

Chapter 1: introduction

Basic Consideration

The quality of education depends on students' learning achievement.

Learning achievement is defined as the result of teaching learning process during specified period, while the result of learning achievement is expressed through number or symbol. According to McClelland, Atkinson, Clark, and Lowell (1976, p. 110) achievement is a part of result competition through some excellence of alternative standard. The alternative standard is attainment of education quality. The attainment is yielded by a learning process in school. Meanwhile, learning achievement can be perceived through knowledge, skill, ability, behavior, attitude, etc. In this case, students' learning process can be improved by some activities in the class, such as individual examination, discussion, feedback concept, portfolio, practice and observation.

Education quality needs more attention from related parties. Therefore, a lot of manner has been done by government to increase the quality of students' learning achievement such as developing the curriculum, learning method and strategy. One of the strategies is an interesting program like International Organization for Standardization (ISO). The program is a symbol of education quality in an institution like school. The School is given the ISO's certification as an evidence of good education in all aspects. The aspects involve teacher method, range of facility, and suitable school.

Factuality indicates some schools have coping to reach certificate of ISO, however teachers are still difficult to increase the students' proclivity toward the important of the education. As a consequence, students have different level in learning achievement, especially in English lesson. Marzano, Pickering, and Pollock (2001, p.2) believes that students have variety score of learning achievement, in which some students have low, neutral and high score in the class. Whereas, Kannan (2009, p.1) explains that students are barely having the trouble in learning because of the lesson is practically involving hard to be understand. It means that, one of students' obstacles is the lesson in which hard to be understood since English is foreign language. The argument is strengthened by Chen and Chang (2004, p. 279) who state that foreign language reduced students' motivation in the learning process.

A professor of psychology known as Huberty (2009, p. 12) clarified that the student obstacles appear irrational apprehension which disturb students' concentration during learning process, so it influences students' achievement. One of the apprehension symptoms is lack of students' motivation during learning process in class. The apprehension indicates student's primary characteristic such as physiology, cognitive and behavior. It means that the program is not yet increase the education quality if the students have obstacle with the lesson.

The apprehension influences all education levels. The fact is experienced by English teacher in SMK Gotong Royong Telaga. Although, the school has level of International Organization for Standardization, but the English teacher has confessed the difficulty in transferring the material. Some students did not want

participate during English lesson. The students seemed to have lack of proclivity when learning English lesson. They prefer other lesson to English. The students' attitude designated that the students experienced irrational apprehension during English lesson. Therefore, the researcher is interested in examining more deeply by conducting a research with the tittle "the influence of apprehension impact on students' English learning achievement in SMK Gotong Royong Telaga".

Research Question

Based on the previous explanation, the research question of this research is "is there significant influence of apprehension impact on students' English learning achievement?"

Aim of the Study

The aim of the study can be formulated based on basic consideration and the previous research question. Therefore, the goal of the study is to find out influence of the apprehension impact on students' learning achievement.

Delimitation of Study

The study is limited in order to simplify its area. Furthermore, this study is focused only on investigating the influence of the apprehension impact on students' learning achievement in SMK Gotong Royong Telaga. Its investigation is only involving the XI grade of the Agribusiness of Multifarious Livestock.

Significance of the Study

This research will be advantageous for many sides. Its significance is expected to be beneficial for the teacher, students and researcher. It helps the teacher to know about the influence of apprehension impact on learning achievement, so that the teacher can give the understanding about ugly impact of apprehension toward the students' achievement. Moreover, it helps the students to understand the apprehension impact on their English learning achievement, so that they will be more enthusiasm during English lesson and have good achievement although the lesson is foreign language. Finally, it is expected be able to increase researcher's knowledge about apprehension impact on English learning achievement.