which used the third quarter grades of the students. Moreover, problem number 5 is a qualitative question that produced narrative data that were subjected to thematic analysis to ascertain the themes of the responses of the participants to the questions they have answered.

The participants of the study were the grade 8 English subject students of one public high school in the division of El Salvador City. A total of 150 students from the five grade 8 sections for the school year 2019-2020 participated in this study. The researcher requested all the Grade 8 students to participate in the study, so, the researcher used total enumeration technique which means that all the grade 8 students from the five sections of the said public high school were taken as the participants of the study.

The study used two adapted survey questionnaires in this study. The first one was an academic self-concept questionnaire adapted from Liu and Wang's (2012) Academic self-concept scale. This questionnaire consisted of 20 indicators that were designed to assess the academic self-concept of the participants. The second was the self-regulation questionnaire adapted from Eccles, et al (2005), Cleary (2006), and Cobb (2003). The questionnaire consisted of 25 indicators designed to assess the planning, monitoring, and evaluating competencies of the students. Indicators 1 to 11 assesses planning,

12 to 21 for monitoring, and 22 to 25 for evaluating. The third one was a researcher-made questionnaire which consists of three qualitative questions intended to solicit students' planning, monitoring, and evaluating experiences. Lastly, the third quarter grades of the students in grade 8 English were used as indicators for English academic achievement.

From the source, the adapted academic self-concept questionnaire got a Cronbach's alpha coefficient value of 0.923. Likewise, the adapted self-regulation questionnaire has a Cronbach's alpha of 0.917. For a questionnaire to be reliable, the reliability coefficient or Cronbach's alpha should be at least 0.80 (Bates and Cozby, 2015). On the other hand, the focus group discussion questionnaire that consisted of three questions was checked by the thesis adviser and validated by the panel of examiners.

Furthermore, Frequency, percentage, mean, and standard deviation were employed to determine the level of academic self-concept and self-regulation in terms of planning, monitoring, and evaluating. Likewise, multiple regression was used to determine if academic self-concept, planning, monitoring, and evaluating significantly predict the participants' English academic achievement.

Results

This means that the students are able to perform their academic activities in school like doing their homework with their classmates, studying hard, paying attention during lectures, and taking the classroom tests. In the specific indicators, the participants acknowledged that when they do their best, they will pass in their English class (M=3.91); if they work hard, they think they will get better grades (3.70); and they pay attention to their teachers during lectures (M=3.69).

On the contrary, the participants assessed themselves low in terms of following the lectures easily (M=3.31);

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followed by doing better with friends in most subjects (M=3.34); and not to give up easily when faced with a difficult question in class work (3.41).

Range	Interpretation	Frequency	%
4.20 – 5.00	Very High	0	0.00
3.40 – 4.19	High	24	16.00
2.60 – 3.39	Moderate	124	82.67
1.80 – 2.59	Low	2	1.33
1.00 – 1.79	Very Low	0	0.00
Total		150	100
Overall Mean		3.11	
Interpretation		Moderate	
SD		0.26	

Indicators of Academic Self-Concept	*Mean*	*Interpretation*	*SD*
1. I can follow the lectures easily.	3.31	Moderate	0.96
2. I day-dream a lot in lectures. *	2.78	Moderate	0.98
3. I am able to help my classmates in their school work.	3.47	High	1.01
4. I often do my class work without thinking. *	2.89	Moderate	1.21
5. If I work hard, I think I can get better grades.	3.70	High	1.21
6. I pay attention to the lecturers during lectures.	3.69	High	1.07
7. Most of my classmates are smarter than I am.*	2.41	Low	1.02
8. I study hard for my tests.	3.53	High	1.15
9. My lecturers feel that I am poor in mystudies. *	2.79	Moderate	1.09
10. I am usually interested in my class work.	3.45	High	1.05
11. I often forget what I have learned. *	2.54	Low	1.01
12. I will do my best to pass in my English class this school year.	3.91	High	0.98
13. I get frightened when I am asked a question by the lecturers. *	2.52	Low	0.99
14. I often feel like quitting the English class. *	2.85	Moderate	1.02
15. I am good in most of my classes.	3.45	High	1.07
16. I am always waiting for the lecture to end and go home. *	2.30	Low	1.18
17. I always do poorly in class works and tests. *	2.95	Moderate	1.07
18. I do not give up easily when I am faced with a difficult question in my class work.	3.41	High	1.11
19. I am able to do better than my friends in most subjects.	3.34	Moderate	1.02
20. I am not willing to put in more effort in my classwork. *	2.89	Moderate	1.24

Figure 1. Frequency, Percentage, and Mean Distribution of Students Academic Self- Concept

Furthermore, the overall mean indicated as moderately high, confirmed the finding of Asci, Kosar, and Isler (2001) in their study that students who have moderate academic self-concept and do not have a high level of self-confidence. Moreover, it contradicted what Marsh (2005), Liu and Wang (2005), and Dismal et al. (2006) reported that students who were asked in a survey rated their academic self-concept higher following the given standards of the school.

Table 2 presents the frequency, percentage and mean distribution of students' self-regulation assessment in terms of planning. The data reveal that they have high planning skills as indicated by the overall mean of 3.61. This implies that the students are able to plan before attending their English classes like doing their assignments, studying in advance, and reviewing their past lessons.

Range	Interpretation	Frequency	%
4.20 – 5.00	Very High	24	16.00
3.40 – 4.19	High	71	47.33
2.60 – 3.39	Moderate	47	31.33
1.80 – 2.59	Low	8	5.33
1.00 – 1.79	Very Low	0	0.00
Total		150	100
Overall Mean		3.61	
Interpretation		High	
SD		0.65	

Indicators	*Mean*	*Interpretation*	*SD*
1. When I study for a test, I try to put together the information from class and from the book.	3.68	High	0.97
2. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.	3.72	High	1.05
3. Before I begin studying, I think about the things I need to do I learn.	3.65	High	1.00
4. When I study, I put important ideas into my own words.	3.85	High	0.99
5. When I study for a test, I practice saying the important facts over and over myself.	3.67	High	1.10
6. When I study for a test, I try to remember as many facts as I can.	3.54	High	1.11
7. When studying, I copy my notes over to help me remember the material.	3.43	High	1.10
8. I always try to understand what the teacher is saying even if it does not make sense.	3.48	High	1.08
9. I tell myself to keep trying when I can't learn a topic or idea.	3.66	High	1.02
10. I carefully organize my study materials so I don't lose them.	3.47	High	0.99
11. I tell myself exactly what I want to accomplish during studying.	3.57	High	1.08

Figure 2. Frequency, Percentage and Mean Distribution of Students' Self- Regulation Assessment in terms of Planning

It can be gleaned from the data that 47.3 percent of the participants obtained a *high level* of planning, while only 5.33 percent have a *low level* of planning. Based on the indicators, it can be noted that students got higher assessment in indicator number 4 which states that, *when they study, they put important ideas into their own words* (M=3.85), followed by indicator number 2, *when they do homework, they try to remember what the teacher said in class so I can answer the questions correctly* (M=3.72), and indicator number 1 *when they study for a test, they try to put together the information from class and from the book* (M=3.68).

On the contrary, though the planning is high, it can be seen from the indicators that the participants had lower mean scores for instance *when studying, the participants copy notes over to help them remember the material* (M=3.43), followed by, *carefully organizing my study materials so I don't lose them* (M=3.47), and *when they always try to understand what the teacher is saying*

even if it does not make sense (M=3.46). Furthermore, the overall mean of 3.61 for planning indicate that the students were highly prepared on what to do in their English class.

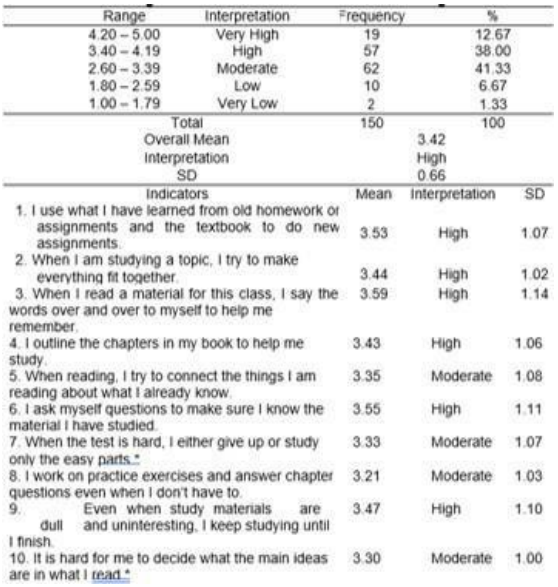
This finding supported the claim of Viberg and Andersson (2019) that many measures describing

students' extent of self-regulation were associated with their state of planning. Also, Hadwin (2008) pointed out that planning plays a role in complying with any academic task. Moreover, planning is utilized by the students to understand academic tasks (Azevedo and Witherspoon, 2011; Hadwin, Jarvela & Miller, 2011).

Table 3 presents the frequency, percentage, and mean distribution of the participant's assessment of their self-regulation in terms of monitoring. The data reveal that students assessed themselves with *high self- regulation* in terms of monitoring as indicated by the overall mean of 3.42. The data imply that the students are actively participating in their classroom activities. Moreover, it can be seen from the table that 38.00 percent have *high monitoring* and 41.33 percent have *moderate monitoring*. It is worth mentioning that students have a *high level* of monitoring when they *read material for their class, say the words over and over to help them remember.* This indicator obtained the highest mean (M=3.59), followed by *when they ask questions to make sure they know the material they have studied* (M=3.55), and finally, *they use what they have learned from old homework or assignments and the textbook to do new assignments* (M=3.53).

Consequently, the item that got the lowest mean was on working *on practice exercises and answering chapter questions even when they don't have to* (M=3.21), followed by *when it is hard for them to decide what the main ideas are in what they read* (M=3.30), and *when the test is hard, they either give up or study only the easy parts* (M=3.33).

This finding resonates with the statement of Jun (2012) that monitoring should be incorporated into and become part of students' English learning method. It also corroborated with the finding that high monitoring is needed in order to increase academic achievement (Marsh, 2005; Ahmed and Bruinsman, 2006; Ningsih., Degeng, Triyono., and Ramli, 2019).

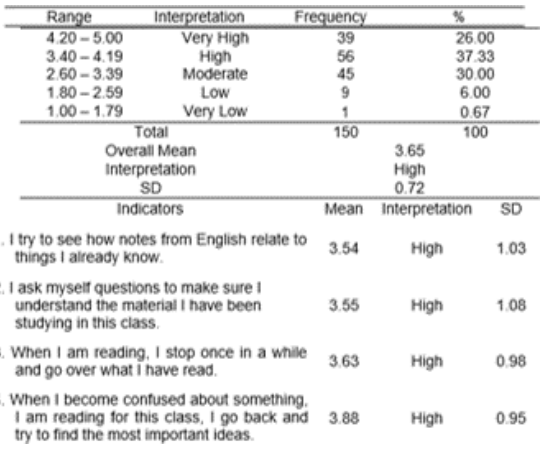


Range	Interpretation	Frequency	%
4.20 – 5.00	Very High	19	12.67
3.40 – 4.19	High	57	38.00
2.60 – 3.39	Moderate	62	41.33
1.80 – 2.59	Low	10	6.67
1.00 – 1.79	Very Low	2	1.33
Total		150	100
Overall Mean		3.42	
Interpretation		High	
SD		0.66	

Indicators	Mean	Interpretation	SD
1. I use what I have learned from old homework or assignments and the textbook to do new assignments.	3.53	High	1.07
2. When I am studying a topic, I try to make everything fit together.	3.44	High	1.02
3. When I read a material for this class, I say the words over and over to myself to help me remember.	3.59	High	1.14
4. I outline the chapters in my book to help me study.	3.43	High	1.06
5. When reading, I try to connect the things I am reading about what I already know.	3.35	Moderate	1.08
6. I ask myself questions to make sure I know the material I have studied.	3.55	High	1.11
7. When the test is hard, I either give up or study only the easy parts.*	3.33	Moderate	1.07
8. I work on practice exercises and answer chapter questions even when I don't have to.	3.21	Moderate	1.03
9. Even when study materials are dull and uninteresting, I keep studying until I finish.	3.47	High	1.10
10. It is hard for me to decide what the main ideas are in what I read.*	3.30	Moderate	1.00

Figure 3. Frequency, Percentage and Mean Distribution of Students' Self- Regulation Assessment in terms of Monitoring

The result of the frequency, percentage, and mean distribution of students' assessment on their self-regulation in evaluating is presented in Table 4. The data reveal that they have high evaluating skills as indicated by the overall mean of 3.65. The data imply that the students are doing an evaluation of their school activities as their way of evaluating their English performance. On the other hand, about 37.33 percent of the participants belong to this range and 30.00 percent of the participants have a moderate level of evaluation.



Range	Interpretation	Frequency	%
4.20 – 5.00	Very High	39	26.00
3.40 – 4.19	High	56	37.33
2.60 – 3.39	Moderate	45	30.00
1.80 – 2.59	Low	9	6.00
1.00 – 1.79	Very Low	1	0.67
Total		150	100
Overall Mean		3.65	
Interpretation		High	
SD		0.72	

Indicators	Mean	Interpretation	SD
1. I try to see how notes from English relate to things I already know.	3.54	High	1.03
2. I ask myself questions to make sure I understand the material I have been studying in this class.	3.55	High	1.08
3. When I am reading, I stop once in a while and go over what I have read.	3.63	High	0.98
4. When I become confused about something, I am reading for this class, I go back and try to find the most important ideas.	3.88	High	0.95

Figure 4. Frequency, Percentage and Mean Distribution of Students' Self- Regulation Assessment in terms of Evaluating

Furthermore, students assessed themselves *high* when they *become confused about something, reading in the class, and go back and try to find the most important*

ideas (M=3.88), followed by *when they are reading, they stop once in a while and go over what they have read* (M=3.63). Meanwhile, *students try to see how notes from English relate to things they already know (M*=3.54), followed by *when they ask questions to make sure they understand the material they have been studying* (M=3.55).

Furthermore, the overall mean of 3.65 indicated that the students had a higher degree of reflecting and evaluating their English classroom performance. This finding conformed to the claim of Hanno and Surrain (2019) that high level of evaluating allows students to capitalize on language-learning opportunities. It also supported the research finding that evaluating is a significant factor on English language learning improvements of students. Also, Chao, McInerney, and Bai (2019) justified a report that evaluating strategies were effective in helping the learners (Hashamdar and Maleki, 2018; Ghanizadeh and Mirzaei's, 2012.

Table 5 presents the level of English academic achievement of the participants measured in terms of their third-quarter grades in Grade 8 English. Their academic achievement was computed based on the criteria namely periodical exam, quizzes, class participation, and requirement submitted. As shown in the table, 29.33 percent of the participants had a very satisfactory English academic achievement, 26.6 percent had an outstanding achievement, 22.67 percent had a satisfactory achievement, and 18.67 percent had a fairly satisfactory achievement. The overall mean (M=85.00) described as very satisfactory implied that the students performed well in their English subjects.

Range	Interpretation	Frequency	%
90.00 – 100.00	Outstanding	40	26.67
85.00 – 89.99	Very Satisfactory	44	29.33
80.00 – 84.99	Satisfactory	34	22.67
75.00 – 79.99	Fairly Satisfactory	28	18.67
Below 75	Did not meet the expectations	4	2.67
Total		150	100
Overall Mean		85.00	
Interpretation		Very Satisfactory	
SD		5.85	

Figure 5. Level of English Academic Achievement

Though participants were rated as very satisfactory, they still need to exert more effort to gain an outstanding level of academic achievement. This finding conformed to the finding that the English students have obtained a high level of English academic achievement (Cuñado and Abocejo, 2018; Ahmed and Bruinsman, 2006; Marsh, 2005; Ningsih., Degeng, Triyono., and Ramli, 2019).

Table 6 presents the results of the regression analysis for the variables predicting the students' English academic achievement. As depicted in the table, the whole model is significant (F=6.95, p=.000), thus, the null hypothesis can be rejected. Specifically, academic self-concept, planning, monitoring, and evaluating are all significant predictors of the students' English academic achievement. As monitoring is the highest predictor of students' English academic achievement, this indicates that for every unit increase, there is a corresponding 3.32 increase in their English academic achievement. For every unit increase in planning, there is a corresponding increase of 2.93 in their English academic achievement, and for every unit increase in evaluating, there is a corresponding 1.97 increase in English academic achievement. Furthermore, for every unit increase in academic self-concept, there is a corresponding 3.63 increase in English academic achievement. Thus, the null hypothesis can be rejected.

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
(Constant)	67.329	5.677		11.860	.000
Academic self-concept	3.63	1.758	.162	2.06	.041
Planning	2.93	1.022	.325	2.86	.005
Monitoring	3.321	1.070	.372	3.10	.002
Evaluating	1.97	.886	.243	2.219	.028

Model Summary

R = .401 Adjusted R^2 = .138 F = 6.95 p = .000

Figure 6. Results of the Regression Analysis on English Academic Achievement with Academic Self-concept and Self-regulation as Predictors

The adjusted R2 value of 0.138 indicates that 13.8 percent of the variance in the students' English academic achievement is attributed to their monitoring, planning, evaluating, and academic self-concept as combined. This statistical result is crucial in the understanding of the phenomenon that students' monitoring, planning, evaluating, and academic self-concept are likely to influence their English academic achievement. Based on the B coefficients value, the regression equation model is **Y** = 67.33 + 3.63 +2.92 + 3.3 + 1.97. This means that the independent variables of the study namely academic self- concept, planning, monitoring, and evaluating statistically had a predictive impact on students' English academic achievement.

The finding on the academic self-concept which states that it predicted English academic achievement was supported by the previous findings of Ningsih,

Degeng, Triyono, and Ramli (2019) that academic self-concept can positively impact on the student's achievement. Students who have less self- concept tend to lose their motivation and interest. In which, it could equally impact their academic achievement.

The study of Atkinson et al. (2016) found a similar finding where academic self-concept and academic achievement are statistically associated. This finding is in consonance with Parker et al. (2015) who espoused that academic self- concept is not only an important result but also serves as an indicator of scholastic outcome. Awad (2007) on his part came up with a similar conclusion and observation that academic self-concept has a positive influence with academic achievement. Moreover, the finding of this study conforms with the previous conclusion that self-concept is linked with academic performance in school settings (Tan and Yates, 2007; Erkman et al., 2010).

In terms of self-regulation, the finding supported what Bandura (2000) opined that self-regulation can enhance the cognitive development of the students since it functions and operates as an important agent to second language development and academic accomplishments. It also supported the claim of Chao, McInerney, and Bai (2019) that self-regulation influences students' English learning performances. The findings of Hashamdar and Maleki (2018), meanwhile provided justification for this finding since it pointed out that self-regulation strategies significantly improved learners' academic achievement.

Subsequently, Ghanizadeh and Mirzaei's (2012) has a similar finding that self-regulation highly affects English language classroom achievement and this has been supported by Zimmerman (2000), who pointed out that self-regulation should be regarded as an essential aspect of English language learning, largely including making plans, conduct monitoring, and does self-evaluating.

Discussion

A. Students' experiences in planning in their English classes.
Themes
Reviewing Preparing personal belongings
Reading and studying in advance
From the first question, the students' experiences in planning were categorized into three themes namely reviewing, preparing personal belongings, and reading and studying in advance. The majority of the students' responses theme is reviewing as their main experience in planning during the focus group discussion. This finding conforms to the belief of Zimmerman (2002) that during the planning stage, students decide and proactively review which strategies are necessary to achieve their academic goals. The following are the samples of the transcription supporting the first theme:
S3: I will review my English notebook
S6: I will review my English notes and assignment
S15: I will review first the previous discussion
The second theme for the planning experience identified by the students is preparing for personal belongings. This finding was supported by the statement of Hanno and Surrain (2019) that planning allows students to prepare their personal belongings before attending their respective classes. The following are the samples from the transcription supporting the theme:
S2: I prepare my notebook and the things I need before my English class S4: Before my English class, I have to check my pen and notebook
S17: I prepare my things before attending my English class
The third theme for the planning experience identified by the students is reading and studying in advance. This finding was supported by the claim of Kisantas (2002) that planning allows students to review learning goals and more likely to have studied earlier. The following are the samples from the transcription supporting the theme:
S1: Before the English class starts, I usually read and study S5: Normally I read my note and study in advance
S13: I read Wattpad and study in advance with friends

B. Students' experiences in monitoring in their English classes.
Themes
Participate in classroom activities Listen to teacher's lectures
Write and take notes
From the second question, the students' experiences in monitoring were categorized into three themes namely participate in classroom activities, listen to teacher's lectures, and write and take notes. The data revealed that the majority of the students participate in classroom activities during the monitoring stage. This finding conformed to the claim of Brenan and Schloemer (2003), monitoring affords students to actively participate in the classroom discussion. The following are the samples from the transcription supporting the theme:
S3: during my English class, I participate in the discussion S8: I will participate in the class actively
S13: I always participate and give my best in

classroom activities
The second theme for the monitoring experiences is to listen to teacher's lectures. This theme was supported by Schunck and Ertmer (2000) pronouncement that those students who monitor their progress towards their goals, listen seriously to teacher's lectures. The following are the samples from the transcription supporting the theme.
S1: I sit and listen to the lecture of my teachers S2: I listen to the teacher during my English class S14: I listen to my English teacher attentively
The third theme for the monitoring experiences of the students is to write and take notes. This theme identified by the students was collaborated by a finding of Schunk and Ertmer (2000) that monitoring helps students focus on writing the important notes discussed by the teachers. The following are the samples from the transcription supporting the theme:
. S16: I take note of what my teacher discuss in the classroom S17: During our English class. I take note the discussion S18: I usually write important things about our lessons

C. Students' experiences in evaluating in their English classes.
Themes
Aspire for good performance Read more
Evaluate my performance
From the third question, the students' experiences in evaluating were categorized into three themes namely aspire for good performance, read more, and evaluate my performance. The data revealed that the majority of the students aspiring for good performance. This theme was supported by Schunk (2000), who stated that evaluation occurs for students to assess themselves on how they respond to their level of aspiration. The following are the samples from the transcription showing the students' good performance.
S2: In my English class I always aspire to have a good performance S11: My performance in English was good but I need to aspire for more
S20: My performance is good but I will continue to aspire for higher grades
The second theme for evaluating the students' experiences is to read more. According to Chen (2002), evaluating is important since it involves metacognitive activities such as reading. The following are the samples from the transcription supporting the theme.
S16: I read English to hone my communication skills.
S18: I enhance my English communication through reading S28: I read hard for discussion that I can't understand
The third theme of evaluating experiences identified by the students in evaluating my performance. This theme was confirmed by Hanno and Surrain (2019), who said that evaluating allows students to evaluate their individual performances. The following are the samples from the transcription supporting the theme:
S4: I evaluate my-self if I did well in English
S16: I evaluate my performance in my English class to know my learning S20: I evaluate my performance

Conclusion

Based on the findings of the study, the conclusion is drawn that the students' academic self-concept and self-regulation in terms of planning, monitoring, and evaluating significantly predicted their English academic achievement. These findings confirm the theory on Achievement Motivation Self- Worth Model that self-concept and regulation can be used in school for competitive academic achievement. This means that the English academic achievement of the students can be optimized by enhancing the academic self-concept so that the students will become more confident to express their ideas and be more active learning participants in the classroom. Moreover, students have to improve their self-regulation to affect English learning since English language acquisition requires students to have better control of attitudes, feelings, and ideas. Based on the conclusions of the study, the following recommendations were drawn:
1. English teachers of the school may consider integrating academic self-concept in their lessons.
2. English teachers may consider using differentiated activities to address the needs of English students who are academically challenged.
3. English Grade 8 students may utilize effective learning strategies that will help them improve their academic self-concept.
4. Future researchers may conduct another study to include other Junior high school students within the El Salvador City Division to confirm further the findings of the study.

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