

CHAPTER I INTRODUCTION

A. Background of the Problem

Teachers today are required to shift the focus of the classroom on the students. However, when they try to apply the student-centered theory into practice, they often find that the students might not be as active as they are supposed to be. Among many of the causes, the students' affection domain is one that plays a destructive role in their learning.

Learning English as a foreign language is important. It is the medium of a great deal of the world's knowledge, especially in such areas as science and technology. It requires mastering the four language skills; listening, speaking, reading and writing. This process will be influenced by various factors, among which learners' affection is an important one. The affective domain includes emotions and psychological facets that the learners hold about learning which can lead to different learning styles and learning achievement. Those facets can be motivation, attitudes, anxiety or self-esteem. They can be positive or negative factors. Anxiety is one of the principal components of the various affective elements. Spielberger in Douglas defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".¹ It has often been regarded as an obstacle to language learning. According to the Krashen's affective filter hypothesis,

¹ H Douglas Brown. *Principles of Language Learning and Teaching*. 5th ed. (New York. Pearson Longman, 2007), p. 161.

learners with higher degree of anxiety will achieve lower in their studies while those with lower degree of anxiety will take in more comprehensible input, and therefore will achieve successfully in their learning.² It means that, it is important to understand the relationship between anxiety and students' English learning achievements, so the teachers may understand their students better and can provide more suitable and specific helps for their students.

Based on the school based curriculum, the purpose of studying English in Senior High School is that the students are able to achieve the informational level that is accessing the knowledge by using the language ability of understanding or producing an oral or written text applied into four skills of English which are reading, listening, speaking and writing³. MA Al-Qasimiyah Sorek Satu Pelalawan is one of the schools that also implies the School Based Curriculum as its guidance in teaching and learning process. In MA Al-Qasimiyah, English has been taught since the first year of English teaching period. It is taught twice a week with time duration about 90 minutes in each meeting.

Based on the writer's preliminary observation in this school, English has been taught by using some strategies. Generally, the teacher gave the lesson based on the students' book and any other material. They had speaking, reading, listening and writing practice in many topics, such

² J.C Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 2nd ed. (Cambridge: Cambridge University Press, 2001), p. 183

³ Badan Standar Nasional Pendidikan. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah Standar Kompetensi dan Kompetensi Dasar SMA/MA*. (Jakarta: BSNP, 2006.) p. 126

as retelling, role playing and discussion. But, those activities still made some of the students were not active as they were supposed to be. They still kept silent in the class and sometimes seemed anxious in learning English.

Language learning is a hard work. Effort is needed in every moment and must be maintained over a long period of time. In teaching English, the teacher should have an ability to create an interesting, fun, enjoyable, and enthusiastic atmosphere in the classroom in order to achieve successful learning. There were some efforts had been done by the teachers of the first year in MA Al-Qasimiyah to lower the students' anxiety by doing ice breaking activities at 15 minutes before the first subject. Furthermore, the teacher of English also made some games like singing a song, doing a puzzle, discussing interesting material, and so forth. It is hoped that the students could be lower in their anxiety. Thus, based on the teachers' efforts above, the students had to get a high achievement in learning English. But in fact, the students' achievement in learning English still did not reach the expected score by the curriculum. As information, in this school, the Minimum Standard Score (KKM) for English Lesson is 70 point.

However, based on the writer's observation and interview with the teacher of English of the first year at MA Al-Qasimiyah Sorek Satu Pelalawan, the writer found some problems faced by the students. It can be seen in the following phenomena:

1. Some of the students did not participate while they were learning English.
2. Some of the students did not have confidence to share their ideas while they were leaning English.
3. Some of the students were afraid to answer the questions from the teacher.
4. Some of the students were not brave to show off their ability in English.
5. Some of the students had lack of motivation in learning English.

Based on the phenomena depicted above, it can be stated that some of the first year students still had problematic in terms of their achievement in learning English. Thus, the writer was interested in investigating the phenomena above into a research entitled: ***“The Correlation between Students’ Anxiety and Their Achievement in Learning English of the First Year at MA Al – Qasimiyah Sorek Satu Pelalawan”***.

B. The Problem

1. Identification of the Problem

Based on the background of the problems stated above, it is clear that some of the first year students of MA Al-Qasimiyah Sorek Satu were still encountering the difficulties in learning English, especially in terms of achievement in learning English. Concerning to the students’

difficulties, there were many problems that could be investigated as follows:

1. Some of the students were fear of making mistakes when they are speaking in front of the class.
2. Some of the students were nervous facing the English test.
3. Some of the students were difficult to concentrate while learning English.
4. Some of the students did not enjoy in learning English.
5. Some of the students felt anxious in learning English.
6. Some of the students still had score under the standard minimum for English lesson.

2. Limitation of the Problem

The problems identified above were quite board, the writer limited the problems of the research into the students' anxiety and their achievement in learning English of the first year at MA Al-Qasimiyah Sorek Satu Pelalawan.

3. Formulation of the Problem

Based on the limitation of the problem stated above, thus, the research questions were formulated in the following questions:

1. How is the students' anxiety of the first year at MA Al-Qasimiyah Sorek Satu Pelalawan?
2. How is the students' achievement in learning English of the first year at MA Al-Qasimiyah Sorek SatuPelalawan?

3. Is there any significantly negative correlation between students' anxiety and their achievement in learning English of the first year at MA Al – Qasimiyah Sorek Satu Pelalawan?

C. Objective and Significance of the Research

1. Objectives of the Research

Based on the formulation of the problem, objective of the research are:

1. To find out the students' anxiety of the first year at MA Al-Qasimiyah Sorek Satu Pelalawan
2. To find out the students' achievement in learning English of the first year at MA Al-Qasimiyah Sorek Satu Pelalawan
3. To find out whether there is a significantly negative correlation between students' anxiety and their achievement in learning English of the first year at MA Al-Qasimiyah Sorek Satu Pelalawan or not.

2. Significances of the Research

Hopefully, the research findings are expected to be:

1. Very meaningful, especially for the writer as a novice researcher in term of learning to conduct a research.
2. This research findings are also expected to be valuable inputs for both students and teacher of English of the first year at MA Al-Qasimiyah as a considerations for the following teaching points.

3. Besides, this research findings are also expected to be meaningful, especially for those who are concerned with teaching and learning of English.
4. Finally, this research findings are also expected to be meaningful inputs for both practical and theoretical development of TEFL and TESOL in general.

D. Definition of the Terms

1. Correlation

Correlation is a measure of the strength of the relationship between two sets of data.⁴ In this research, correlation refers to determine the relationship between the students' anxiety and their achievement in learning English of the first year at MA Al-Qasimiyah Sorek Satu Pelalawan.

2. Anxiety

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.⁵ In this research, anxiety refers to students' anxiety of the first year at MA Al-Qasimiyah Sorek Satu Pelalawan.

⁴ Jack C. Richards, John Platt, Heidi Platt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Pearson Education Limited. England:Longman, 1992), p. 89

⁵ H Douglas Brown, *Loc.cit.*

3. Achievement

Achievement is something done successfully with an effort and skill.⁶

In this research, achievement refers to the students' achievement in learning English of the first year at MA Al-Qasimiyah Sorek Satu Pelalawan.

⁶ Hornby. *Oxford Advanced Learner's Dictionary of Current English*. (New York: Oxford University Press, 1995), p. 8