

**CHAPTER I**  
**INTRODUCTION**

# Chapter I

## Introduction

### 1.1 Background of the study

English is the most important foreign language as it is widely spoken in the world. Not only when we communicate with foreign people we need English, but we also need it to read textbooks which are mostly written in English and to keep up with the development of modern technology. Based on this consideration, English, then, has become one of the compulsory subjects starting in the secondary schools in Indonesia.

In high schools, English is taught to prepare students for their university study or to equip them with enough English skills for their work life. This is in line with the goal of teaching English as stated in the High School Curriculum (1994: 1) :

“Pada akhir sekolah menengah umum siswa memiliki keterampilan membaca, menyimak, berbicara, dan menulis dalam bahasa Inggris melalui tema yang dipilih berdasarkan tingkat perkembangan dan minat mereka, tingkat penguasaan kosakata (lebih kurang 2500 kosakata untuk program bahasa), dan tata bahasa yang sesuai.”

“ At the end of Senior High School, students should have the skills of reading, listening, speaking, and writing in English through the chosen theme based on their level of development and interest with level of vocabulary mastery for 3000 words.”

Revision of the curriculum has been done, it is then followed by the development of the teaching materials and teachers training. However, questions

about the success of the English teaching in our high schools still emerge. In fact, the success of any teaching program is determined by all factors that are involved in it.

From the students' side there are two types of factors that should be considered for the success of learning. They are from the students themselves and their environments. According to Winkel (1983:18) "Growth and Physical Health" are the physical factors that show certain indications of shortage of nutrition. He also adds certain spiritual factors, such as: intelligence, motivation in learning, and family environment factors. In the learning process, the student's basic ability for thinking or intelligence must be considered because their intelligence is their own academic ability. Besides intelligence, we should think about intrinsic and extrinsic motivation, for example the existence of students' responsibility and outside stimulation sources. Irwanto (1989:217) states that extrinsic motivation does not come from the students themselves but from outside stimulation sources. At last, the inside factor also adds that family environment factors have also influenced the students, learning process. In making or creating good success of learning, certain outside factors should also be considered, too. They are "learning process factor at school" that is connected with all activities in school, and "social factor and situational factor at school" that influence about people way of life.

Among the influencing factors, the writer would like to know further about the role of intelligence and interest in learning English. Therefore, in this study, she

wants to know whether there is a correlation between the students' intelligence and interest and their achievement

### **1.2 Statement of the Problem**

The statement of the problem of this study is stated as follows:

- Is there any significant correlation between the students' intelligence and interest and their English achievement?

### **1.3 Objectives of the Study**

Derived from the above statement the objective of this study is to find out whether there is any significant correlation between the students' intelligence, interest and their English achievement.

### **1.4 Significance of the Study**

As stated in the objectives and the problem statement, this study tries to analyze the role of intelligence and interest. Therefore, the writer expects that the result of this study will give some insight concerning factors influencing the success of learning English. Specifically, the writer would like to realize the role of intelligence and interest in learning English. Hopefully by realizing this, teachers will be able to choose the appropriate techniques, methods, and teaching materials.

## **1.5 Limitation of the Study**

The scope of this study is the teaching of English in the High school. Specifically, the writer discusses about the factors influencing the success of the teaching and learning. In this study she discusses interest and intelligence as the influencing factors.

The achievement of the second year students is the scope of this study, thus, the writer will not take into account the materials or the techniques used by the teacher. She does not make any assessment of students' intelligence and interest but takes available data.

## **1.6 Assumption**

This study is based on the following assumptions:

1. Interest arouses, directs, sustains, and determiner the intensity of learning effort, M. Buchori (1982: 24)
2. Learning effort is an essential factor of one's level of achievement
3. According to Floyd L Ruch (1948:192) intelligence as the term is used by psychologist, includes all the abilities through which knowledge is acquired, retained and applied to the solution of a problem, it includes abilities in perception, memory, judgement, and learning.

## **1.7 Theoretical Framework**

This study is based on the theory of teaching English. According to Kimble and Garnezy (1987: 6) teaching is showing or helping someone to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand. Suyanto (1995: 1) states that the teacher is an important factor of the English teaching-learning process. Another expert, Brown (1987: 7) says that teaching cannot be defined as a part from learning. Teaching is guiding and facilitating learning, enabling the learner to learn. The above theory states that teacher should be a teaching-learning maker. Thus, he can create many varied situations in motivating students to follow the lesson discussed.

Not only teaching-learning process that is created successfully is important, but intelligence and interest should also play an important role in the success of this process. B. Von Haller Gilmer (1970:200) says that intelligence involves such primary abilities as understanding the complexities of language and reasoning and being able to perceive space and time relationships, it also includes being able to carry out functions dealing with numbers and with solving an array of practical problems. And Sadli (1986:100) states that interest has a connection with stimulus, motives, and emotional respond.

## 1.8 Hypotheses

Based on the theory of the role of interest and intelligence in learning a language that is presented in theoretical framework, the writer formulates two hypotheses:

1. [  $H_0$  ] or the null hypothesis

There is no significant correlation between students' intelligence and interest and their English achievement.

2. [  $H_a$  ] or the alternative hypothesis

There is positive significant correlation between students' intelligence and interest and their English achievement.

## 1.9 Definition of Key Terms

There are three key terms in order to avoid the different interpretation between the writer and the reader

1. Intelligence is the global characteristic of human beings closely associated with their ability to learn language (Layton: 1979: 13)
2. Sadli (1986) says that interest is a condition which arouses motivation to learn higher than the standard
3. Gardner (1985:127) states that achievement is the result, which the students got from studying English. The average score of formative test and summative test represented the students' achievement.

### **1.10 Organization of the Study**

This thesis consists of five chapters. The first chapter is the introduction. Reviewed of the related literature is discussed in chapter two. The third concerns with the methodology of this study. Likewise the analysis and the interpretation of the data will be described in chapter IV. And chapter V will discussed about the conclusion and suggestions of this study.