

CHAPTER I

INTRODUCTION

A. The Background of the Problems

Learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. Someone is able to communicate, do the task, change the behavior and gain the knowledge by having experience in learning process. Brown stated that learning is acquisition and retention of information or skill.¹ In line with Brown, Pritchard also defined learning is the acquisition of knowledge.² It means that the ability, skill and knowledge can be mastered when people also have experiences in learning process.

The process of learning cannot be separated from the word of achievement. Achievement is the attainment of knowledge, competencies, and higher-level status, as may be reflected in grades, degrees, and other forms of certification or public acknowledgment.³ Achievement can be seen from the students' mark after doing task and learning activity. It can be concluded that achievement is the result of learning process reached by students; it can be the scoring from teacher and mastering the skills in lessons. The learning process which occurs in the class has some goals and one of them is to reach the students' achievement. The success or failure of students'

¹ H. Douglas Brown, *Principles of Language Learning and Teaching* (San Fransisco: Addison Wesley Longman, Inc., 2000), p. 7

² Alan Pritchard, *Ways of Learning* (New York: Routledge, 2009), p. 2

³ Jhon W. Collins and Nancy Patricia O'brein, *The Greenwood Dictionary of Education* (Westport: Greenwood Press, 2003), p. 4

achievement will be determined by how they understand and gain knowledge when learning process.

Different subject has different achievement to be reached. In learning English, there are four skills that should be mastered, those are speaking, writing, reading and listening. No doubt, students are required to master all of these language skills in order to acquire knowledge and get maximum score in English achievement. Regarding to the fact, there are some factors that affect students' English achievement and those have been researched by linguists to help students in mastering their English acquisition. One of them is affective factors.

Affective refers to emotion or feeling. It is the emotional side of human behavior. Affective factors have a very important impact on foreign language learning. It means that in learning foreign language, the students not only focus on how they can learn the language, but they also have to know that the foreign language can be comprehended if they have good affective factors. Andres explained the importance of affective factors has been of interest in the field of language learning because of their high effects on learning a foreign or a second language.⁴ Those of affective factors give positive and negative correlation to students in learning foreign and second language.

There are some affective factors that affect students' English achievement such as anxiety, inhibition, motivation and self-esteem. Brown says that self-esteem is

⁴ Veronica de Andres, "The Influence of Affective Variables on EFL/ESL Learning and Teaching", *The Journal of the Imagination in Language Learning and Teaching*, Vol. VII, (March 2002), p. 2

considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem.⁵ According to Young and Hoffmann, self-esteem is defined as what we think and feel about ourselves.⁶ Students which have high self-esteem tend to be successful persons in learning. No successful activity can be occurred without some degree of self-esteem.⁷ In brief, self-esteem is such as students' belief to themselves that they can be successful in learning with their ability and confidence.

Self-esteem is also like the students' evaluation about themselves. Students with high self-esteem tend to have good evaluation so that they always improve their ability and always try to have good achievement, learn from their weaknesses they have. Besides, students with high self-esteem feel confident to show off their ability, they do not feel down when their answers are wrong. They always believe in themselves that they also have good ability as others. That is the reason, in learning English as a subject of foreign language, high self-esteem as one of the affective factors has important effect to boost the students to be interested in and feel challenged to comprehend the foreign language.

Based on the description above, it is ideal for student to have high self-esteem in learning, especially in learning English. Besides, learning a foreign language is difficult for most of students especially when they believe that they cannot learn well.

⁵ H. Douglas Brown, *Op.Cit.*, p. 145

⁶ Ellie L. Young and Laura L. Hoffmann, "Self-Esteem in Children: Strategies for Parents and Educators", *National Association of School Psychologist*, 2004, p. 1

⁷ H. Douglas Brown, *Loc.Cit.*

It means that if students have good confidence in their abilities and feel able to do certain tasks, they will be able to learn the foreign language successfully. English as a foreign language subject is taught since in elementary school, and it continues in junior and senior high school level. Based on School Based Curriculum, the purpose of learning English at junior high school is to develop the students' competence in oral and written communication in order to reach the functional literacy.⁸ The functional literacy in learning English means that the students are able to use English as the foreign language in daily conversation.

Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru is a school that uses School Based Curriculum as the current curriculum. English is taught two times a week and the passing grade (KKM) of this lesson is 75. This school also has English study club which is used by students to improve their English skills. Basically, having been in the English class session twice a week and having the English study club, the students would have paid greater attention in learning English. But in fact, some of the students still have difficulties in learning this subject. Based on the preliminary observation at this school, the researcher found some phenomena faced by some students which can be seen as follows:

1. Some of the students are not brave to show off their ability in English
2. Some of the students feel shy to participate in the class
3. Some of the students are nervous when they have turn to give ideas.

⁸ Badan Standar Nasional Pendidikan, *Standar Isi untuk Satuan Dasar dan Menengah.*-*Standar Kompetensi dan Kompetensi Dasar SMP/MTs* (Jakarta: BSNP, 2006), p. 124

4. Some of the students are fear of making mistakes in learning English

5. Some of the students do not believe in their abilities in learning English

Based on the phenomena above, it is clear that some of the students at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru still have some difficulties in learning English. Those phenomena even influence their achievement and cause some of the students get score under the passing grade. Therefore, the researcher is interested in conducting a research entitled: **The Correlation between Students' Self-Esteem and Their Achievement in Learning English at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru.**

B. The Problems of the Research

a. The Identification of the Problems

Based on the phenomena above, the problems of this research can be identified as follows:

1. Some of the students have negative perceptions about their abilities

2. Some of the students have less motivation in learning English

3. Some of the students are being anxious about their ability

4. Some of the students have low confidence in learning English.

5. Some of the students have less of interest in learning English

b. The Limitation of the Problems

Based on the identification of the problems above, the researcher needs to limit the problems in order to pay more attention to specific problem. This research focuses on the correlation between students' self-esteem and their

achievement in learning English of the second year at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru.

c. The Formulation of the Problems

Referring to the explanation above, the problems of this research can be formulated in the following questions:

1. How is the students' self-esteem of the second year at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru?
2. How is the students' achievement in learning English of the second year at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru?
3. Is there any significant correlation between the students' self-esteem and their achievement in learning English of the second year at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru?

C. The Objectives and the Significances of the Research

a. The Objectives of the Research

1. To get the information about the students' self-esteem of the second year at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru
2. To get the information about the students' achievement in learning English of the second year at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru
3. To know whether there is or not a significant correlation between students' self-esteem and their achievement in learning English of the second year at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru

b. The Significances of the Research

The significances of this research are:

- a. These research findings are hopefully contributing the writer as a novice researcher in term of learning research.
- b. These research findings are expected to be valuable inputs for both teachers of English and students of the second year at Islamic Junior High School of Ponpes Darel Hikmah Pekanbaru.
- c. These research findings are also expected to give the positive contribution related to the process of teaching and learning English.

D. The Reasons of Choosing the Title

The reasons of choosing the title are:

- a. Self-esteem is one of the important affective factors which have an important role in learning achievement, including English learning achievement.
- b. The problems of this research are very interesting and challenging to be investigated because the other researchers have never studied this research.
- c. This research is relevant to the writer's status as a student of English Education Department of Education and Teacher Training Faculty, State Islamic University of Sultan Syarif Kasim Riau.

E. The Definition of Terms

The terms defined below are used to clarify their meaning in order to avoid misunderstanding and misinterpreting.

1. Correlation

Correlation is a measure of the strength of the relationship between two sets of data.⁹ In this research, correlation is defined as the correlation between self-esteem and the achievement in learning English.

2. Self-Esteem

Self-esteem refers to how people feel about themselves and expect to be accepted and valued by others who are important to them. Dedmond stated in Hisken, self-esteem is the complication of feelings about ourselves that guides our behavior, influences our attitudes, and drives our motivation.¹⁰

3. Achievement

Hornby defined achievement is an action of achieving something with effort and skill.¹¹ Thus, the study of this research refers to the students' achievement in learning English.

⁹ Jack C. Richards, John Platt, Heidi Platt, *Longman Dictionary of Language Teaching and Applied Linguistics* (London: Pearson Education Limited, 1992), p. 89

¹⁰ Loree J. Hisken, "*The Correlation Between Self-Esteem and Student Reading Ability, Reading Level, and Academic Achievement*," (Thesis, Missouri: University of Central Missouri, 2011), p. 4

¹¹ A.S. Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 2000), p. 11