

CHAPTER I

INTRODUCTION

In this chapter, the discussion is divided into seven sub topics. They are background of the research, research problem, objective of the research, research hypothesis, significance of the research, scope and limitation, definition of key term.

A. Background of The Research

The need for mastery in academic English, both spoken and written, is becoming more significant. Today, most of people worldwide speak English. Thus, 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 business and cultural 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, anxiety, etc. anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz and Cope, 1986).

Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem. One of the factors that can trigger students' anxiety in English class room is lack of English proficiency because they worry what should they do toward the lesson. English achievement is result of test

that is supposed to measure students' English proficiency. Students who get high scores are assumed well in acquiring English and vice versa. Students who get low score is more challenge in doing test because it can decrease their self confidence before and during answering the test. Based on this interaction it was made known that many students of the college show more anxiety related problems with approach of examinations than they do during the beginning of a semester and no enough medical materials to assist these students (Heatherton, 2003).

Some people view the behavior of anxious students who perceive the classroom experience to be threatening perhaps because of history and expectation of failure or because they anticipate negative consequences if they attempt to achieve. Some research has reported that highly anxious students often indulge in daydreaming. These behaviors make us think about ways of protecting ourselves from a perceived threat but each interface with our productivity and achievements. The relationship between anxiety and academic achievements is complex. Although high levels of anxiety may approve performance on simple well practiced task, yet it seems to interface with academic performance on new or difficult assignments. In general anxiety that is too high can block learning and teachers with high anxious students may need to concentrate on building relationship that allow the students to feel not threatened in that environment.

Over the past decades, a certain amount of research on the role of foreign language anxiety in foreign language learning showed that anxiety influences

language learning and production (Philips, 1992). A significant relationship was found in the relationship between English learning anxiety and students' English proficiency.

It is still interesting to conduct study about students' anxiety relating to academic successful. In this case, the researcher gets interested in investigate to prove whether any relation between anxiety and academic achievement. The researcher chooses freshmen students because freshmen students are get anxious rather than their senior. Transition from one school to another force them to live in new environment with new people that most of them never met before. Madrasah Aliyah Unggulan is one school which located in Bandung regency. Madrasah Aliyah Unggulan has Islamic boarding school that require the students to live in. it is also significant chance in pace for some new students to be living in a city and managing things like laundry, an eating schedule, the self discipline to go to sleep at a reasonable hour or wake up early enough. Transition issue can raise all type of emotion, like anxiety, feeling down and just simply overwhelmed (Carrilanda .2004). Therefore, the researcher prefer to conduct study entitle Correlation between level of anxiety and English achievement of freshmen students at madrasah aliyah Unggulan Bandung Tulungagung 2014/2015.

B. Research Problem

In this study, the researcher formulated the problems “is there any correlation between level of anxiety and achievement of freshmen students Madrasah Aliyah Unggulan Bandung Tulungagung?.”

C. Objective of the Research

The purpose of this study is to investigate whether there is a correlation between English learning anxiety level and English achievements among freshmen students of senior high school.

D. Research hypothesis

H_1

There are any correlation between level of anxiety and students' English achievement

H_0

There are no correlation between level of anxiety and students' English achievement

E. Significance of the Research

This study is expected to be useful for the researcher, the students, the teachers and the future researchers.

For the researcher, this study is very important to know relation between freshman students' anxiety level and their English achievement and also to fill academic requirement. In other hand, this study is also important to students that giving information about the importance of controlling their anxiety that may have contribution in their achievement. This study also has advantages for the teachers. Base on this information, students' anxiety aspect in process of teaching learning should be considered in selecting method of teaching or using media that appropriate with their students' characteristic. Finally, this study may give contribution for future researcher that supply needed information.

F. Scope and Limitation

This research focuses on investigating correlation between level of anxiety and English achievement of freshmen students at Madrasah Aliyah Unggulan Bandung Tulungagung

G. Definition of Key Terms

Definition of key terms is necessary to be given in order to avoid misunderstanding and misinterpretation of the title. In this study the researcher determine anxiety, English achievement and freshmen students of senior high school as key term that should be defined. Horwitz, and Cope (1986) stated that "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 125).

English achievement is the score that students get from English test. And finally, freshmen students of senior high school are students of the first year in a certain senior high school.