

**CORRELATION BETWEEN LEVEL OF ANXIETY AND ENGLISH
ACHIEVEMENT OF FRESHMEN STUDENTS AT MADRASAH ALIYAH
UNGGULAN BANDUNG TULUNGAGUNG 2014/2015**

THESIS

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MOTTO

*The best pleasure in life is doing what people say
you cannot do.*

DEDICATION

This thesis is dedicated to:

- ❖ *My beautiful wife, Isnatul Khoiriyah, who always become friend to share my life story*
- ❖ *My “great” parents, Mr.Muhadi and Mrs. sulikah, for their biggest support and hours of patience. Deeply, no words can represent my grateful feeling for all you both have done for me.*
- ❖ *My parents in law, Mr.Mahrudin and Mrs. Sri Suprihadin, who give me motivation, suggestion and aspiration.*
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- ❖ *My best friends both in PPL and KKN*
- ❖ *All of my classmates of TBI-C*
- ❖ *My Almamater IAIN Tulungagung*

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Tulungagung, July 09th 2015
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ABSTRACT

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Keywords: Anxiety, Achievement

The need for mastery in academic English, both spoken and written, is becoming more significant in the 21st century. Therefore, it has become a major agent of globalization and its contribution has resulted in English which, in turn, has resulted in it becoming a prerequisite for an individual to become a part of the international society. In some extent, academic success usually depends upon students' ability in mastering academic requirement. However, there are some psychological factors that influence students' academic success such as motivation, cognitive style, and anxiety. Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem that can affect academic achievement in learning English.

The formulation of the research problem was "is there any correlation between level of anxiety and English achievement of freshmen students in senior high school?"

The purpose of the study was aimed to investigate the correlation among correlation between English learning anxiety level and English achievements.

Research method: 1) research design in this study was correlational design with quantitative approach; 2) the population and sample in this study was all of the freshmen students at madrasah aliyah Unggulan Bandung Tulungagung; 3) the research instruments conducted through questionnaire and tests; 4) the data analysis used SPSS 16.0 programme of *Pearson-Product Moment* correlation.

For the anxiety questionnaire score, the calculation of the result showed that the mean score or the average score was 70.71. This mean score was in the level up to 70-84. So, it can be concluded that the students' level of anxiety was severe categorization. Besides, English test resulted 61.41 as its average score. It was in the level 61-80. So, it can be concluded that the students' English test score was very good categorization. The coefficient correlation or the "r" Pearson Product Moment, in column *sig. (2-tailed)* showed 0.000 that was lower than *level of significant* (α) 5% (0.349) and in 1% (0,449) or $0.349 > 0.000 < 0,449$, then H_a was accepted, and H_o was not accepted. Besides, the researcher found that the

correlation value was -0,868. Therefore, based on the interpretation table given by Arikunto (2010: 319), the correlation between students' level of anxiety and their English achievements lies in *high correlation*. Because the value is negative, it indicates that the correlation is *negative*. For the whole explanation above can be summarized the correlation between two variables of both students' correlation between level of anxiety and English achievement of freshmen students at Madrasah Aliyah Unggulan Bandung Tulungagung 2014/2015 was negative high correlation. it's mean if the score higher at one side, the lower level at the other.

ABSTRAK

Habib, Asy'ari. NIM. 3213113079. 2015. Korelasi antara tingkat kecemasan siswa dan prestasi siswa di madrasah aliyah Unggulan Bandung Tulungagung Tahun Akademik 2014/2015. Skripsi. pendidikan bahasa Inggris. fakultas pendidikan dan ilmu keguruan Intitut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Emi naja M. Pd. NIP. 19820107 2011 01 2 010.

Kata kunci: kecemasan, prestasi

Kebutuhan penguasaan bahasa Inggris akademis, baik lisan dan tertulis, menjadi lebih signifikan dalam abad ke-21. Oleh karena itu, telah menjadi agen utama globalisasi dan kontribusinya telah mengakibatkan dalam bahasa Inggris yang, pada gilirannya, menyebabkan itu menjadi prasyarat bagi seorang individu untuk menjadi bagian dari masyarakat internasional. Dalam batas tertentu, keberhasilan akademis biasanya tergantung pada kemampuan siswa dalam menguasai persyaratan akademik. Namun, ada beberapa faktor psikologis yang mempengaruhi siswa akademik sukses seperti motivasi, gaya kognitif, dan kecemasan. Kecemasan adalah reaksi normal terhadap situasi tertentu. Tingkat kecil kecemasan adalah normal, tetapi kecemasan yang parah bisa menjadi masalah serius dapat mempengaruhi prestasi akademik dalam belajar bahasa Inggris.

Rumusan masalah penelitian ini adalah "apakah ada korelasi antara tingkat kecemasan dan prestasi Bahasa Inggris siswa mahasiswa di SMA?".

Tujuan dari penelitian ini bertujuan untuk mengetahui hubungan antara korelasi antara tingkat kecemasan belajar and prestasi Inggris

Metode penelitian: 1) desain penelitian dalam penelitian ini adalah desain korelasional dengan pendekatan kuantitatif; 2) populasi dan sampel dalam penelitian ini adalah semua siswa mahasiswa di madrasah aliyah Unggulan Bandung Tulungagung; 3) instrumen penelitian yang dilakukan melalui kuesioner dan tes; 4) analisis data yang digunakan SPSS 16.0 program Pearson-Produk Moment correlation.

Untuk skor kuesioner kecemasan, perhitungan hasil menunjukkan bahwa mean skor atau nilai rata-rata adalah 70,71. Berarti nilai ini berada di level 70-84. Jadi, dapat disimpulkan bahwa tingkat siswa kecemasan adalah kategorisasi yang parah. Selain itu, tes bahasa Inggris menghasilkan 61,41 sebagai nilai rata-rata. Itu di tingkat 61-80. Jadi, dapat disimpulkan bahwa skor tes bahasa Inggris siswa adalah kategorisasi yang sangat baik. koefisien korelasi atau "r" Product Moment Pearson, dalam kolom sig. (2-tailed) menunjukkan 0,000 yang lebih rendah dari tingkat signifikan (α) dalam 1% (0,049) dan 5% (0,349) ,0,349> 0,000 <0,449, maka H_a diterima dan H_0 tidak diterima. Selain itu, peneliti menemukan bahwa nilai korelasi -0.868. Oleh karena itu, berdasarkan tabel interpretasi yang

diberikan oleh Arikunto (2010: 319), korelasi antara tingkat siswa kecemasan dan prestasi bahasa Inggris mereka terletak pada korelasi yang tinggi. Karena nilai negatif, hal itu menunjukkan bahwa korelasi negatif. Untuk seluruh penjelasan di atas dapat disimpulkan korelasi antara dua variabel antara tingkat kecemasan dan prestasi Bahasa Inggris siswa mahasiswa di madrasah aliyah Unggulan Bandung Tulungagung 2014 / 2015 adalah negatif korelasi yang tinggi. ini berarti jika skor bernilai tinggi pada satu sisi maka di sisi lain akan rendah.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 9th 2015

The writer

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