CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Learning Achievement

Before we know about English learning achievement, we must know about what the meaning of learning first. In the chapter I, the researcher has discussed about learning achievement based on the Martin (1991) said that achievement is the thing done successfully, specifically by the effort and skill.Hilgard (1961) gives the limitation about the learning, as follow:

a. Learning is a process by which an activity originates or changed through responding to situation; provide the changes cannot be attributing to growth or the temporary state of the organism an in fatigue or under drugs.

b. Changes is containing of skill or knowledge and behavior. These changes getting from the exercises or experiences and they are not changed by itself but from their growth of situation or drugs.

From several definitions above, so learning has several aims, as follow:

a. That is learning take some changing

b. The changes basically will get new skill or ability

c. The changes happened is causes it has motivation which done by themselves directly.

Based on explanation above, the researcher takes conclusion that if someone

has seen by some improvement or changes process through their behavior and their activity, that is called someone who were get learned. It causes that he/she does something as learning achievement, while he/she cannot do it before.

Learning achievement can be seen when he/she has behavior and the aims which achieve and give the useful idea to their future.The success of learning is influenced by some factor, Stern (1983, p.309) state there are some factors that influenced the students' achievement; they are character of the learner (abilities, personality, attitudes, motivation), different kinds of learning, the learning process and outcomes of learning.

2. The Concept of Achievement

According to Martin (1991), achievement is something done successfully with the effort or a skill, it mean that students success are depending on their effort when they follow in teaching and learning process. On the other hand, achievement is powerful motive to accomplish a test of knowledge of skill also personal motive. He also state the word refers to what person has done, besides his defines that achievement is attainment by someone to specific time to master some knowledge or know skill by using the mastery of material of which later becomes his own and achievement is the result.

According toValette (1991, p.8) says that the achievement test measure the students control of language, it is not based on content of a particular course of instruction such as a test is generally prepared by an outside group of examiners and has been carefully protested and standardized. Students' law scores may be compared

to statewide of national norms. The achievement test is valid only within the limits of it is state's objectives.

3. The Factor that Influence English Achievement

There are some factors which can influence the students English achievement in learning process. If the students have problem with those factors, their ability may not improve significantly. By realizing the importance of those factors in learning and teaching process, they must closed and discussed in this chapter as an overview for those factors.

According to Slamet (2003, p.54), there is a lot of that influence the process of English achievement. These factors consist of internal factor and external factor.

a. Internal Factor

Internal factor comes from learner. It can be divided into two factors.

1) Physical Factor

Physical factor refers to condition of the body or mind that may affect the process of learning such as fitness, relate to health condition. It influences concentration of learners of learning. Hence,learners have to pay their attention to work, learning, sleeping, eating, taking a rest, playing sport, praying.

2) Psychology Factor

At least there are four factors of this factor. It refers to:

a) Intelligence is the capacity to understand the world, rational, thinking, and affective resource using to face challenges. Related it is appropriate with their aptitude.

b) Motivation is energy change within the person characteristic by affective arousal and anticipatory goal reaction.

c) Effort is using of strength and energy to do something, it id unstable factor of achievement.

d) Concentration is the focus one attention on something or someone.

b. External Factor

External factor can divided into two factors. They are family and school:

1) Family Factor

. Family is the center of main education of students. Because the parents are the first educators or teachers for the children, their attitude and opinion about importance and education will determine the students' interest to learn at the school.

This factor is include position in the family which the first child may have earlier onset of speech than a second child. Beside, socio-economic level also has a close relation in learning. In addition to get fundamental requirement the child as a learner, it can increase the student achievement.

2) School Factor

Thisfactor includes teaching method that the teacher used, the better the achievement that the students got. Nowadays, there are many methods

that the teacher can used in teaching learning process. In other word, the method that the teachers used also determines the achievement of the students. And curriculum is generally defined as a plan developed to facilitate the teaching and learning process under the direction and guidance of a school, college or university and its staff members Winecoff in Damyatiand Mojiono(1999, p.26).

3) Social factor

According to hammer (2003) the home environment is as important as what goes on in the school. Important factors include parental involvement in their children educations, how much parents read to young children, how much TV children are allowed to watch and how often students schools.

Social factor which deals with the interaction of the children with the interaction of the children with members of community in social settings, the environmental situation and geographical setting. In social life, the students interact with peers, and other members of society. Therefore, the students interaction in social life may change their point of view about education, their motivation and interest that influence their learning achievement for particular lessons which are taught at the school.

4. **The Nature of Affective Filter**

Affective filter hypothesis is one of five proposed by developed by Steven Krashen. This hypothesis is related to language learning and it appeals to teacher

because it provides an explanation as to why some learners learn and other does not. Krashen (1982) explains that for optimal learning to occur, the affective filter must be weak, which means that a positive attitude towards learning is present. If the affective filter is strong, the learner will not seek language input and in turn, will not be open to language acquisition.

On the other hand Krashen (1982) mentioned that affective filter is a screen of emotion that can block language acquisition or learning if it keeps the users from being too self-conscious or too embarrassed to take risks during communicative exchanges. Optimal input occurs when the "affective filter" is low. The affective filter hypothesis by Krashen (1989) explained that motivation, self-confidence and anxiety as factors which related to achievement as measured by communicative test than by formal languages.

He also said that although comprehensible input is necessary for language acquisition, it is not sufficient by itself. The learner's emotional state or affective filter can interfere with acquiring a new language because it involves public practice and speaking in front of others. These skills require that the learner take a risk. This risk can produce embarrassment and anxiety that can block the learner's ability to process new information.

Krashen (1989) states that "the Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by posting that acquirers vary with respect to the strength or level of their affective filters. Those whose attitude are not optimal for second language acquisition

will not only to seek less input, but they will also have a high or strong affective filter-even if they understand the massage, the input will not reach that the part of the brain responsible for language acquisition, orthe language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have or weaker filter. They will be more open to the input, and it will strike "deeper".

Experiments demonstrated that learners do not learn well when they are affected by negative feelings such as boredom, anxiety or low self-esteem. According to this hypothesis these negative emotion active a filter that prevents efficient processing of the learning input krashen (1987, p.1).

The researcher concluded that the student's low or high affective filter is influenced by the great concern toward the language acquisition. Because the conditions of the students' Affective filter itself depend on the students' affect or feeling. If they are able to concern, focus, relax, and interested on the material, therefore, they may in a good condition or having low affective filter.

Impacts of the Affective Filter

High Affective Filter	Low affective Filter
1. Stress	1. Comfortable learning environment
2. Anxiety	2. Confident in own ability
3. Anxiousness	3. Learning meaningful communication
4. Self Doubt	4. The desire to learn
5. Lack of Confidence	

There are three basic factors that underline the Affective Filter, they are:

a. Motivation

Learners with high motivation generality do better Krashen(1983) motivation in probably the most frequently used catch all terms for explaining the success or failure of virtually any complex task. It's easy to assume that success in any task in due simply to the fact that someone is "motivated". It is easy in second language learning to claim that learner will be successful with the proper motivation.

1) Kind of motivation

There are two kinds of motivation that is most dominant motivation, which influences the enthusiasm of students to study; they are intrinsic motivation and extrinsic motivation. According to Edward Deci in H. Douglas (1994, p.34) "Intrinsically motivated activity is one for which there is no apparent reward except the activity itself. People seem engage in their activity for the own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aim at bringing about certain internally rewarding

consequences, namely, feelings of competence and self-determination".

a) Intrinsic motivation

Intrinsic motivation is motivation which comes from students themselves that able to push him to learn.

The examples of concrete intrinsic motivation are:

a. Need

The need of students can engage them to achieve learning goal. For example a learner who learns English because he need English skill to do communication in his social live has a high motivation to learning English and eager to master English to help him survive in social live.

b. Interest

Interest has a role in increasing motivation level of the students. If the students are interested to study English they will reach the learning goal easily.

c. Enjoyment

Enjoyment is important in increasing motivation of students. If the students do not feel enjoy in learning class, the material taught is difficult to be transferred.

b) Extrinsic Motivation

Extrinsic motivation is motivation which comes from outside students, which also pushes him to do learning activities.

The examples of concrete extrinsic motivation are:

a. Social Live

The view of language in society influences the students' attitude of language being studied, and the nature and the strength this attitude will have profound effect on the degree of motivation the students brings to class. For example in Indonesia many people assume that an international language, so they have to be able to use English in communication. Therefore it can motivate Indonesian to study English.

b. The Teacher

High or low of students' motivation is also influence by teacher as motivator. Teacher can set learning teaching process to create the situation to be interesting so the students to be motivated.

c. The Method

Method is a vital factor that influences students' motivation. If the teacher apply appropriate method in English teaching learning process, the students can be more comfortable in learning process. So, the goal of learning is easy to be related.

d. Learning Environment

In order for the students to be motivated, the learning environment need to be free from anxiety, the students should not feel threatened of intimidated. In order to make them speak, he/she needs to feel she/he will be heard and that what she/he is saying is worth hearing.

2) Students' Motivation

According to Krashen (1988: 31) research over the last decade has fonfirm that a variety of affective variable related to success in second language acquisition can be placed in three categories. First is motivation, students with high motivation generally done better in second language acquisition. Second is self-confidence students with self-confidence and a good self-image tend to do better in second language acquisition. Third is anxiety, low anxiety appears to be conductive the second language acquisition, whether measured as personal or classroom anxiety appears to be conductive to second language acquisition, whether measured as personal or classroom anxiety. From these categories, they will influence the students in gaining and achieving the target language, such as listening, speaking, reading, and writing.

3) The function of motivation in learning

Motivation is much needed "motivation is an essential condition of learning". The result of learning will become optimally. If there is motivation, the more precisely motivation is given will be the more successful in learning. So, motivation will determine the intensity of learning effort to all students. Therefore, motivation influences the existence of activity. There are three motivation functions:

a) Pushing human being to do, become as motor or activator discharging energy. Motivation in this case is an activator or motor from every activity to be done.

b) Determining deed direction, namely the target that will be reaching. Therefore, motivation can give direction to the activity.

c) Collecting deed, namely determine what deeds which have no use for the target, a student face the test on the chance of can pass the test. Of course by studying hard will not pass the time by playing card or read comic, because it's not compatible with purpose to target.

Besides that, there also other functions, motivation has function as an impeller of effort and an attained of achievement. Someone do an effort caused by another words, the existence of assiduous effort and especially grounded by motivation someone who learn will be able to be good achievement the intensity of students' motivation will very determine the attainment of achievement level Sadirman(2001, p. 82).

b. Self-Confidence

Learners with self-confidence and good self-image tend to be more successful Krashen (1983). Self-confidence is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-confidence, self-esteem, knowledge of yourself, believe in your own capabilities for that activity.

Self confidence can define it in relation to what we want to do, but feel too anxious, nervous of worried about. The definitions of self confidence that is implicit here is always something about being self-assured, showing self-reliance, or not being anxious or nervous. Another common definition or self confidence center or

being assertive, on getting what you want. This Is about standing up for you, about having the process, the personal power, if you like to regard yourself as equal to others and to behave in a way that reflect this.

1) The sources of low self-confidence

There are some keys factors which make you feel less confidence. An important one is not being in control or at least not feeling that you're control.

Low self confidence indication is beginning from the weaknesses in somebody various personality aspects. The personality weakness has very vast aspect and has related with family life since childhood. Low self confidence will hampered somebody in achieve the aim in the life.

2) The components of self-confidence

The score of each component are determining by its own ability. It is based on the five rating scale (Perry 2003: p.84). In order to obtain reliable confidence scores, some train raters are required, so that the result of this research can be really valid. Each rater is providing with a checklist for rating scale confidence. This checklist use to determine the levels within each component of confidence. The form can be seen below:

a) Voice

b) Body language

c) Eye contact

c. Anxiety

Low personal anxiety and low classroom anxiety are more conductive to second language acquisition Krashen, (1983) Anxiety is the experienced feelings of anxiousness. It is associated with felling of uneasiness, frustration, self-doubt, apprehension of worry.

Based on the theories above, the researcher states that the most of students get failure in language learning especially in communication because the students are anxious. Infuriately, most of the teacher do not realize about it.

The students who always feel anxious should be helped by teacher. This states fit on the research on anxiety from Oxford (1999) notes it is important in a classroom for a teacher to try to determine whether a students' anxiety system from a more global traitor whether it comes from a particular situation at the moment.

1. The component of anxiety

   The three components of anxiety are listed below:

   a. Behavioral

      As already mentioned, the strictly behavioral component is activated with the aim of reacting to a situation and re-establishing optimum conditions of wellbeing. Here there are two possibilities: coping with the problem directly or simply avoiding it. In the first case, if we are confronted by an unexpected situation we are not prepared for, we will probably react by analyzing the problem and preparing an adequate solution. In the case of avoidance however, we will tend to put off contending with the problem,

thereby attaining a sense of immediate relief but his can give rise to feelings of guilt and may damage our self-esteem. This will then increase the risk that such situation will occur again in the future as if by habit.

b. Cognitive

The cognitive component is represented by a series of mental processes that have the purpose of evaluating oneself and the situation we are in. these processes include:

1) Concentrating exclusively on aspects perceived as being the most threatening.

2) Evaluating reality in an unrealistic and irrational manner: for example, considering a judgment regarding the success or lack of success in a particular task as a global and absolute judgment oneself ("If I can't do this, I'm a failure").

3) Self-effacing opinions and the belittling of one's potential or capacity; for example, believing we cannot perform a certain task, that we do not have what it takes, that we simple can't manage it.

4) Catastrophizing: or, in the other words, overestimating the external situation to the point of becoming convinced it is something we cannot control, and feeling so overwhelmed by events it is as if we were facing a major disaster.

5) Perfectionism: the tendency to continuously put off addressing an issue, problem or evaluation on the part of others until some future moment when we feel we are perfectly prepared

c. Physiological

A physiological basis that prepares the organism (the person) for action. The main physiological modifications are:

1) An increase in muscular tension, with a consequent increase in blood flow to the muscles (so as to be able to react promptly with a flight or fight responded if necessary);

2) Tachycardia (rapid heartbeat with perceptible acceleration of the heart rate), which has the purpose of pumping a greater quantity of blood to parts of the body that have been activated, and an increase in blood pressure;

3) Hyperventilation: an increase in respiratory frequency beyond our control. This may lead to dizziness and, in serious cases, to cloudy vision and a progressive decrease in one's capacity to comprehend the situation we are in;

4) An increase in the organism's sensibility towards external agents: for example, increased dilation of the pupils and sensitivity to pain.

B. The Relevant Research

According to Syafi'i (2007, p.103), relevant research is required to observe some previous researches conducted by other research in which they are relevant to our research. It means in order to conduct this research, the researcher need to take and observe some relevant research. Syafi'i (2007) also stated thatthese relevant research will guide the researcher to select and determine the fix designs of the research.

In 2011, Heny Hartono wrote a journal entitled "A Correlational students' level of anxiety and students' achievement in writing". The study is aimed to find out the correlation between level of anxiety to achievement in writingof the tenth grade students of SMA Negeri 3 Surakarta in the academic year of 2010/2011; both partially and simultaneously. He used a test and a questionnaire. The population of the study is all of the tenth grade students while the sample is 53 students taken by cluster random sampling technique. The techniques used to analyze the data are simple and multiple correlation and regression by using SPSS 17. The results of the study show that there is a positive correlation between levels of anxiety to achievement in writing, both partially and simultaneously. The positive correlation indicates that achievement in writing to level of anxiety tend to go up or to go down together with the student's writing.

The previous studies above explained the correlation between Students' motivation and English learning achievement. In this research, the researcher also examined the correlation between students' affective filter which is in English

learning achievement. The difference between this research and the previous research which conducted by Heny Hartono is on the variable y. In which the researcher only have one variable y. Other difference comes between this research and the previous research which conducted by Viona R, whereas both differ on the specification of variable x.

A journal written by Viona Rosalina in 2014 entitled "The Correlation Between Students' Motivation and Their English Learning Achievement". The research is conducted to find out whether there is a correlation between students' motivation and their English learning achievement. In collecting the data, the researcher gives a questionnaire to obtain the students' motivation, and then she took a midterm score as documentation to know the students' English learning achievement. The research population is the second grade students of SMAN 3 TANGSEL. And 30 students are taken as the sample. After gaining the data, she calculates them using Pearson Product Moment correlation coefficient. The result of the research shows that the correlation between students' motivation and English learning achievement is low (0.272). Based on the table of critical value of Pearson Product Moment, the value of rxy is lower than the value of r table with df 28 at significant level 0.05 is 0.374 and at 0.01 is 0.478. It shows that the alternative hypothesis (Ha) is rejected. It means that there is no correlation between students' motivation and English learning achievement.

C. The Operational Concept

In carrying out this research, it is very necessary to clarify the variables used in this research. This research consists of two variables; those are independent variable (X) and dependent variables (Y). Variable X refers to affective filter, and variable Y refers to students' achievement in English.

1. The Indicator of Variable X (Students' Affective Filter)

The affective filter is a metaphor that describes a learner's attitudes that affect the relative success of second language acquisition. Negative feelings such as lack of motivation, lack of self-confidence and learning anxiety act as filters that hinder and obstruct language learning. This term is associated with linguist Stephen Krashen's Monitor Model of second language learning (1987).

    a. Students are motivated to speak English when they listen west music.

    b. Students are motivated to speak English when they speak with native speaker.

    c. Students have confidence if they can pronounce the word correctly.

    d. Students feel worried and afraid if their teacher asks them some question.

    e. Students worried when their classmate corrects their mistake in English.

2. The Indicator of Variable Y (Achievement in English)

Documentation is the technique used to get some data about student's English

achievement of the second year students at SMP BABUSSALAM Pekanbaru. The data obtained through the method refer to the result of the midterm test in the 2016-2017 academic years. The score of English students achievement is obtained from English teacher, these score will reflect the students English Achievement.

a. The Assumptions and The Hypotheses

1. The Assumptions

a. The students' affective filter and their achievement in English are various.

b. Many factors that may influence students' affective filter and achievement in English.

c. The lower students' affective filter, the better students' achievement in English will be.

2. The Hypotheses

H_0 : There is no significant correlation between students' affective filter and their achievement in English of the eight grades at islamic boarding junior high school babussalampekanbaru.

H_a : There is a significant correlation between students' affective filter and their achievement in English of the eight grades at islamic boarding junior high school babussalam pekanbaru.