

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Learning Achievement

In order to conduct this research, the research variables should be clearly explained and discussed. There are two variables used in this research. The first variable is students' language aptitude as the dependent variable and the second variable is students' achievement in learning English as independent variable. In order to know exactly about the variables used in this research, we need to review some related theories proposed by the experts. Firstly, the researcher will discuss about learning achievement and secondly about language aptitude.

Reaching the knowledge is not an easy job. It needs a long-term process called learning. Learning involves time, efforts, and energy to understand and comprehend the materials learnt become a new knowledge that can be applied in real life as a skill. Learning is an activity that purpose to make a change of behavior, attitude, habit, knowledge, skill, etc. as a result of individual experience of interaction with environment. This learning activity or process is intentionally related to the actor of learning process (students). This process requires students to achieve what is stated as the purpose of the activity itself. Besides, learning also obligates students to be creatively having their

own goal in learning which can help them to build their own character as knowledgeable and qualified human being. In addition, Alderman proposed that a learning goal is more likely to be associated with the positive educational outcomes such as task engagement and an intrinsic value for learning.¹ It can be concluded that learning requires the involvement of the students in the process and achieve what is expected to be achieved and their personal goal of learning as well.

When the students have already involved in the learning process or activity, the learning goal that they have reached is known as achievement. According to Hornby, the word 'achievement' is derived from 'achieve' which means to succeed in reaching particular goal, status, or standard especially by effort, skill, courage, etc.² In line with Hornby, cited in Gary D. Phye, *Dictionary of Education* defined achievement as accomplishment or proficiency of performance in given skill or body of knowledge.³ It means that the achievement is reached by the students after they have already been taught in a period of learning process by gaining knowledge, skill, and insight.

In addition, Morgan in Kurniati explained that achievement refers to accomplishment on a test of knowledge, skill, and also personal

¹ M. Kay Alderman, *Motivation for Achievement: Possibilities for Teaching and Learning*, New Jersey: Lawrence Erlbaum Associates Inc, 2004, p.88.

² *Ibid.* p.10.

³ Gary D. Phye, *Handbook of Classroom Assessment: Learning, Adjustment and Achievement*, California: Academic Press Inc, 1997, p.4.

motive.⁴ It means that achievement in learning is that what somebody can do and has done while the learning process is running. Something, a person can do, is called ability, while what he or she has done, is called achievement. Moreover, achievement in learning can be simply defined as the result that is gained by students after learning a material of a subject matter within a certain period of time where number usually symbolized it. The achievement that the students get in learning process is shown and proved through value or value number given by teacher on students' task or exercise. That is why this achievement is called learning achievement.

Learning achievement is about how successful the learner can master the materials or learning subjects. The learning achievement is determined by the efforts and skills of students in studying the material. It also shows the degree of students' performance explained by affective, cognitive, and psychomotor standard. The higher efforts the students do, the better achievement they will get. In short, achievement especially in learning process is the result reached by the students in participating in the learning process by doing the task and learning activity given in the school.

2. The Purpose of Learning Achievement

Every activity done or stated in the learning process is constructed with certain and specific purposes. Based on the explanation above, it

⁴Kurniati, The Correlation Between Students' Attitude in Learning Writing and Their Achievement at the Second Year Students of English Education Department of Education and Teacher Training UinSuska Riau, Pekanbaru: Unpublished Thesis, 2008.

clearly shows that learning achievement is the result reached by students after passing a certain learning process with specific material symbolized by number value. It means that, the learning achievement is given to measure the level and amount of students' knowledge, skill, and comprehension of a material. It is used to know how much the material taught by the teacher is absorbed by the students along the learning process. The value of learning achievement the students get after accomplishing certain test related to the material given can be a measurement on how the feedback will be given to the students and the teacher. It is because the learning achievement not only determines the students' success in learning but also the teacher in teaching.

In order to know the achievement reached by the students, the measurement can be given in test form. According to Brown, a test is a method of measuring a person's ability or knowledge in a given area.⁵ Thus, by giving test, we will know whether the teaching and learning process is successful or not. Moreover, Hughes explained that the need for the test is related to the concrete measurement tool that can give statement and information what the learners have achieved and also it helps the rational decision of education being made.⁶ That is why, giving test is very necessary in order to know the level of achievement reached by the students. By giving test, the learning achievement

⁵ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, New York: Pearson Education Inc, 2004, p.3.

⁶ Arthur Hughes, *Testing for Language Teachers: Second Edition*, Cambridge: Cambridge University Press, 2003, p.4.

gained by the students can be easily identified and help the teacher to measure his or her performance during the teaching process whether it is successful or not.

3. The Factors Influencing Learning Achievement

Achievement is the result of someone gotten after he or she learned a material of a certain subject matter within a certain period. According to Djaali, the learning achievement reached by the students is influenced by internal and external factors.⁷ They are:

a. Internal factors

1. Intelligence

Stenberg in Halpern proposed intelligence is concerned with the way of people to “achieve success in life, given one’s personal standard, within one’s sociocultural context” which is composed of analytical, practical and creative intelligences.⁸ High and low intelligence that the students have will determine their success in reaching the achievement of learning, including the other achievement based on kinds of intelligence that uppermost in their self. It is generally assumed that one who has high intelligence will be easier achieving high achievement in learning, while one who has low intelligence will be slower in absorbing and understanding the material given by the teacher.

⁷H. Djaali, *Psikologi Pendidikan*, Jakarta: Bumi Aksara, 2008, p. 99-100.

⁸ Diana F. Halpern, *Thought and Knowledge: An Introduction to Critical Thinking 2nd Edition*, New Jersey: Lawrence Erlbaum Associates Inc, 2003, p.22.

2. Talent

Talent is the innate ability that someone has had since he or she was born. Every human being has different ability with the others. The ability can be developed if the students are given opportunity to show and use their talent or ability in studying or learning process; it will enable students to get higher achievement. One of the talents in learning language is known as language aptitude.

3. Interest and motivation

Big interest in learning is the big modality to reach the learning goal. Motivation is the extent to which you make choices about goals to pursue and effort you will devote to that pursuit.⁹ If the students have interest to the certain subject, usually they will be motivated to the subject which will encourage students' achievement in learning.

4. Learning style

The success of students is influenced by the way of learning or learning style. Keefe cited in Brown thought learning style as cognitive, affective and psychological traits that are relatively stable indicators of how learners perceive, interact with and

⁹ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to language Pedagogy 2nd Edition*, New York: Pearson Education Inc, 2000, p.72.

respond to the learning environment.¹⁰The learning style enables the students to achieve higher learning achievement. Learning style is also included as one of the individual differences in learning process which gives impact to the students' learning result.

b. External factors

1. Learning environment

Family is one of high potencies in giving influences to the students' achievement. It is because the economic status, the relationship between students and their parents and parents' education background will influence how the attention of learning the students get. Furthermore, parents can give motivation; spirit, guide, and advice to their children in order to courage them to get higher learning achievement at school. Besides, the parents have strong correlation and communication with their children so that they can encourage students to reach high learning achievement.

2. School.

School building, the teacher quality and classmates can give impact to the students learning result. It is because school is the second surrounding that give influence to the students achievement. Therefore, school is educational surrounding which has been structured, has system and organization which is good for the development of ethnic value, moral, bounces, culture, spiritual,

¹⁰ H. Douglas Brown, *Principle of Language Learning and Teaching 5th Edition*, New York: Pearson Education Inc, , 2007, p.120.

discipline, and science. If the school is success in creating the conducive learning situation, the students will be encourage to compete in learning and develop their knowledge and ability that will give good affect on their achievement.

3. Society

If the society lived in the same environment with the students are educated and knowledgeable ones, the children will be encouraged to have the high and qualified education too. The students will be pushed automatically to achieve high learning achievement in order to equalize their status in the society.

4. Environment

The house condition, the school condition, the environment, the atmosphere, and the climate can affect the achievement of learning goal; the places with good and appropriate climate can encourage good learning process which unintentionally will retrieve high learning achievement of the students.

4. The Concept of English Learning Achievement

English is taught at school especially in senior high school in order that the students' will have the capability to (1) expand the communication competence in oral and written form to reach the informational literacy level, (2) have awareness about the importance of English in increasing the nation competitiveness in the global society, and (3) expand the understanding about the correlation

between language and culture.¹¹ In this study, this learning achievement of English is proposed to the achievement in mastering the language skills; they are receptive skills (listening and reading) and productive skills (speaking and writing).

Reading and listening is the receptive skill in language that are very important to be mastered. It is because by having qualified reading and listening skill, the students are able to receive much information in English. Reading is fluent process of readers combining information from a text and their own prior knowledge to build meaning. Reading also means the process to obtain understanding about written materials. It is an activity to find some information from resources to comprehend meaning which is expected by the writer. Cited in Brown, Bachman stated “reading, that is though which we can access worlds of ideas and feelings, as well as the knowledge on the ages and visions of the future”.¹² It means that reading open mind by giving brilliant concept of thought which enables the readers design a better life in the future. The goal or achievement expected in reading is that comprehension.¹³ Comprehension is the active process of constructing meaning from text which involves accessing previous knowledge, understanding vocabulary and concepts, making inference, and linking

¹¹BadanStandarNasionalPendidikan, Standar Isi untukSatuanPendidikanDasardanMenengah: StandarKompetensidanKompetensiDasar SMA/MA, Jakarta: Unpublished Book,2006, p. 126.

¹² H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, USA: Longman, 2004, p.185.

¹³ Neil Anderson, “What is Reading”, in David Nunan, *Practical English Language Teaching*,New York:Mc Craw Hill, 2005, p.68.

key ideas.¹⁴ Reading comprehension refers to reading for meaning, understanding and entertainment which involves high-order thinking skill.¹⁵ Comprehension or understanding of the idea delivered in reading material is the key point of students' measurement of their reading skill level.

Listening is defined as the process of understanding speech in first language or second language. It is the skill that its focus is on receiving information from outside source.¹⁶ Listening skill is essential for learning since it enables students too acquire insight and information that are useful to create successful communication activity. The focus or achievement expected on listening skill is that the comprehension mastery of individual linguistic units (phonemes, words, grammatical structures), listener expectation, situation and context, and the topic. By learning listening in English subject, students are taught to determine the sound of English vocabulary, to concern on specific information and to recognize many expressions use in English conversation. The achievement of listening skill obtained by the students can be enhanced by answering question about what they have listened such as listener expectation, the situation and context, the topic, and some details information.

¹⁴ Sharon Vaughn and Sylvia Linan-Thompson, *Research-Based Method of Reading Instruction Grade K-3*, Alexandria:ASCD,2004, p.98.

¹⁵ David Nunan, *Op.Cit.*, p.71.

¹⁶*Ibid.* p.24.

Besides the receptive skills, achievement in learning English is also determined by the productive skills (speaking and writing) is that the skill to produce information. Speaking is an activity uttering ideas, opinions, and information through spoken language. TaherBahrani explained in his journal that the major goal of speaking is that communicative efficiency.¹⁷ It means that, speaking skill is an essential part of communicative competence. If the students are able to reach the fluency and accuracy in using the language to communicate their ideas, the high achievement will be reached by them easily.

Other productive skill that should be mastered by the students in order to get the high achievement in English is that writing. Writing is an activity that a person does to express his ideas, feelings, or something by using written language.¹⁸ In learning writing, the students will have an ability to plan and rethink the communication process through written language. Writing is also defined as an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.¹⁹ It explains that having a good writing skill will automatically help learners to develop their other language skills as well. The English achievement in writing is seen

¹⁷TaherBahrani, "How to Teach Speaking Skill", *Journal of Education and Practice*, Vol. 3 No. 2, Iran: Department of English, Mahshahr Branch, Islamic Azad University of Iran, 2012, p. 1.

¹⁸ Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press, 1995, p.1500.

¹⁹ I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, New York: Routledge, 2009, p. 113.

from the communication ability of the students to express language in the form of letters, symbols, or words.

5. The Concept of Language Aptitude

Aptitude is referred to the ability to learn new knowledge or new skill such as arts, music, and languages.²⁰ Aptitude is also known as one's intelligence and potential in acquiring knowledge. This is one of the factors that differentiates someone speed in learning process. Some of the students are able to catch the material points easier but some of the students need much longer time in understanding a material given. This phenomenon happened is caused by the intelligence or potential had by the students. Robinson in Brown suggested that aptitude is a complex ability that include, among others, processing speed, short and long term memory, rote memory, planning time, pragmatic abilities, interactional intelligence, emotional intelligence, and self-efficacy.²¹

In terms of learning a language, the ability of acquiring the language is known as language aptitude, it is also referred to the individual difference factors that can be identified in learning a language. Ellis suggested that language aptitude is the difference of people in the extent to which they possess a natural ability for learning

²⁰ Susan M. Gass and Larry Selinker, *Second Language Acquisition: An Introductory Course*, New York:Routledge, 2008, p.417.

²¹ H. Douglas Brown, *Principles of Language Learning and Teaching: Fifth Edition*, New York: Pearson Education Inc, 2007, p.107.

the second language (L2).²²Language aptitude is briefly defined as the ability or talent to learn a foreign language, much of may be innate or at least developed over a long time.²³This kind of ability is in part related to general intelligence and in part distinct. Some of the students just seem to learn language easily than the other students, this is one of the indicators that show the students difference in language aptitude level.

Susan defines language aptitude as one's ability to learn another language; there is no talk of language aptitude for learning one's first language, it is because language aptitude can not be equalized with cognition development. Language aptitude along with attitude and motivation are the predictors in foreign language learning. It is considered as one of the important and very crucial aspect to be considered in monitoring the students in learning the language especially foreign language. There is strong evidence that it is, learners who score highly on language aptitude test typically learn rapidly and achieve higher levels of second language proficiency than learners who obtain low score.

6. The Language Aptitude Testing

There are some tests developed by experts to measure language aptitude. The two best-known tests used for measuring linguistic

²² Rod Ellis, *Second Language Acquisition*, Hong Kong:Oxford University Press,1997, p. 73.

²³ Betty Lou Leaver et al,*Achieving Success in Second Language Acquisition*, USA:Cambridge University Press,2005 , p.38.

aptitude are the Modern Languages Aptitude Test (MLAT), developed by Carroll and Sapon in 1959 for adults and high school students, and the Pimsleur – Language Aptitude Battery (PLAB), developed by Pimsleur in 1966 for students in grades 7-12. In addition, the U.S. Department of Defense (DOD) has developed the "Army Language Aptitude Test" (ALAT) (a short language aptitude test), and the "Defense Language Aptitude Battery" (DLAB) by Peterson & Al-Haik in 1976. These tests are used in different ways by different agencies. The language aptitude test provides valuable information about learner ability to cope with language learning, especially in classroom and it also can provide considerable data about an individual's learning skill and learning style.²⁴ The purpose of these aptitude test is that to predict how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions. In other words, the language aptitude is an ability that largely determines how quickly and easily an individual can learn a foreign language in a language course or language training program.

In this research, the test used to obtain data about students' language aptitude is Modern Language Aptitude Test (MLAT). The MLAT was considered to be independent of specific foreign language, and therefore predictive of success in the learning of any

²⁴*Ibid.*

language.²⁵The MLAT evaluates skills and abilities related to auditory memory, making inferences, focusing on what is most important, cognitive restructuring of information, sensitivity to grammatical structure, and effective rote learning. This information has proved very useful in helping learners. MLAT also predict how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions.

7. The Components of Language Aptitude

John B.Carrol explained in Susan stated there are four crucial components in language aptitude, they are:

a. Phonemic coding ability

This is an ability to discriminate among foreign sounds and to encode them in a manner that they can be recalled later. This ability carries the indicator of phonetic coding ability which measures the students' ability to store new language sounds in memory which enable them to be successful in terms of foreign language pronunciation.This would certainly seem to be a skill involved in the success of language learning.

b. Grammatical sensitivity

This is the ability to recognize the function of words in sentences. It does not measure the ability to name or describe the functions, but rather the ability to discern whether or not words in

²⁵ H. Douglas Brown, *Loc.Cit.*, p.106.

different sentences perform the same function. It carries the indicator of words in sentences which is used to measure the students' individual ability to demonstrate his awareness of the syntactical patterning of sentences in a language.²⁶ The skill mastery of grammatical sensitivity will help to learn another language.

c. Inductive language learning ability

This is the ability to infer, induce, or abduct rules or generalizations about language from samples of the language. The students are able to use their analytical thinking and relate with their prior knowledge of the language itself. This ability carries the indicator of spelling clues which measure students' ability to examine language material and from this to notice and identify patterns and correspondences and relationships involving either meaning or grammatical form. Many linguists suggested that it is probably through this factor that foreign language aptitude is most closely related with general intelligence. A learner proficient in this ability will be less reliant on well-presented rules or generalizations from a teacher or material.

d. Rote learning ability

This is the ability to learn and retain associations between words in a new language and their meaning in English. It also can

²⁶ Stephen D. Krashen, *Second Language Acquisition and Second Language Learning*, California: Pergamon Press Inc, 2002, p.19

be said as the ability to make and recall associations between words and phrases in a native and foreign language. It appears that this ability concern more on memory which is an important aspect in learning a language which carries the indicators of paired associates in MLAT test developed by Carol And Sapon. Many linguists suggest that the second or foreign language learning is much more an accomplishment of memory for text than of the analysis of text.²⁷

In addition, Dr. Paul Pimsleur of Ohio State University also researched the subject of language aptitude, which led him to identify two main components or factors in language aptitude, they are:

a. Verbal ability

This is an ability to handle the mechanism of learning a foreign language. It means both familiarity with words which is tested by LAB in ‘vocabulary part’ and the ability to reason analytically about verbal materials which are measured by LAB in ‘language analysis part’.

b. Auditory ability

This is the ability to hear, recognize, and reproduce sounds in a foreign language. This ability indicates how well a

²⁷ Susan M. Gass and Larry Selinker, *Second Language Acquisition: An Introductory Course*, New York:Routledge, 2008 , p.418.

student would be able to listen and produce phrases in a foreign language.²⁸

Both of these main components lead to the high language aptitude which determines the success of language learning and acquisition.

8. The Relationship Between Language Aptitude and English Learning Achievement

Learning achievement especially the achievement in learning English as foreign language is determined by several factors of learning which include language aptitude as one of it. In order to show how important language aptitude for the learning of foreign language, AERA (American Educational Research Association) also reviews some points about the importance of it in which the language aptitude is the second most important factor in learning a foreign language after age. They also rate aptitude, more important than contextual factors, including teaching method, textbook used, or teacher's quality.

Language aptitude relates directly to the conscious language learning. Empirical studies on language aptitude showed that the components in language aptitude show strong relationship to second or foreign language proficiency in 'monitored' test situation and when conscious learning has been stressed in the classroom. Many linguists concluded that language aptitude appears to be the major importance in

²⁸ Stephen D. Krashen, *Op.Cit*, p.21

the acquisition of second or foreign language skills acquired through instructions which can be claimed as learning process. Students with higher language aptitude will appear to learn faster to students with lower aptitude which higher aptitude can lead students to achieve high achievement in learning the language.

Language aptitude and learning achievement in learning language are positively correlated. Betty stated that language aptitude consists of relatively stable factors within an individual that promote successful language learning.²⁹ It means that high language aptitude will stimulate students to reach high achievement in learning especially learning English, while low language aptitude will lead students to get low achievement in learning English. According to Chomsky cited in Krashenthis ability (language aptitude) is called upon when the students try to learn grammatical rules and apply them in constructing and comprehending new sentences in that language related to the success of foreign language learning.³⁰ In conclusion, language aptitude has strong and positive relationship with the achievement in learning English as foreign language.

²⁹ Betty, *Achieving Success in Second Language Acquisition*, USA: Cambridge University Press, 2005 , p.56

³⁰ Stephen D. Krashen, *Op.Cit*, p.20

B. The Relevant Research

According to Syafi'i, a relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting.³¹

As the matter of fact, there are a lot of previous researches regarding the language aptitude and students' learning achievement. One of them was conducted by Lambert W.E entitled "*Language Aptitude, Intelligence, and Second-Language Achievement*". In his research, he found that the measures of intelligence are relatively independent of both language aptitude and second-language achievement, moreover, that different second-language skills are related to different abilities. By conducting research on 96 high school students, he found that the factors included in language aptitude correlated to second language achievement were dependent upon different abilities. Meaning that, the language aptitude determines the achievement of second-language acquisition, related to intelligence aspects.

Mardiah (2011) conducted a research entitled "The Relationship of Students' Learning Habit to Their Achievement in Learning English at the Second Year of Junior High School 020 Pekanbaru". In her quantitative research, she focused her research on the relationship between learning

³¹ M. Syafi'i. S, *From Paragraphs to a Research Report: A Writing of English for Academic Purpose*, Pekanbaru:LembagaBimbinganBelajarSyaf Intensive (LBSI),2007, p.122.

habit and learning achievement of the students. In her research, she found out that the result of students' learning habit was 2.99 which were categorized as 'average'. For the other research variables, she found out that the students' learning achievement result was around 68 that their learning achievement was categorized as 'enough'. Furthermore, she also found out that the students' learning habit was significantly correlated with the students' learning achievement in English subject.

Based on her research conclusion, she suggested to the students in Junior High School 020 Pekanbaru should improve their learning habit especially in making schedule at home or at school, she also suggested to the teacher of English to be able to increase the students' learning achievement by asking the students to have good learning habit.

The researcher finds the similarity to her research with Lambert in terms of language aptitude and learning achievement in English with Mardiah. But, her research does not exactly the same as previous research because she only focuses on correlation between language aptitude and students' English learning achievement.

C. The Operational Concept

Operational concept is the concept to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variables used in this research. As mentioned by Syafi'i that all related to theoretical framework can be

operated in the operational concept. There are two variables used in this research, they are variable X that refers to student' language aptitude and variable Y that refers to students' achievement in learning English. Therefore, variable X is as the independent variable and variable Y is as the dependent variable.

The indicators of variable X (students' language aptitude) are as follows:

1. Number learning (Associative memory)

The students listen to the Kurdish number system 1 to 3 , plus 'tens' and form of these numbers, then they are tested by hearing numbers which are combinations of these elements.

2. Phonetic script (Phonemic coding ability)

The students are tested about the system of phonetic notations for some English phonemes.

3. Spelling clues (Native language vocabulary)

The students are given clues to the pronunciation of the word and then asked to choose a synonym from a list of alternatives.

4. Words in sentences (Grammatical sensitivity)

The students have to decide which of the underlined words in the second sentence fulfills the same function as the underlined words in the first sentence.

5. Paired associates

The students study a written Indonesian-English vocabulary list, practice the stimulus-response pairs seen, and then tested by multiple choice items.

The indicators of variable Y (students' achievement in learning English) are as follows:

1. Reading

- a. Understanding the meaning of functional text and simple essay of report, narrative and analytical exposition in daily life context.

2. Listening

- a. Understanding the meaning of transactional and interpersonal conversation in daily life context.
- b. Understanding the meaning of functional and monologue text of report, narrative and analytical exposition in daily life context.

3. Speaking

- a. Expressing the meaning of transactional and interpersonal conversation in daily life context.
- b. Expressing the meaning in short functional and monologue text in form of report, narrative and analytical exposition in daily life context.

4. Writing

- a. Expressing the meaning in the functional text which are report, narrative and analytical exposition text in daily life context.

D. The Assumption and Hypothesis

1. Assumptions

In this research, the researcher assumes that:

- a. The students' achievement in learning English is various.
- b. The students' language aptitude is various.
- c. The individual difference might make different achievement.

2. Hypothesis

- a. The Null Hypothesis (H_0)

There is no significant correlation between students' language aptitude and their achievement in learning English at the eleventh grade of State Senior High School 3 Pekanbaru.

- b. The Alternative Hypothesis (H_a)

There is a significant correlation between students' language aptitude and their achievement in learning English at the eleventh grade of State Senior High School 3 Pekanbaru.

