CHAPTER I
INTRODUCTION

1.1 Background of Problem

English is an International language that is often used in the world. It can be used to communicate, interact, and negotiate with others. It has become an International language that is almost used by many countries. In Indonesia, English is the first foreign language and taught from the Kindergarten, Elementary School, Junior High Schoool, and Senior High School as one of the compulsory subjects. In this condition, all of the students should have a good competence in English.

Learning is a basic process of understanding to the knowledge and science and also the process of gaining something. Pritchard (2009:1) stated that learning is something of which have an understanding and participated. It means that, the learning process needs comprehension of the material and participation of the learners. The process of learning cannot be separated from the word of achievement. In accordance with the Dictionary of Education (2003:4), 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. 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. From the both definition stated, learning

achievement is skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers.

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, the 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 the students' English achievement.

Kumaravadivelu (2008:30) stated there are several aspects or points that affect for students' achievement in learning process. They are: age, anxiety, learning strategies, communication, knowledge, and environment. The environment which is related to the climate is one of aspect that affects achievement. In accordance, Campbell in Kyriacou (2009:126), classroom climate is one in which the teachers authority to organize and manage their learning activities is accepted by pupils, there is mutual respect and rapport, and the atmosphere is one of purposefulness and confidence in learning. It means that classroom climate will run well when the teacher and students are working together cooperatively in classroom.

SMAN 5 Pekanbaru, which is located on Bawal Street, is one of schools in Pekanbaru that applied Curiculum 2013 as the foundation for conducting learning process. Based on the writers' preliminary research in SMAN 5 Pekanbaru, English is taught twice a week with time duration 45 minutes. This school also has English study club which is used by the students to improve their English skills.

Basically, having 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, the researcher found the problems based on the observation and interview with the teacher of English of the second year of SMAN 5 Pekanbaru.

First, some of the students got low score at the final test. The material was already learned by the students but some of students were confused to answer the test. It means that the students did not too understand about the material in the class.

Second, some of the students had low motivation in learning English. The students were lazy and not interested in learning english. In this problem the teacher in the school must have a good strategy for the students to make a students to be interested in learning english.

Third, some of the students did not pay attention while they learned English. It was caused by the student who did not master the vocabulary well. As the consequence, the students got difficulty in interpreting the meanings of the difficult words. It makes the students hsd a low attention to their teacher's explanation. In addition, the students also often made noise in the classroom. Finally, they could not get the point about the materials.

Last, some of the students did not obey the rules and regulations in the classroom. While teaching and learning process, they played their handphone and talk with his/her friend. In this problem, the teacher have to create the classroom climate to be interested so the students would be focused on learning English.

Based on the phenomena stated, the researcher concluded that some of the students at SMAN 5 Pekanbaru still have problem in English that affect their score or achievement. Therefore, the researcher is interested in conducting a research entitled: "The Correlation between Classroom Climate and English Achievement of Second Year at SMAN 5 Pekanbaru."

1.2 Setting of the Problem

It has been discussed in the background that there are some of factors that make students difficulties in learning English based on the observation and interview with the English teacher and students of the second year students at SMAN 5 Pekanbaru, such as:

First, some of the students got low score at the final test. The material was already learned by the students but some of students were confused to answer the test. It means that the students did not too understand about the material in the class.

Second, some of the students had low motivation in learning English. The students were lazy and not interested in learning english. In this problem the teacher in the school must have a good strategy for the students to make a students to be interested in learning english.

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1.3 Limitation of the Problem

There are several aspects or points that affect for students' achievement in learning process, such as; age, anxiety, learning strategies, communication, knowledge, and environment. In this research, the researcher focuses on the environment which is related to the climate is one of aspect that affects achievement. Therefore, the researcher wants to focus on the correlation between classroom climate and English achievement of the second year students at SMAN 5 Pekanbaru.

1.4 Formulation of the Problem

Based on the limitation of the problem stated, thus the problems of this research will be formulated in the following research question :

1.4.1 What is the correlation between classroom climate and English achievement of the second year students at SMAN 5 Pekanbaru?

1.5 Objective of the Research

Concerning with the problem statements, this study has come objectives described as follows:

1.5.1 To know whether there is or not a significant correlation between classroom climate and students' English achievement of the second year at SMAN 5 Pekanbaru.

1.6 Significance of the Research

By conducting this study, some significances could be expected in contribution to the teachers, the students and the researchers.

1.6.1 For the teachers, to give contribution to the teachers in establishing a positive the classroom climate, particularly the English teacher of SMAN 5 Pekanbaru.

1.6.2 For the students, to give motivation in establishing the classroom climate to be interested in order to acquire the sucessfullness in learning English, particularly the students of eleventh grade at SMAN 5 Pekanbaru.

1.6.3 For the researchers, the researcher expects that he or she can study and gets more information to identify the problem both of classroom climate and English achievement. Besides, the researcher will get the new experience and knowledge for teaching the students in the school.

1.7 Definition of the Key Terms

To avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the researcher to define the following terms:

1.7.1. Correlation

In according to Longman Dictionary (2010:139) correlation is a measurement of association between two artificially dichotomized variables . Meaning that there are two variables that correlate each other which one variable has relevance each other. In this research, correlation is defined as the correlation between Classroom climate and students' English achievement of eleventh grade at SMAN 5 Pekanbaru.

1.7.2. Classroom Climate

Campbell (2009:111) defined classroom climate as concerned with how the teacher and pupils feel about each other and learning activities in hand. Classroom climate which refers to the emotional tone of teacher and pupil relationships in classroom is relationship which constructed on emotional and social aspects. According to Leone (2009:9) Classroom climate is the classroom environment involving the shared perceptions of the students and the teachers .

1.7.3. Learning Achievement

Learning achievement is the result of a learning process that achieved by students in middle semester or at the end of semester. The achievement can be seen from students' mark based on their test. Learning achievement is

also called as academic achievement. Genesee et al (2006:178) stated that academic achievement refers to content area as measured in English mathematics, science, or social studies; it does not cover the content areas of English language arts, foreign language or other humanities cognition . Based on the definition above, the achievement was not only based on the cognition, but also psychomotor and affection. Thus, the study of this research refers to the students' achievement in learning English of eleventh grade at SMAN 5 Pekanbaru.