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## CHAPTER I INTRODUCTION

### A. Background of the Study

Students achievement measure the amount of academic content a student learns in determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. There are many variables that may impact successful student achievement, but the most critical are classroom instruction and learning disabilities. It is important to remember that all students do not learn the same way or the same rate. According to Martin (1991) achievement is the thing done successfully, specifically by effort and skill. The result of learning that obtained by students in classroom.

Thus, one of the factors that may influence students' achievement is their affective. Affect is the expression of one's inner world and attitude toward a certain thing, situation or experience. In language study, affect is one's attitude, emotion, feeling and mood. In addition to some objective factors, there are also some affective factors in language learning that are like a filter which filtrates the amount of input in learners' brains. People with high affective filter will lower their intake whereas people with low affective filter allow more input into their language acquisition device. Affective filter hypothesis is first proposed by Dulay and Burt (1977), and is incorporated by Krashen as one of his five input Hypotheses in 1985. Krashen argued that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. In his theory, affect



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includes motivation, attitude, anxiety, and self-confidence.

Although there are some critiques of this input hypothesis, affective factors are seen to play an important role in acquiring a second language. Comprehensible input may not be utilized by second language acquirers if there is a “mental block” that prevents them from fully profiting from it. The affective filter acts as a barrier to acquisition. The filter is up when the acquirer is unmotivated, lacking in confidence, or concerned with failure. The filter is down when the acquirer not anxious and is trying to become a member of the group speaking.

Gardner et al (2004) also state that affective factors have some influence on language acquisition and achievement. Attitude plays an important role in language learning process. A learner’s attitude to the learning language will impact the learner outside the classroom. The study done by Burden (2004) showed that a positive attitude would motivate learners to achieve their learning goals.

English language teaching and learning process is affected by many factors and variables, mainly socioeconomic, extracurricular, and attitudinal. For example, it is widely believed that families first born children receive more attention and care from their parents; children whose parents are good at or speak English are usually good learners of English; and those who live in their own houses have a sense of stability and social security which help them learn better. Therefore, these issues need investigation since few studies focused on factors affecting students' achievement in English language learning (Oxford, 1989; LoCastro, 1994; Green and Oxford, 1995; Embi, 2000; El-Omari, 2002).

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Furthermore, in Curriculum 2013 (K13), it is stated that the goals of teaching and learning process are the students be able to understand, apply, analyze factual knowledge, conceptual, procedural, and meta cognitive by curiosity about science, technology, art, culture, and humanities with the insight of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific areas of study that suit their talents and interests to solve the problem. However, the successfulness of these goals will be seen by the students' result or their achievement.

In order to achieve the goals, many efforts that a teacher does, to lower the students' affective filters during learning process, such as, using all kinds of media to make them easier to acquire the language, giving them a motivation to overcome their anxiety, encouraging them, giving rewards, and using games to gain their self-confidence.

From the teacher's efforts above, ideally the student eight grades at Islamic boarding junior high school Babussalam Pekanbaru who have high self-confidence, high motivation, and low anxiety are able to success in learning process. In fact, based on informal interview that the researcher did on December 2<sup>nd</sup> 2016 towards the English teacher and some students at Ponpes SMP BABUSSALAM Pekanbaru. The researcher found that some of the students still had problems in English learning. It can be seen from the following phenomena:

1. Some of the students were difficult to say their confusedness during learning process.



2. Some other students were not motivated to participate in the learning process.
3. Some of the students were afraid to participate in learning process.
4. Some other students were not able to achieve the goals of learning.
5. Some of the students were not able to get high score in learning.
6. Some other students were not able to follow the instructions in learning.

Based on the phenomena and the theory explained by the researcher above, the researcher is interested in conducting a research entitled: **“The Correlation between Students’ Affective Filter and Their Achievement in English of The Eight Grades at Islamic Boarding Junior High School Babussalampekanbaru”**.

## **B. The Definition of Terms**

In order to simplify the process of designing and the applying the research and to avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the researcher provides the following definitions:

### **1. Correlation**

According to Oxford Advanced Learner’s Dictionary 8<sup>th</sup> Edition, correlation is the way in which two or more things are connected. As in the title of this research and the purpose of the research, the researcher wants to know about the connection between the two variables. In which this terms related to correlation research. The correlation between the two variables is

where the variable X (Affective Filter) correlate to the variable Y (Achievement).

## 2. Affective Filter

According to Krashen (1987), affective filter is a number of 'affective variables' play a facilitative, but non-causal, roles in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In this study affective filter refers to students' motivation, self-confidence, and anxiety.

## 3. Achievement

Travers (1970: 447) stated that achievement is the result of what an individual has learned from some educational experiences. Additionally another source Smith & Hudgins (1964: 95) said that achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority. So, in this research achievement is the result of students' English of the eight grades at Islamic boarding junior high school Babussalampekanbaru.

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## C. The Problems

### 1. The Identification of the Problems

Based on the explanation above, the researcher identifies the problems as follow:

- a. Why did some of the students still have difficulties to say their confusedness during learning process?
- b. Why did some other students still nothave motivation to participate in the learning process?
- c. Why were some of the students still afraid to participate in learning process?
- d. Why were some other students still unable to achieve the goals of learning?
- e. Why were some of the students still unable to get high score in learning?
- f. Why were some other students stillunable to follow the instructions in learning?

### 2. The Limitation of the Problems

Based on the identification of the problems above, many problems happened to the students. The researcher needs to limit the problems of the research in order to focus on the topic. In this case, the problems are limited to the affective filter about students' motivation, self-confidence, and anxiety in achievement. In this study, researcher only focuses on investigating the correlation between students' affective filter and their achievement in English of the eight grades at Islamic boarding junior high school Babussalampekanbaru

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### 3. The Formulation of the Problems

Based on the problems limited above, thus, the researcher formulates the formulation of the problems in the following research questions:

- a. How is the students' affective filter of the eight grades at Islamic boarding junior high school Babussalampekanbaru?
- b. How is the students' achievement of the eight grades at Islamic boarding junior high school Babussalampekanbaru?
- c. Is there any significant correlation between affective filter and achievement of the eight grades at Islamic boarding junior high school Babussalampekanbaru?

#### D. The Objectives and Significance of the Research

##### 1. The Objectives of the Research

Concerning with the problem statements, this study has some objectives described as follows:

- a. To find out the students' affective filter of the eight grades at Islamic boarding junior high school Babussalampekanbaru.
- b. To find out the students' achievement of the eight grades at Islamic boarding junior high school Babussalampekanbaru.
- c. To obtain if there is a significant correlation between affective filter and achievement of the eight grades at Islamic boarding junior high school Babussalampekanbaru.

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## 2. The Significance of the Research

- a. Theoretically, the researcher can get a lot of information that can be very useful to enlarge knowledge, especially about affective filter in achievement.
- b. To help students recognize their affective filter and minimize their weakness.
- c. This study could contribute to all educational institution to consider students affective filter and determine the best strategy in teaching learning process to minimize students gap and maximize their potential in achievement.