

ABSTRACT

Jariyah, Siti. 2016. *The Correlation between Teacher's Socio-Emotional Climate and Students' English Achievement of the Eight Grade Students at MTs Ma'arif Klego in Academy Year 2015/2016*. A Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Winantu Kurnianingtyas Sri Agung., S.S, M.Hum.

Key words: Teacher socio emotional climate, English achievement.

Teaching learning process basically is interaction between students and teacher. Teacher and students communication play a central role in establishing a quality classroom learning environment. The teacher and students who have a good relation should do effort to increase English achievement in teaching learning process. The efforts are such create good relationship to better quality of teaching learning process and achieved the goal of learning in the classroom with a perfect grade. The objective of this research is to find out whether there is significant correlation between teacher's socio-emotional climate and students' English achievement.

This research was conducted correlation design. The number of the sample in this research was 21 students of Eight Grade at MTs Ma'arif klego ponorogo in Academy Year 2015/2016. The technique of data collection of this research were questionnaire and documentation. The data were analyzed using product moment formula.

After analyzing the data, the researcher finds that the average score of teacher's socio emotional climate is 47,68% with score range 57-65. It means that the teacher's socio emotional climate is in good category. Then the average of students' English achievement score is 47,68 % with score range 47-79. In other words, English achievement is in enough or moderate category. The research shows that r_{xy} or the correlation score between teacher's socio emotional climate and students' English achievement is 0.771, with the degree of freedom is $N= 21-2=19$. It has been got the empirical number 0.771 in which standard significance 5% r_t is 0.443. It means $r_{xy} > r_t$ or $0.771 > 0.433$. It can be concluded that H_a was accepted and H_0 was rejected.

In line with the findings above, it can be summed up that there is significant correlation between teacher's socio-emotional climate and students' english achievement of the eight grade students at MTs Ma'arif Klego in Academy Year 2015/2016. It implies that Teacher's Socio-Emotional Climate has high correlation on students' English achievement.

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching learning process basically is interaction between students and teacher. Teacher and students communication play a central role in establishing a quality classroom learning environment. Teacher behavior in a classroom therefore is an important dimension of the classroom learning environment that significantly contribute to words a unique classroom learning environment which is a result of interaction of students with peer.¹ Beside teacher-student communication and interaction, the teacher behavior is one of the part elements to establishing a classroom learning environment more effective.

Teacher as facilitator in teaching learning has to create situation and condition that are more effective and efficient. Teacher is an important component in increasing the quality of teaching and learning process.² The teacher not only sends information to the students, but must become the facilitator who was assigned to give the studying easy in the pleasant atmosphere, happy and was full the spirit. That students feel comfort and enjoy in the classroom and they more easily to achieve the goal in teaching learning.

¹Mary B. Klein, *New Teaching Teacher Issue*, (New York:Novan Science Publisher, Inc. 2006), 116.

² E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2007), 5.

The teacher and students who have a good relation should do effort to increase achievement in teaching learning process. The other efforts such as know the students characteristics, create good relationship, in order to better quality of teaching learning process and can be achieved the goal of learning in the classroom with a perfect grade.

JareBrophy defines classroom management as “creating and maintaining a learning environment that supports instruction and increase student’s achievements.”³ There are several ways to build a positive classroom climate such as mutual, trust, respect and carrying. The foundation of the climate is the relationships that established between teacher and students, and among students.

Beside as facilitator, the maintask ofthe teacheris to keepallstudentslearn effectivelyeither individually orin groups.Theyshould feelcomfortableor pleasedinschoolthattheycanachievehighacademic achievement. Consequence management and a good relationship between students and teachers in the classroom is the main thing in supporting the creation of learning process more quality and achievement of high academic achievement.

The result of teaching learning process can be seen from the students’ academic achievement. Achievement is the result after someone had studied.⁴ English achievement involved English language skills that should be commended by the learners. The scopes of English Achievements consist of four skills. They are speaking, listening, writing and reading.

³ Joyce McLeod, The Key Elements of Classroom Management, (USE: The Association for Supervision and Curriculum Development (ASCD), 2013), 62.

⁴<http://sunartombs.com/2009/01/05/pengertian-prestasi-belajar/accessed> 11 december 2015

Every student wants to get good achievement in every subject. "Learning Achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers".⁵

As students, they have a goal in achieving learning process. They have an obligation to learn and master aspects such extensive vocabulary, good pronunciation and four other aspects as mentioned above that they can achieve the goal of learning well. But, in fact in teaching learning process are possible to find the difficulties. Every student has a different way to achieve success. There are some factors that influence the students in achievement. One of factors that effects achievement is teacher's socio-emotional climate or students and teachers relationships.

Psychological environment or socio-emotional climate is an activity that is carried out on creating positive relationship in the classroom. Positive socio-emotional means there is a good relationship between teachers-students and students with other students. There are kinds members in measuring of socio-emotional climate, they are Emotional intelligent, Teacher burnout, Behavior and instructional management and teacher- students interaction but in this research just focus on teacher students interaction.

Based on my observation, in VIII B class at MTsMa'arifKlego the teacher socio-emotional climate or teacher-Students' communications and interaction are less. Students make noisy with their friends, sometime they are

⁵Hsiang Yung Feng, et all. "*The Relationship of Learning Motivation and Achievement in EFL. A thesis. Gender as an Intermediated Variable*, (2013), page 52. www.englishthesis.ac.id/jurnal/index.php, Accessed on 20th may 2016.

sleepy and they did not show interest in teaching learning process. Therefore, subjects cannot be run effectively and the learning process in the classroom cannot be achieved the goals.

The researcher argues that is the unique problem; because its contrast with most classroom conditions in general, usually students and teacher interaction and communication are good, students understand teacher's explanation. But that happens in MTs Ma'arifKlego just the opposite. The students crowded when learning process is ongoing. Some of them disrupt and invites to talk with his friend, who was listening to the teacher's explanation. These are the reasons in conducting this research. For the explanation above, the researcher interests with this problem and wants to analysis **the correlation between socio-emotional climate and students' achievement of the eight grade students at MTs Ma'arifKlego.**

B. Limitation of the Problem

The researcher limits her research on a correlation between students-*teacher relationship and students' English achievement of the eighth grade students at MtsMa'arifKlego in academy year 2015/2016.*

C. Statement of the Problem

Based on the opinion above, this study is conducted mainly to answer the following question:

Is there any correlation between teacher socio-emotional climate and students' English achievement of the eight grade students at MTsMa'arifKlego in academy year 2015/2016?

D. Objective of the Study

Concerning of the problem statements, this study has objective to define the correlation between teacher's socio-emotional climate and students' English achievement of the eight grade students at MtsMa'arifKlego in academy year 2015/2016?

E. Significances of the Study

1. Theoretical significance

The result of the study is expected to add the reference of improving students' classroom English Achievement and Teacher socio-emotional climate. It can be contributed in developing the education quality especially for English subject.

1. Practical significance

a. For the English teacher

For the teachers, the research could help them to build conducive and good relationship between teacher-students so that the learning process can be run affectively.

b. For the students

For the students, having good relationship among all classroom members includes teacher and classmate can build good climate in the classroom. Therefore, the teaching learning process in the classroom can be achieved.

c. For readers

This study is expected to give contribution to readers; especially the students of English. Department at STAIN Ponorogo, in enriching reference about the problem of study

F. Organization of the Study

The researcher organizes this thesis in to some part. The organization in this thesis as follows:

Chapter I Introduction. This chapter contains background of the study, limitation of the study, statement of the problem, objective of the study, significant on the study, and organization of the thesis.

Chapter II Review of Related Literature. The second chapter is theoretical background literature study includes theoretical background, previous research finding, theoretical framework, and hypothesis.

Chapter III Research Methodology. The third chapter contains research design, population and sample, instrument of data collection, technique of collecting data, and technique of data analysis.

Chapter IV Result and Discussions. It includes of research finding contain of data description, data analysis, then discussion and interpretation.

Chapter V Closing. It contains of conclusion, recommendation and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

This chapter presents review of related literature used in this study. The review of related literature has a goal of providing previous studies and information concerned with the research problem, including overviews of theoretical background, previous research finding, theoretical framework, and hypothesis.

1. Teachers' socio-emotional

a. Definition of Teacher

Teacher means is person who giving knowledge to students. Teacher in the community opinion is people is teaches in the certain place, not only in the formal institution but also mosque, home and etc.

Teacher uses many ways to describe what they do. Murphy quoted stated; teacher is who influence the students and adults in the school setting. Teacher was identified who reached out to other with encouragement technical knowledge to solve classroom problems and enthusiasm for learning new things

Teacher is a person who teaches other. Teacher is a reformer, teacher is a creature, and teacher is a human engineer, teacher is name of transfer knowledge.⁶

⁶ Abid Khalid, "Impact of Teacher's Background and Behavior on Students Learning". International Journal of Human Resource Studies. (Online), Volume 1 no. 2 1. (November 1,

b. Role of Teacher

The teachers have one unity of the role and the function that was not separated, between the teacher educational capacities, led, taught and train. From another point of view, as an educator, the teacher has roles, in part as facilitator, the motivator, give spirit and giver inspiration.⁷

1. Teacher as Facilitator

The teacher not only sends information to the students, but must become the facilitator who was assigned to give the studying ease to all the students, so that they can study in the pleasant atmosphere, happy, was full the spirit, not concern and brave raised the opinion openly.

2. Teacher as Motivator

The teacher must prosecute to generate the studying desire students. The generation of the desire or this studying appetite is the motivator. The motivator can be cause the occurrence of change energy in human, both psychological, distillation and emotions and then acting or do something to reach the goal.

3. Teacher Give the Spirit

As the give spirit, the teacher must be able to advocate the potential of student and agree with the aspiration and their feelings in the period that will come.

4. Teacher is Giving Inspiration

As the giver inspiration, the teacher must be able to acting out self and give the inspiration for students, so, as the studying activity can generate various

2011), 63. www.englishjournal.ac.id/jurnal/index/.php, Accessed on 27th May 2016.

⁷ E. Mulyana, StandarKopetensidanSertifikasi Guru, page 32.

thinking, for these interests, the teacher must be able to create the school environment safe, comfortable and orderly, optimist and hope that were high from all over the pupil, the health of the school, with the activities that were focused the student, in order to be able to give the inspiration, generate the desire, the passion and the studying spirit

c. Socio-emotional

NovanArdiWiyani stated Socio-emotional is an activity that is carried out on creating positive relationship in the classroom. Positive socio-emotional means there is a good relationship between teachers-students and students with other students.⁸ There are measures of socio-emotional climate.

a. Emotional intelligent

Emotional Intelligence is the ability to understand own emotions and those of people around. The concept of emotional intelligence means must persons have a self-awareness that enables to recognize feelings and manage your emotions.⁹

There are different definitions of emotional intelligence in the psychological literature, but in general, it is defined as an ability to identify, Regulate, and manage emotions in the self and in others. Good teachers need a strong emotional intelligence. Also teacher must have the ability to perceive and Regulate Reviews their own emotions, which might help to increase of work place engagement and reduce burnout. According to Daniel Golemanthere are four Components of Emotional Intelligences.

⁸NovanArdiWiyani, Management Kelas, (Jogjakarta: Ar-Ruzz Media, 2013), page 119.

⁹T. V. Ramana, Emotional Intelligence and Teacher Effectiveness,(Kakinada:Andhra University, 2013), page 18.

Self-Awareness: ability of an individual to be in tune with her/his own feelings and to recognize the impact that his/her feelings have on others. The competency that underpins this dimension is emotional self-awareness.

Self-Management: ability to keep negative emotions and impulsive behavior under control, stay calm and unflappable even under stressful situations, maintain a clear and focused mind directed on accomplishing a task. The required competencies for this dimension are positive outlook, emotional self-control, achievement orientation, and adaptability.

Social Awareness: ability to read or sense other people's emotions and how they impact on the situation of interest or concern. The competencies for this dimension include empathy and organizational awareness.

Relationship Management: ability to influence, guide and handle other people's emotions. The competencies that underlay this dimension include inspirational leadership, influence, coach and mentor, conflict management, and teamwork.¹⁰

b. Behavior and Instructional Management

A good teacher is expected to be committed to his work, and would have the ability to take the initiative. Teacher's personality in that attitudinal sense is a significant factor Teacher's behavior and it has great impact on

¹⁰Daniel Goleman, et all. Realizing the Power of Emotional Intelligence, (Harvard:Business School Publishing, 2001), Page 125

students' achievement. The teacher as a professional must know the art the communication, understanding others and ability to learn of experience.¹¹

Behavior is a description of observable outcome of teacher and students performance in different activities of institutional. Behavior may be positive or negative and effective or ineffective. Effective behavior produces the benefit things. There are three types of behavior, cognitive, affective and psychomotor. Cognitive behavior involves the learner in thinking process, remembering, evaluating, and problem solving. Affective behavior values the learner's feeling and attitudes. Psychomotor behaviors are those involving the learner, in some kinds of muscular activity.¹²

c. Teacher's- Students Interaction

Socio emotional approach can be interpreted as perspective conducive considers that the class can be achieved by creating a harmonious relationship between teachers-students and among students. Classroom social climate integrates interpersonal relationships established with peers and teachers, as shown by several authors who include teacher support and peer support as central dimensions.¹³ So, it can be said that conditions conducive classes can be achieved if the relationship between teachers-students and students with others are good.

¹¹ Syed Shafqadali Shah, *Impact of Teacher's on the Academic Achievement of University Students*. A Thesis. Arid Agricultural University, (2009), page 2. www.lp3m.unismuh.ac.id/thesis/index/.php. Accessed on 21th March 2016.

¹² . ibid. 1

¹³ Christian Berger, et. all. Socio-Emotional Well-Being and Academic Achievement: Evidence from a Multilevel Approach. *Journal of Education*. (Online), Vol. 1, No. 2, 2011:1-9 ISSN 7352-6278, (Chile: Universidad Alberto Hurtado, 2011), page 4. [http//Journal.of.Education](http://Journal.of.Education). Accessed on 11th March 2016

The relationships with teachers provide the foundation for successful adaptation to the social and academic environment.¹⁴ The teacher–student relationship is one of the most powerful elements within the learning environment. A major factor affecting students’ development, school engagement and academic motivation, teacher–student relationships form the basis of the social context in which learning takes place¹⁵

Peer relations are also central for the socio-emotional experience in elementary school. The orientation towards peers during early adolescence stresses the importance of close and intimate relationships and the participation and acceptance of a peer group.¹⁶ Moreover, peers play also a significant role regarding academic decisions and achievement.

Many people believe that the relationship between teacher and students is the starting place for good classroom management. This makes good intuitive sense. If the teacher has a good relationship with students, all of the other aspect of classroom management will run much more effectively.

Classrooms are complex societies where the teacher and students live and interact with each other. Teachers are the leader of these societies and the ways to exercise their leadership abilities greatly affect the quality of interactions that make place between and among the students’ them-selves. These interaction, both

¹⁴Bridget K. Hamre and Robert C Pianta, Student–Teacher Relationship. English Education Department Journal, (Online),Vol. 2, No. 1 November 2012 Vol.4, No.17, 2013. (Virginia:University of Virginia, 2016), page 6. www.english.journal.ac.id. Accessed on 12 February 2016.

¹⁵Lauren Liberante, The Importance of Teacher–Student Relationships, as Explored through the Lens of the NSW Quality Teaching Model. A thesis University of Wollongong Australia. (2012), page 2. www.english.thesis.ac.id/jurnal/index/.php, Accessed on 20th may 2016.

¹⁶<http://Fletcher.Hunter.&Eanes..com/2006/03/07/accessed> on 10;30 05 november 2015

social and interaction, have a great impact on the academic and social growth of the students assigned to a given teacher's classroom.¹⁷

Beside as facilitator and motivator the teacher must manage good classroom and create the optimal learning conditions and return it if there is a disruption in the process of educational interaction.

Classroom management is a return used by the teacher to describe the process of ensuring that classroom lesson run smoothly despite disruption behavior by students.¹⁸ According to Doyle, classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environments to create and maintain an effective learning experience. The classroom environment not only provides a context for learning and includes the physical space, furnishing, resources and material, but also the class atmosphere, participants' attitudes and emotions, and the social dynamics of the learning experience.¹⁹

B. English Achievement

a. Definition of Achievement

Students' achievement means grades average obtained from the English course in the first year of their study. Commonly, learning achievement is about how success the learner can master the materials of the learning object. Although

¹⁷Ratcliff J Nancy, et all. 2005. The Elephant in the Classroom: The Impact of Misbehavior on Classroom Climate. Coastal: Carolina University Education, Page. 306, vol.131 no.2. Journal of Education. www.englishjournal.ac.id/jurnal/index/.php, Accessed on 27th may 2016.

¹⁸ Collin J. Smith and Robert Laslett, Effective Classroom Management, (USA and Canada: Routledge, 1993), Page 232.

¹⁹Ibid., 232.

the definition learning achievement would be argued by different views of scholars, most scholars support the notion of Chien stated "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers".²⁰

Learning achievement is target measured by competences of the learner in learning which are shown by score as a sign and score is not a final expectation. So, learning achievement is the level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter.

b. Achievement Goal

Originally, achievement goal theory identified two goals: mastery goal and performance goal. Mastery goal refers to seek new skills and knowledge, whereas, performance goal means to uphold ability and omit to illustrate the lack of ability. Students with the performance goal appeared with negative behavior like cheating while students with the mastery goal obey the rules and regulations.²¹

c. Definition of English Achievement

Tests are divided to some categories. Students may take following types of tests: placement, diagnostic, progress, achievement.²² Achievements test,

²⁰ Hsiang Yung Feng, et al. "*The Relationship of Learning Motivation and Achievement in EFL*. A thesis. Gender As An Intermediated Variable, University of china, (2013), 52. www.englishthesis.ac.id/index/.php. Accessed on 20th may 2016.

²¹ Muhammad Akram, et. all. An Exploration of Relationship Between Perceptual Learning Styles and Achievement Goals. *Journal of Education*, (online), Vol. 1, No. 1, November 2013:1-8 ISSN 2302-6278, (2013), Page 28. <http://education.ac.id/jurnal/index/>. Accessed on 1st November 2015.

²² David Riddle, *Teach Yourself (Teaching English as Foreign/Second Language)*, (London: Hodder& Stoughton, 2003), Page 213.

making reference to the fact that students have to struggle through a source or a learning experience of some sort to “*achieve*” a certain amount of control of the language. Sometimes, achievement or proficiency test are employed to “place” student in first, second or the third years course in foreign language.²³

Furthermore, Tinambunan defines achievements as student’s grasp of some body of knowledge or proficiency in certain skills. Besides, Garrison, Kingston, and McDonald affirm the definition of achievements as the progress pupils make toward the goals and objectives of the curriculum, they then assert further about the definition that achievement may be the one’s ability or the extent of his/her knowledge in a specific content area.²⁴

Based on opinion above the writer concludes that achievements is the result, the successfulness, the extent or ability, the progress in learning educational experience that the individual indicate in relation with his/her educational learning. Students’ English Achievements is how the students accepting the English language as the foreign language. The scopes of English Achievements consist of four skills. They are speaking, listening, writing and reading.

a. Speaking Achievements

English should be tough communicatively at all levels starting from elementary school. This curriculum has a standard competency that must breaches

²³Robert Lado, *Language Testing*, (Landon: Longmans, 2003), Page 369.

²⁴Tinambunan and Wilmar, *Evaluation of Students Achievement*, (Jakarta: Depdikbud, 1988), Page 125.

by the students in all kinds of skills including speaking skills.²⁵ Students also learn vocabulary, pronunciation, and how to speak well. Mastering the art of speaking in the single most important aspect of learning second or foreign language and success is measure in term of ability to carry out a conversation in language.²⁶

b. Listening Achievement

In the view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When the language is build up, the learner can begin to speak. The listening only period is a time for observation and learning with provides the basis of the others language skills.²⁷

c. Writing Achievement

Writing involves basic learning language activity. Writing respect becomes a formal goal in teaching language. While is still holds the important roles in universal examination. Many activities can be done writing teaching such as making report text, dialogue and article.

d. Reading Achievements

Reading is a set that skills that involves making sense and driving meaning from the printed.²⁸ Reading activity is how to read comprehension and

²⁵ Siska Aris Nital and An Fauzia R. Syafei, Involving Audio-Lingual Method (ALM) and Communicative Language Teaching (CLT) in Teaching Speaking Skills at Junior High School, English Language Teaching. International Journal of Human Resource Studies. Page 66. www.englishjournal.ac.id/jurnal/index/.php, Accessed on 27th may 2016.

²⁶ David Nunan, Language Teaching in Methodology a Textbook Teacher, (UK: Prentice Hall, 1991), 39.

²⁷ Nation and J. Newton, Teaching ESL/EFL Listening and Speaking, (London: Routledge, Taylor & Francis, 2009), Page 38.

²⁸ David Nunan, Practical English Language Teaching: Young Learners, (New York: Mcgraw-Hill, 2005), Page 95.

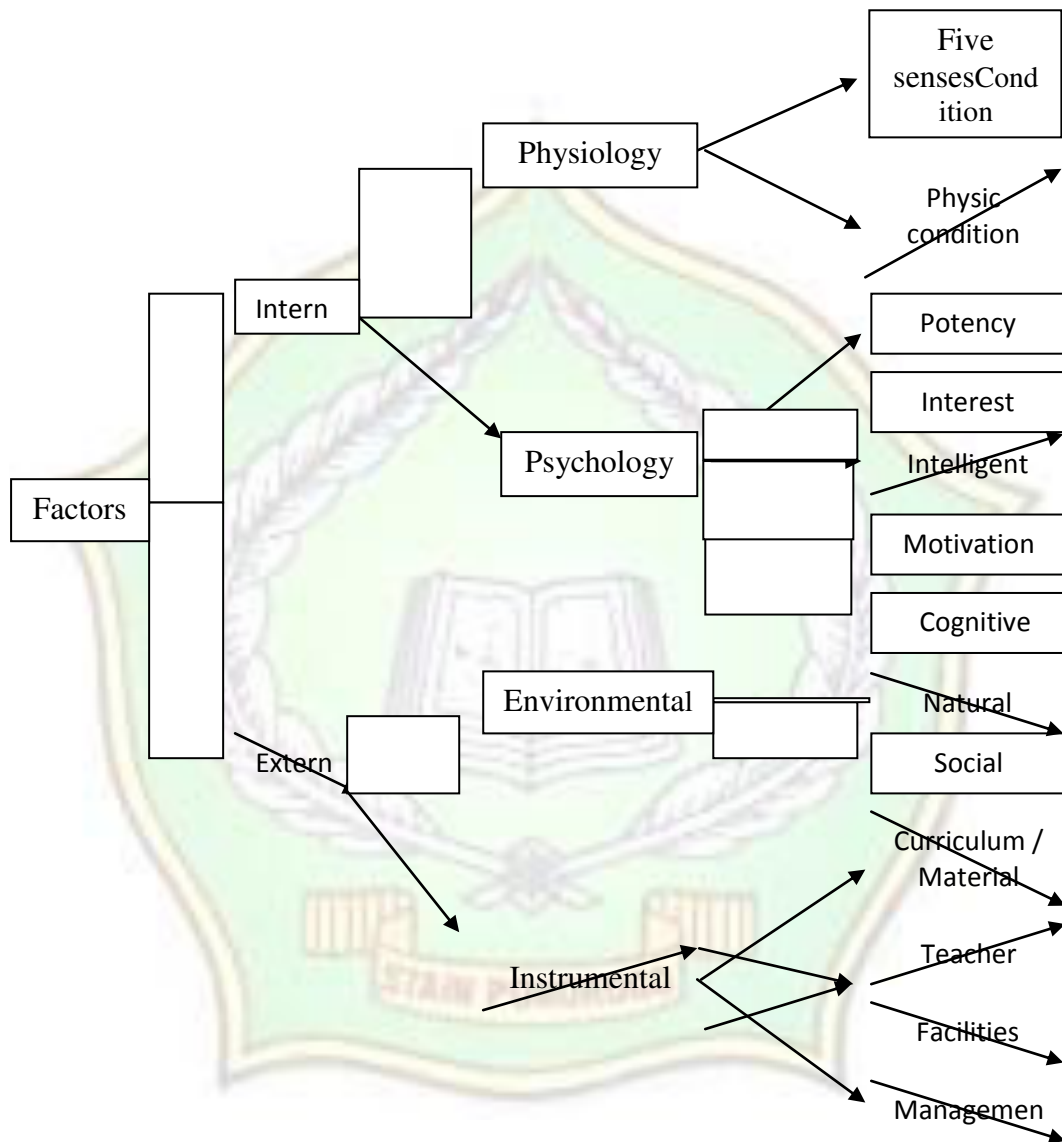
understand of the text, to show students' reading achievement; they should be able to identify meaning of written text such as poster, banner, and pamphlet.

The fourth of achievements above are part of English achievement. Commonly to get achievements can be done by test and examination each items of skills of students have to finish the material and test of four skills.



D. Factors Influence of Achievements

NgalimPurwanto explains the factors influence achievements are internal and external factors. This diagram is about contents of internal and external factors.²⁹



²⁹Ngalim Purwanto, Psikologi Pendidikan, (Bandung: PT RemajaRosda Karya 1990), Page 106-107.

Moreover, M Dalyono also stated the factor influence achievement. He mentions two factors as internal and external factors. Internal factors consist of physical and spiritual health, intelligent and talent, interest and motivation, and how to learn. External factors consist of family, school, community and environment.³⁰

1. Internal factors

a. Healthy

Health physical and spiritual health is a great effect on learning ability. Health care is very important for everyone both physically and mentally, in order to remain strong body, the mind is always fresh, and energetic is carrying out learning activities.

b. Intelligent and talent

Intelligent and talent are much influenced by learning ability. If someone has high intelligent and talent there in the field study, then the learning process is going smoothly and successfully compared with people who have talent but have low intelligence.

c. Interest and motivation

Interest and motivation are two aspects of the psychic who is also a great affect on learning achievement. Considerable interest of something is big capital meant to acquire object or purpose there are interested. Great interest in learning is big capital to produced big achievement. Motivation is different from interest. It

³⁰ M. Dalyono, Psikologi Pendidikan ,(Bandung: PT Remaja Rosda karya, 2010) Page 55.

is the driving force or incentive to do the jobs. Someone with high motivation to learn will have conducted his study in earnest, full of passion or enthusiasm.

d. How to learn

How to learn students also affects study results. Learning without regard to technical and physiological factors, psychological and health Sciences, will from have unsatisfactory result.

d. External factors

a. Family

Families are the fathers, mothers, children and family who changed from residents of the house. Factor for parents is very great effect on the child's success in learning. In addition, housing condition is also factor for the success in learning.

b. School

State schools nowhere also learning affect the success rate of learning. Teacher quality, teaching methods, the appropriateness curriculum with the ability of children, state of facilities or equipment in school, and so forth, all of these also effect children's learning success.

c. Community

Social conditions determine academic achievement. When the circumstance surrounding residential community composed of people who are educated, especially the children of high school average and the moral good, this will of encourage more children to learn everything.

d. Environment

Environmental state of residence, it is also important in influencing academic achievement. Environmental conditions, a house, and so forth. A quite place with a cool climate will support the learning process.

B. Previous Study

The researcher founded previous studied that relevant with this research. The first is taken from AgusPrayitno entitled “Study Correlation between Teacher’s Pedagogical Competence and Student’s English Achievements to the Eight Grade Students at SMPN 2 Ponorogo in Academic Year 2011/2012.”³¹ The goal of the research is to define correlation between teacher’s pedagogical competence and student’s English achievements to the eight grade students of SMPN 2 Ponorogo in academic year 2011/2012.

He concluded that there is correlation between teacher’s pedagogical competence and student’s English Achievement. Students Achievement will be good if the teacher who teaching them has good pedagogical competence.

The different Agus Prayitno’s thesis and this research is on independent variable. Independent variable of Agus Prayitno’s thesis is teacher’s pedagogical competence. While this research is teacher’s socio emotional climate

Then second, the researcher took LilikBintiMirnawati’s Thesis entitled, “The Correlation between English Teacher’s Behavior and Students’ English Achievements at Tenth Grade of Al-MawaddahCoperJetisPonorogo in Academy

³¹Agus Prayitno “*Study Correlation between Teacher’s Pedagogical Competence and Student’s English Achievements to the Eight Grade Students of SMPN 2 Ponorogo in Academic Year 2011/2012.* A Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo).

Year 2012/2013".³² She focused on the correlation between English Teacher's Behavior and Students' English Achievements at Tenth Grade of Al-Mawaddah Coper Jetis Ponorogo in Academy Year 2012/2013.

She concluded that there is a significant correlation between English Teacher's behavior and student's English achievement.

The different Lilik Binti Mirnawati's thesis and this research is on independent variable also. Independent variable of Lilik Binti Mirnawati's thesis is teacher's behavior. And this research about teacher's socio emotional climate

The third is taken from Irana Futuhati Millah, entitled a Correlation Study between Students' Emotional Question and Students' English Achievement in SMA Bhakti Ponorogo in Academic Year 2011/2012.³³ She observed the Correlation between Students' Emotional Question and Students' English Achievement in SMA Bhakti Ponorogo in Academic Year 2011/2012.

She concluded there is positive correlation between students' emotional question and students' English Achievement in SMA Bhakti Ponorogo in academic year 2011/2015. The coefficient correlation is 0,519, it is higher than the coefficient of table 0,367 at the level of significant 5% and 0,367 at the level of significant 1%.

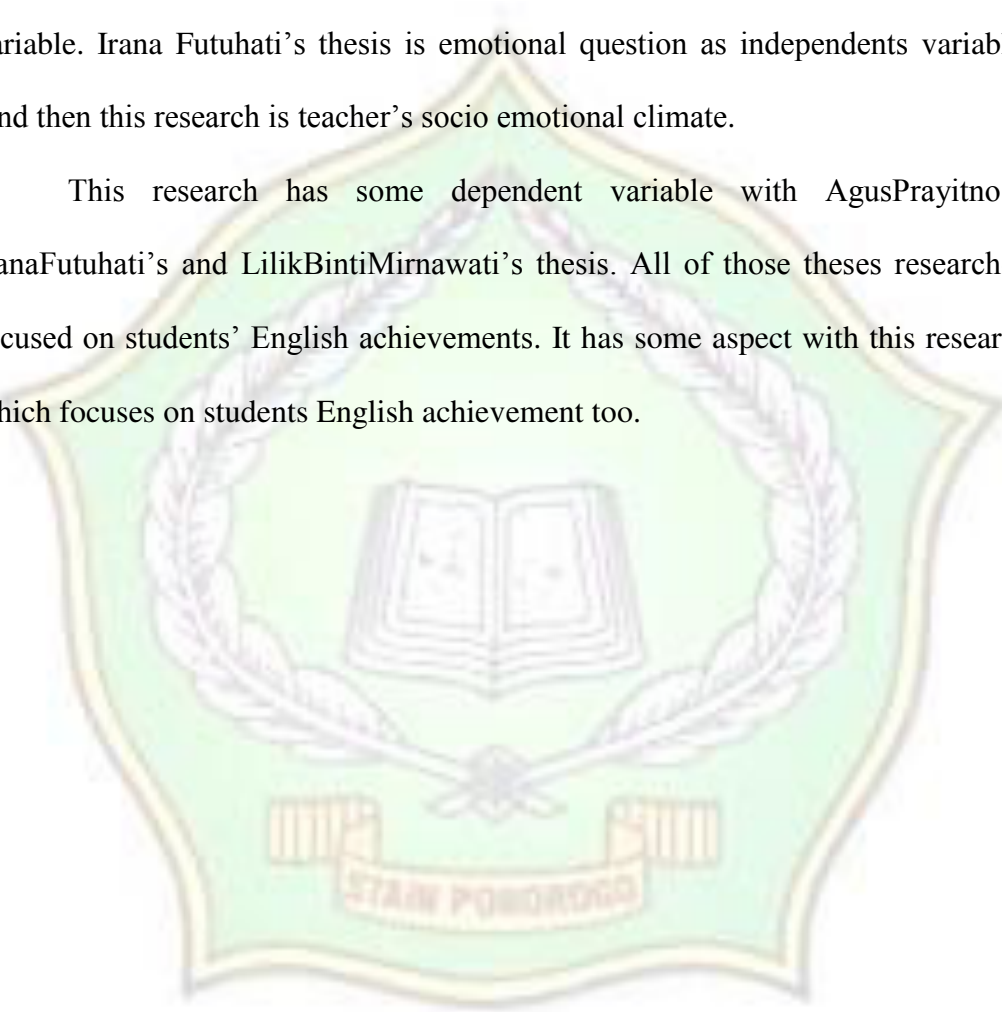
³²Lilik Binti Mirnawati, 2012. *The Correlation between English Teacher's Behavior and Students' English Achievements at Tenth Grade of Al-mawaddah Coper Jetis Ponorogo in Academy Year 2012/2011*. A Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo).

³³Irana Futuhati Millah, *Correlation Study between Students' Emotional Question and Students' English Achievement in SMA Bhakti Ponorogo in Academic Year 2011/2012*, A Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo).

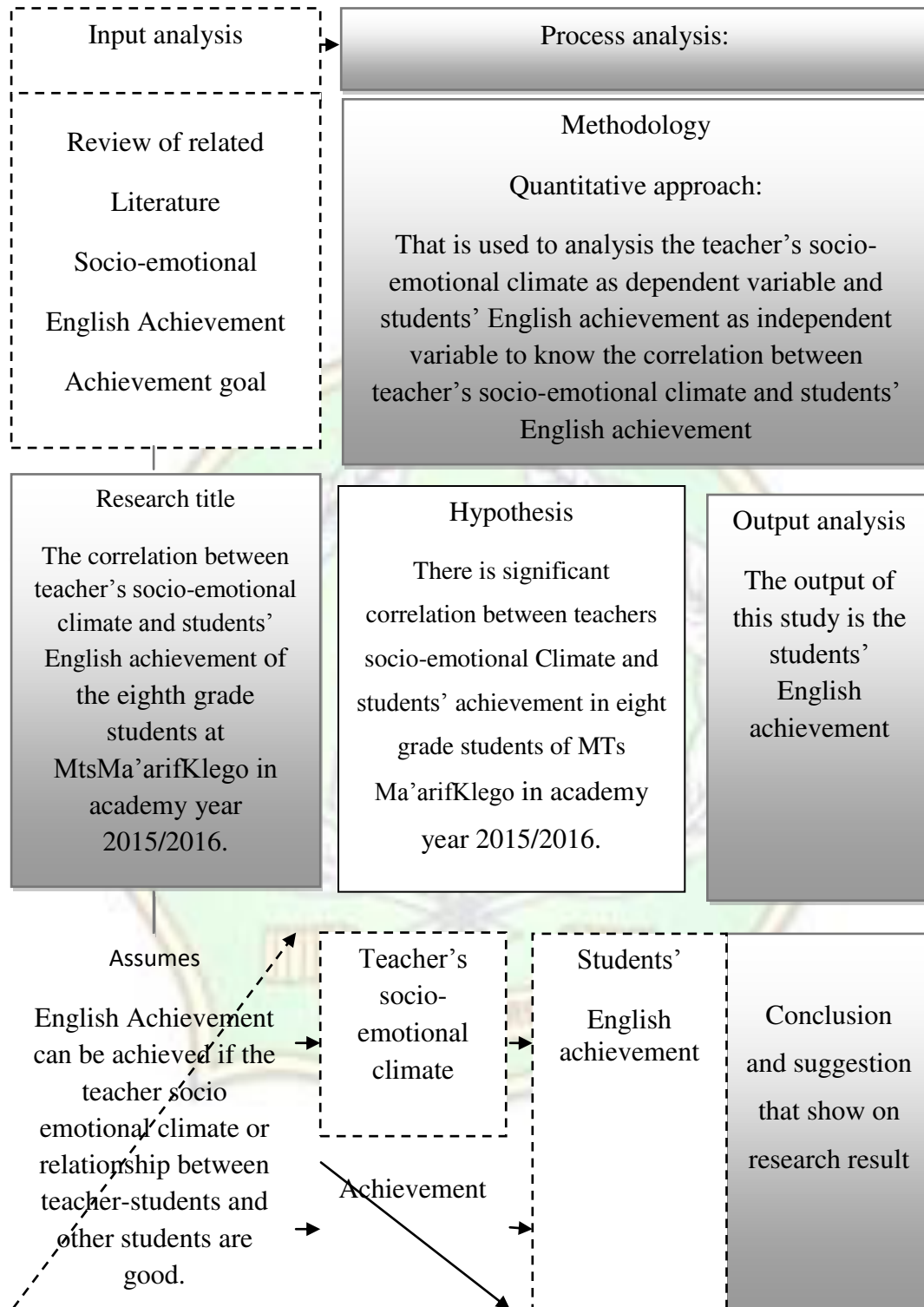
For the explanations above it can be conclude that there are correlation between teacher's pedagogical competence, teacher's behavior, students' emotional question, and students' attitude to word English to the students' English achievements.

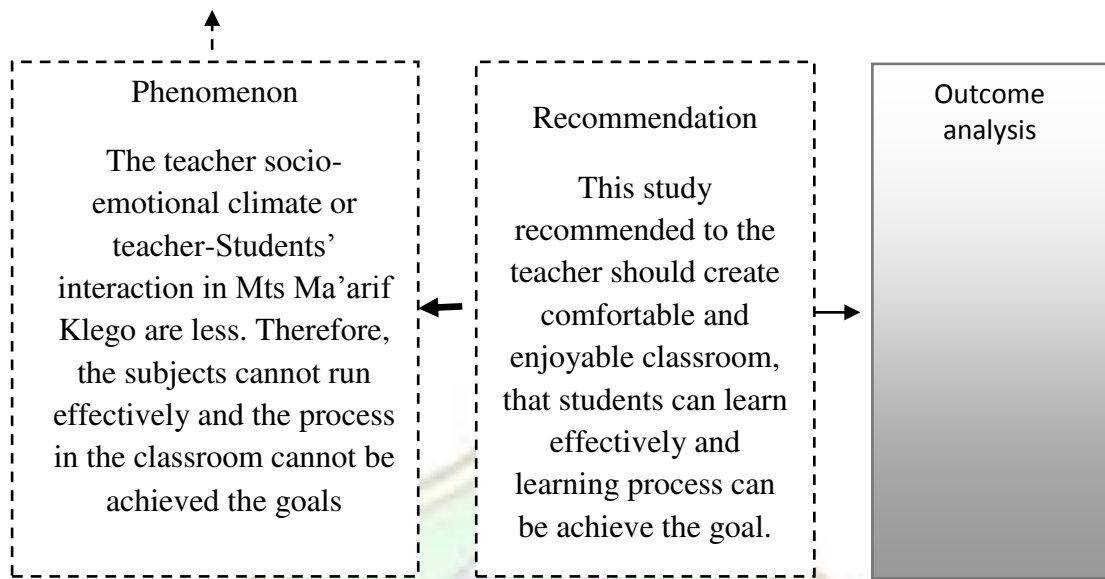
The different of Irana Futuhati's thesis and this research is in Independent variable. Irana Futuhati's thesis is emotional question as independents variable. And then this research is teacher's socio emotional climate.

This research has some dependent variable with AgusPrayitno's, IranaFutuhati's and LilikBintiMirnawati's thesis. All of those theses researched focused on students' English achievements. It has some aspect with this research which focuses on students English achievement too.



e. Theoretical Framework





From the table above the researcher found the phenomenon or problem about teacher socio-emotional climate or teacher-Students' interaction in MtsMa'arif Klego are less. Students do not have an interest in the subjects of English. Therefore, the English subject cannot run effectively and the process in the classroom cannot be achieved the goals.

From the problems, the researcher assumes English achievement can be achieved if the relationship between teacher-students and other students are good. So, the researcher take a little the correlation between teacher's socio-emotional climate and students' English achievement of the eighth grade students at MTsMa'arifKlego in academy year 2015/2016.

The researcher uses Quantitative approach to analysis the teacher's socio-emotional climate as dependent variable and students' English achievement as independent variable to know the correlation between teacher's socio-emotional climate and students' English achievement

E. Hypothesis

There is significant correlation between teachers socio-emotional Climate and students' English achievement of eight grade students at MtsMa'arifKlego in academy year 2015/2016.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research design which is used in this study. The researcher also explains the population, the sample, and the instrument that support in this study. This study also includes technique of data collection and data analysis.

A. Research Design.

This research applied a quantitative approach. Quantitative approach assumes with observing surface behavior and spoken words establish relationship between variables and look for and sometime explain the cause of such relationship.³⁴ Quantitative approach is a process in discovering the subject use data in form of number.

This research applied a correlation research. The goal of correlation research is to determine whether two or more variable are related.³⁵ Correlation research intended to know the similarity and the differences, so, correlation research intents to find out whether there is a correlation or not, and how to measure its correlation. The purpose of correlation research is to discover relationship between two or more variable. Relationship means that an individual's status on one variable tends to reflect his or her status on the other.³⁶

³⁴ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill Companis, Inc, 2005), Page 15.

³⁵ Geoffrey Marczyk, et all. *Essential of Research Design and Methodology*,(New Jersey: John Willey & Son Inc, 2005), Page 3.

³⁶ Craig A. Mertler and C. M. Charles, *Introduction to Educational Research*, (America:Person Educational, 2005), Page 298.

In the correlation research, the researcher tries to relate a variable with the other variable. It is to understand the phenomenon by determining the level or degree of relation between variable. The degree of correlation is indicated by the correlation coefficient values that serve as a tool to compare the variability of the result of measurements of variables.³⁷

The research promoted a hypothesis “ There is a significant correlation between teacher’s socio-emotional climate and students’ English achievement of eight grade students at MtsMa’arifKlego in academy year 2015/2016” The hypothesis offered two variables, there were x variable and y variable. X variable was identified as the teacher’s socio-emotinal climate and Y variable is identified as the students’ English achievement.

The teacher’s socio-emotional climate was measured by using questionnaire and the students’ English achievement were measured based on students’ English score. The questionnaire and score of English used to examine whether there was a significant Correlation between the Teacher’s Socio-emotional Climate and Students English Achievement of Eight Grade at MTs Ma’arif Klego Ponorogo in Academy Year 2015/2016

³⁷ Ibnu Hadiar, *Dasar-Dasar Metodologi Penelitian Kuantitative dalam Pendidikan*, (Jakarta:Rieneka Raja Grafindo Persada, 1995), Page 277.

B. Population and Sample

1. Population

Population is defined as all members of any well-defined class of people, events, or objects.³⁸ Population is characteristics of a specific group.³⁹

Based on the definition above the population in these researches were all students at eight grade of MTsMa'arifKlego in academy year 2015/2016. There were two classes of the eight grades in MTS Ma'arifKlego. They were 10 members of VII A and 11 members of VII B. The total numbers of population were 21 students.

2. Sample

Sample is the small group that is observed. A sample is a portion of a population.⁴⁰ A sample in a research study is the group on which information is obtained. On the other hand, sample is unit that connected suitable with certain criteria that applied based on the significance of the research.

There were two classes of eight grades at MTsMa'arifKlego in academy year 2015/2016. The researcher used population as the total number sample. They were 21 students.

C. The Instrument of Data Collection

1. The Instrument of Data Collection

Instrument is a measurement tool that used to obtain the quantitative information about the variation of the variables characteristic objectively. The

³⁸ Donald Ary, Introduction to Research in Education, (Canada: Wadsworth, 2010), Page 148.

³⁹ Yogesh Kumar Signh, Fundamental of Research Methodology and Statistics, (America: Person Educational, 2005), Page 82.

⁴⁰ Donald Ary, Introduction to Research in Education, Page 148

instrument has a very important role in quantitative research, because the quality of the data obtained strongly influenced by instrument quality used.⁴¹ There were some instruments that used in research:

Table 3.1

Table of the Instrument of Data Collection

Title	Variables	Indicators	Techniques	Number of item
The Correlation Between teacher's socio-emotional climate and students' English achievement of eight grade students at Mts Ma'arif Klego in academy year 2015/2016.	X: teacher's socio-emotional climate	Emotional intelligent	Questionnaire	4, 6, 7, 10, 11, 14, 17.
		<ul style="list-style-type: none"> • Self – Awareness • Self-management • Social awareness • Relationship management 		
		Behavior and instructional management	Questionnaire	2, 14, 15, 23, 26.
	Y: students' English achievement	Teacher-students interaction	Questionnaire	5, 8, 9, 12, 13, 20, 22, 27.
		Students' achievement in English subject.	Documentation	

2. Validity and Reliability of Instruments

⁴¹Ibnu Hadiar , Dasar-Dasar Metodologi Penelitian Quantitative dalam Pendidikan, Page 142.

In quantitative research, instrument of data collection or research instrument is agreed with validity instrument and reliability.

a. Validity of Instrument

Validity means the ability of the test to measure what we want to measure. Validity always refers to degree to which that evidence support the inferences that are made from the score.⁴² To measure the validity of questionnaire, in this research, the researcher uses the item validity by using the formula product moment correlation. The steps to calculate the validity are:

- a. Make the table of item analysis of all questions.
- b. Apply the data to the formula of product moment correlation.

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

students' English achievement)

Notes :

$\sum xy$ = the total of score multiplication of x variable and y variable

$\sum x^2$ = the total number of square of x variable

$\sum y^2$ = the total number of square of y variable

r_{xy} = the correlation coefficient between x variable and y variable

$\sum x$ = the total number of scores of x variable

$\sum y$ = the total number of scores of y variable

N = the number of subject

- c. Make an interpretation of the correlation result (r_{xy}) of each question.

⁴² Lyle F. Bachma, *Fundamental Consideration in Language Testing*, (United Kingdom: Oxford University Press, 1997), 236.

When the coefficient correlation of magnitude $r_{xy} \geq 0,433$, so the question item is valid, and when the coefficient correlation was under $r_{xy} \leq 0,433$ so the question item is invalid.

Table 3.2

The result of validity analysis

Number	Rxy	Minimum requirement	Mean
1	0,383	0,433	Invalid
2	0,831	0,433	Valid
3	-0,198	0,433	Invalid
4	0,657	0,433	Valid
5	0,445	0,433	Valid
6	0,522	0,433	Valid
7	0,454	0,433	Valid
8	0,619	0,433	Valid
9	0,583	0,433	Valid
10	0,583	0,433	Valid
11	0,623	0,433	Valid
12	0,525	0,433	Valid
13	0,475	0,433	Valid
14	0,518	0,433	Valid
15	0,449	0,433	Valid
16	0,138	0,433	Invalid
17	0,446	0,433	Valid
18	0,154	0,433	Invalid
19	-0,006	0,433	Invalid
20	0,469	0,433	Valid
21	0,212	0,433	Invalid
22	0,583	0,433	Valid
23	0,594	0,433	Valid
24	-0,020	0,433	Invalid
25	0,193	0,433	Invalid
26	0,479	0,433	Valid
27	0,485	0,433	Valid
28	0,036	0,433	Invalid
29	0,026	0,433	Invalid
30	0,525	0,433	Valid

From the result of validity analysis, the researcher concluded that the valid instruments were 20 items and the invalid instrument were 10 items. Based on validity analysis above the researcher can reduce item based on the necessary of each instrument items.

d. Reliability of Instrument

Reliability is the consistency of test score.⁴³ Reliability is consistency or carefulness of instrument evaluation in quantitative research, reliability is an essential a synonym for dependability, consistency and replicability over time, over instrument and over groups of respondents.⁴⁴ It means the consistency of the result if an indicator or question is repeated in similar condition.

To know the questionnaire reliability, the researcher used split-half method. The test is divided into halves based on the odd-even of question item. Then applied the result by spearman-brown formula. From the calculation it has been found:

No	Name	odd item	even item	XY	X ²	Y ²
		(X)	(Y)			
1	Abdulloh	32	30	960	1024	900
2	Ahmad	30	28	840	900	784
3	Arian	30	28	840	900	784
4	Bibit	23	31	713	529	961
5	Ficka	17	26	442	289	676
6	Haris	29	20	580	841	400
7	Imam	28	27	756	784	729
8	Muhammad	25	19	475	625	361
9	Nurrohman	33	30	990	1089	900
10	Taufiq	25	28	700	625	784

⁴³Lyle F. Bachma, Fundamental Consideration in Language Testing, 237.

⁴⁴Louis Cohen, et all, Research Method in Educational, (New York: Medison Avenue, 2007), 146.

11	wahyudani	27	32	864	729	1024
12	Dyah	24	22	528	576	484
13	Eka	26	24	624	676	576
14	Hanif	31	30	930	961	900
15	Hanik	28	33	924	784	1089
16	Hesty	33	32	1056	1089	1024
17	Kamayya	27	22	594	729	484
18	Luluk	35	29	1015	1225	841
19	Sulis	29	30	870	841	900
20	Wahyu	22	26	572	484	676
21	Huda	28	23	644	784	529
		582	570	331740	338724	324900

Before measured by the split half formula, it has to be known measuring product moment correlation formula:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

$$r^{xy} = \frac{21.(331740) - (582)(570)}{\sqrt{(21.338724 - (582)^2)(21.324900 - (570)^2)}}$$

$$r^{xy} = \frac{6966540 - 331740}{\sqrt{(4137 - 3721)(1346604 - 1327104)}}$$

$$r^{xy} = \frac{6634800}{\sqrt{(416)(19500)}}$$

$$r^{xy} = \frac{1338}{\sqrt{8112000}} = \frac{1338}{2848,1573} = 0,4697774$$

The result of product moment correlation has been found r^{xy} were 0,4697774 and the formula split odd and even were:

$$r_{11} = \frac{2x.r_{xy}}{1+r_{xy}}$$

$$r_{11} = \frac{2 \times 0,4697774}{1 + 0,4697774}$$

$$= \frac{2 \times 0,4697774}{1 + 0,4697774} = \frac{0,9395548}{1,4697774} = 0,6392497$$

To know the normality questionnaire is measured with kolmogorov-sminorv formula.

D. Technique of Collection Data

In this research, researcher used questionnaire and documentation to collect data.

1. Questionnaire

Questionnaire is one of the most widely used social research technique. The idea formulating precise written questions, for those whose opinions or experience you are interested in, seems such an obvious strategy for finding the answer to the issue that interested someone.⁴⁵

Questionnaire is a technique of data collecting done by giving questions or written questions to the respondent to answer. In this research, researcher used a questionnaire to measure the correlation of socio emotional climate or students' teacher interaction.

The answer of each instrument item which is used Likert scale has a gradation from most positive until most negative. The questionnaire in this research consist of 20 numbers multiple choice items that prepare 4 answers choice in each question that counts as follow:

⁴⁵ Loraine Blaxter, et all, How to Research(Third Edition), (New York: Open University Press, 2006), 179

Very Agree	= 4
Agree	= 3
Disagree	= 2
Very Disagree	= 1

In this research, questionnaire is used to know how the teacher's socio-emotional climate is teaching English. The questionnaires were given to the students of eight A and eight B classes. Questionnaires were given to the students who have chosen as sample.

2. Documentation

Documentation method is used to find out the data from the written documentation, such as daily notes, transcript, book, newspaper magazines, agenda, etc.⁴⁶ In other words, it can be stated that documentation is used to collect data through printed materials.

In this research, documentation was used to get some data about students' English Achievement in eight grade students of MtsMa'arifKlego in academy year 2016/2017. The data got from documentation of Students' evaluation estimation (rapport) and transcript of questionnaire.

E. Technique of Data Analysis

In this research, the researcher used quantitative research design. It used the measuring of analysis. There are many ways that used to analysis quantitative research. Product moment correlation is one technique that used to analyze the statement of the problem.

⁴⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), 158.

It was not related to the hypothesis but just describe the answer of each problem statement.

- a. To know top up rank (good), middle rank (enough), and bottom rank (low) students' perception on teacher's socio-emotional climate in teaching learning process. The formula that is used is :

$$\mathbf{Mx+ 1 .SDx}$$

$$\mathbf{Mx- 1 .SDx}$$

Notes:

Mx = mean of students' perception on teacher's socio-emotional climate (X)

SDx = standard deviation of students' perception on teacher's socio-emotional climate(X)

- b. To know top up rank (good), middle rank (enough), and bottom rank (low) students' English achievement. The formula that is used is:

$$\mathbf{My+ 1 .SDy}$$

$$\mathbf{My- 1 .SDy}$$

My = mean of students' English achievement (Y)

SDy= standard deviation of students' English Achievement (Y)

To answer the problem statement, an appropriate technique that is used in this researcher is product moment correlation. The product-moment coefficient r is used when both variable that the researcher wishes to correlate are expressed as

continuous score.⁴⁷ Based on Retno's statement "product moments correlation is the technique that is used to find the correlation between two variables. This technique is development by Karl Pearson and usually is called Pearson correlation technique". Procedure of technique product moment correlation are: a) variable that are correlated have continuity form, b) sample that is researched has homogeneity characteristic, and c) the line of regression is considered as linear regression.⁴⁸

The formula of product moment correlation is used to finds the correlation between teacher's socio-emotional climate and students' English achievement of eight grade students of MtsMa'arifKlego. The formula is⁴⁹:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes :

r_{xy} = the correlation coefficient between x variable and y variable

$\sum x$ = the total number of scores of x variable (teacher's socio-emotional climate)

$\sum y$ = the total number of scores of y variable (students' English achievement)

$\sum xy$ = the total of score multiplication of x variable and y variable

$\sum x^2$ = the total number of square of x variable

$\sum y^2$ = the total number of square of y variable

N = the number of subject

⁴⁷ Walter R. Borg, Educational Research, (New York: Longman, 1983), 586.

⁴⁸ RetnoWidyaningrum, Statistic (Edisirevisi), (Ponorogo: STAIN Ponorogo Press, 2007), 105.

⁴⁹ ibid

The steps of the data analysis applied in the researcher are:⁵⁰

- c. Calculating $N, \sum x, \sum y, \sum xy, \sum x^2, \sum y^2$.
- d. Applying the formula of product moment correlation.
- e. Giving interpretation by:
 - a. Determining the significant standard 5% and 1%.
 - b. Determining the correlation criteria by applying the index of correlation.

Table 3.2

The index of correlation⁵¹

No	Scale	Interpretation
1	0.800-1000	High correlation
2	0.600-0.800	Sufficient
3	0.400-0.600	Fair
4	0.200-0.400	Low
5	0.000-0.200	Very low

- e. Making conclusion by classifying based on the indexes of correlation and connecting to the table of product moment.

⁵⁰Anas Sujiono, Pengantar Statistic Pendidikan, (Jakarta: Raja Grafindo Persada, 2006), 208-211

⁵¹Suharsimi Arikunto. Procedure Penelitian Suatu Pendekatan Praktik, (Yogyakarta: Rineka Cipta), 245.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. General Data

This research was conducted in MTs Ma'arifKlego. The teacher socio-emotional climate or teacher-Students' communications and interaction are less. Students are noisy with their friends, sometime they are sleepy and they do not show their interest in teaching learning process. Therefore, subjects cannot run effectively and learning process in the classroom cannot achieve the goals.

That condition in teaching process becomes unique problem because it contrast with most classroom conditions in general. Usually students and teacher interaction and communication are good, students understand teacher's explanation. But that happens in MtsMa'arifKlego just the opposite. The students crowded when learning process is ongoing. Some of them disrupt and invite to talk with others, who was listening to the teacher's explanation.

Teaching learning process at MTsMa'arifKlegousingmethodswwhich means thatstill preservethe old methodsaregoodandtakenew and bettermethods. This method is expectedin the direction ofgovernment policies regardingcurriculumin 2006withthe SBC-based approachthat came into effectin 2006.Andalsoa curriculum withscientificapproachcalledthe curriculumin 2013, MTsMa'arifKlegouse both toimprove the quality ofMadrash.

Teaching learning English at MTs ma'rifklego like most school in general.In this Madrasah still using manual facilities like blackboard and

marker. The students uninterested especially in English subject because the material did not deliver or transfer to the student with good method and strategy. So that, the students boring and uninterested when teaching English ongoing. The task of teacher should create comfortable and enjoyable classroom, the teacher able to make the students more interested like using unique strategy such us Suggestopedia and Flash card. English teacher must be able to take part in building good relation of classroom learning environment.

B. Specific Data

To introduce the research, the researcher takes 21 students as the population and also as a sample this research shows variable of the teacher socio-emotional climate and students' English achievement of the eight grade at MtsMa'arifKlego in academy year 2015/2016.

1. The Description about Teacher Socio Emotional Climate at Eight Grade of MtsMa'arifKlego in Academy Year 2015/2016

In this description, the researcher explains the way to find the data of teacher's socio-emotional climate. To get the data from the object of the research, the research gives questionnaire to the sample. The number of sample that will be researched is 21 students from eight grade of MTs Ma'arifKlego in academy year 2015/2016 the total number of questionnaire is 20 items. The questionnaire contain about teacher's interaction and communication statement. There are 4 answer choices in each questions that counts as follow: Very Agree has 4 points, Agree has 3 points, Disagree has 2 points and very Disagree has 1 point. The researcher draws the score of teacher's socio-emotional climate as follow:

Table 4. 1

Score of the English Teacher Socio-Emotional Climate

No	Name of respondent	Score of questionnaire
1	AbdullohSahroni	62
2	Ahmad Tohari	58
3	Arian Febrianto	58
4	BibitSantoso	54
5	FickaRohmatulloh	43
6	HarisSetiawan	49
7	Imam RohmadSubekti	55
8	Muhammad Milham S	44
9	NurRohman	63
10	TaufiqHidayarurohman	53
11	WahyuDaniSaputra	59
12	DyahAyuNurAlisda	46
13	EkaSulisetyaWati	50
14	HanifMaulana	61
15	HanikRistaIvada	61
16	HestyArmelaniaSafitri	65
17	KamayyaRuwaidatul A	49
18	LulukMaslukhnah	64
19	SulisBintiMunfa'ati	59
20	WahyuSetyaNingrum	48
21	Huda Maris Sofia	51
	Total Score	1152

about the Student's English Achievements of Eighth Grades at MTsMa'arifKlego in Academy Year 2015/2016.

This description means to determine how the students' English Achievement of the eight grade at MTsMa'arifKlego in academy year 2015/2016.

In this research test method is applied to find students score in English Subject. The test is conducted by the teacher. From the test, there is the list of students' score in documentation rapport. The researcher draws the score of students' English Achievement as follow:

Table 4. 2

Students' English Achievement

No	Name of student	Students' English achievement
1	AbdullohSahroni	53
2	Ahmad Tohari	45
3	Arian Febrianto	65
4	BibitSantoso	47
5	FickaRohmatulloh	40
6	HarisSetiawan	56
7	Imam RohmadSubekti	52
8	Muhammad Milham S	45
9	NurRohman	42
10	TaufiqHidayarurohman	50
11	WahyuDaniSaputra	55
12	DyahAyuNurAlisda	72
13	EkaSulisetyaWati	85
14	HanifMaulana	90
15	HanikRistaIvada	95
6	HestyArmelaniaSafitri	30
17	KamayyaRuwaidatul A	95
18	LulukMaslukhnah	87
19	SulisBintiMunfa'ati	75
20	WahyuSetyaNingrum	50
21	Huda Maris Sofia	87

Based on the table above, the highest score of the students' English achievement is 95 and the lowest score is 30 based on the document of rapport.

C. Analysis of the Data

In this chapter, the researcher has been describing the mean and deviation standard of teacher's socio-emotional climate and students' English achievement. Furthermore, this research describes the correlation between teacher's socio-emotional climate and students' English achievement of eight grades at MTs Ma'arifKlego in academy year 2015/2016.

3. The Analysis about English Teacher Socio-Emotional Climate of Eight Grades at MTsMa'arifKlego in Academy Year 2015/2016.

These are steps to know the mean and the standard deviation of teacher's socio-emotional climate, they are:

- a. Determine M_x
- b. Determine SD_x
- c. Determine top up teacher's socio-emotional climate
- d. Determine button of teacher's socio-emotional climate
- e. Make analysis about teacher's socio-emotional climate

Table 4.3

The analysis data about teacher's socio-emotional climate.

X	F	F_x	$X' = (X - M_x)$	X'^2	$F_x'^2$
65	1	65	10	100	100
64	1	64	9	81	81
63	1	63	8	64	64

62	1	62	7	49	49
61	2	122	6	36	72
59	2	118	4	16	32
58	2	116	3	9	18
55	1	55	0	0	0
54	1	54	-1	1	1
53	1	53	-2	4	4
51	1	51	-4	16	16
50	1	50	-5	25	25
49	2	98	-6	36	72
48	1	48	-7	49	49
46	1	46	-9	81	81
44	1	44	-11	121	121
43	1	43	-12	144	144
	21	1152			929

From the table above, could be seen that the questionnaire score of teacher's socio emotional climate was varieties. The students who get score 43, 44, 46, 48, 50, 51, 53, 54, 55, 62, 63, 64, 65 was 1 students. The students who get score 49, 58, 59, 61 were 2 students.

According to the score that gotten before, the researcher took for median of that score.

X = the score of teacher socio-emotional climate

f = the frequency of teacher socio-emotional climate

X' = the result of score X minus Mx

$$Mx = \frac{\sum fX}{N}$$

$$\begin{aligned}
&= \frac{1152}{21} \\
&= 54,857 \\
&= 55
\end{aligned}$$

After calculating score of M_x , the researcher calculates the score of SD_x . It was conducted to know how much the device standard of teacher socio-emotional climate score. The formula could be explains clearly as the formula bellow:

$$\begin{aligned}
SD_x &= \frac{\sqrt{\sum fx^2}}{N} \\
&= \frac{\sqrt{929}}{21} \\
&= 1,6514 \\
&= 2
\end{aligned}$$

From the calculation above, it is known Mean (M_x) = 55 and Standard Deviation (SD_x) = 2. Then to determine the category of teacher's socio emotional climate was good, enough, or less, made grouping scores using standard as follows:

- a. Score more than $M_x + 1.SD_x$ is the category of teacher's socio emotional climate is good
- b. Score more than $M_x - 1.SD_x$ is the category of teacher's socio emotional climate is less
- c. Score between $M_x - 1.SD_x$ to $M_x + 1.SD_x$ is the category of teacher's socio emotional climate is enough

Top up of students' perception about teacher's socio-emotional climate

$$= M_x + 1. SD_x$$

$$= 55 + 1.2$$

$$= 55 + 2$$

$$= 57$$

Top bottom of students' perception about teacher's socio-emotional climate

$$= M_x - 1.SD_x$$

$$= 55 - 1.2$$

$$= 55 - 2$$

$$= 53$$

Thus it could be seen that score over 57 was considered good category of teacher socio emotional climate, while scores less than 53 were categorized as less of teacher socio emotional climate and score between 53-57 was enough category. To know more clearly about the categorization of instrumental and integrative motivation of the students could be seen in the following table:

Table 4.4

The analysis about students' perception of teacher's socio-emotional climate of eighth grades at MTsMa'arifKlego in academy year 2015/2016.

Interval	F	Category	Percents
57-65	10	Good	47,68%
54-56	2	Enough	9,55%
43-53	9	Less	42,83%

From the calculation above, the researcher concluded that teacher's socio-emotional climate from the eighth grade of MtsMa'arifKlego was very varieties. There are 47,68 % or 10 students got good categories by scoring between 57-65. Then 9,55% or 2 students got enough categories by scoring between 54-56, and 42,83% or 9 students less categories by scoring between 43-53. It can be concluded that the teacher's socio-emotional climate from the eighth grade of at MtsMa'arifKlego in academy year 2015/2016 was enough.

4. The Analysis about the Students' English Achievement of Eighth Grades at MTsMa'arifKlego in Academy Year 2015/2016.

There are some steps to calculate the mean and the standard deviation of the students' English achievement, they are:

- a. Determine My
- b. Determine SDy
- c. Determine top up of students' English achievement
- d. Determine botton of students' English achievement
- e. Make analysis about the students' English achievement

Table 4. 5

The analysis data about the students' English achievement of eighth grade at MtsMa'arifKlego in academy year 2015/2016.

Y	F	Fy	$y' = (X - Mx)$	y'^2	Fy'^2
95	2	190	32	1024	2048
90	1	90	27	729	729
87	2	174	24	576	1152

85	1	85	22	484	484
75	1	75	12	144	144
72	1	72	9	81	81
65	1	65	2	4	4
56	1	56	-7	49	49
55	1	55	-8	64	64
53	1	53	-10	100	100
52	1	52	-11	121	121
50	2	100	-13	169	338
47	1	47	-16	256	256
45	2	90	-18	324	648
42	1	42	-21	441	441
40	1	40	-23	529	529
30	1	30	-33	1089	1089
	21	1316		6184	129864

From the table above, could be seen that the students' achievement was varieties. The students' who get score 30, 40, 42, 47, 52, 53, 55, 56, 65, 72, 75, 85, 90 was 1 students. The students who get score 45, 50, 87, 95 were 2 students.

$$My = \frac{\sum fy}{N}$$

$$My = \frac{1316}{21}$$

$$= 62.67$$

$$= 63 \text{ (the rounding of)}$$

From the table above, it was stated mean (My) = 63

$$SDy = \frac{\sqrt{\sum fx^2}}{N} = \frac{\sqrt{129864}}{21}$$

$$=17.16$$

$$=17 \text{ (the rounding of)}$$

From the calculating above, it was stated Mean (M_x) = 63 and Standard Deviation (SD_x) = 17 to determine the category of students' English achievement of eighth grade at MtsMa'arifKlego in academy year 2015/2016 is good, enough, or less, made grouping scores using standard as follows:

- Score more than $M_x + 1.SD_x$ was the category of English achievement
- Score more than $M_x - 1.SD_x$ was the category of English achievement
- Score between $M_x - 1.SD_x$ to $M_x + 1.SD_x$ was the category of English achievement, The calculation is:

Top up of students' perception about teacher's socio-emotional climate

$$\begin{aligned} &=M_x + 1. SD_x \\ &= 63 + 1. 17 \\ &= 80 \end{aligned}$$

Top bottom of students' perception about teacher's socio-emotional climate

$$\begin{aligned} &=M_x-1.SD_x \\ &= 63 -1. 17 \\ &= 46 \end{aligned}$$

Thus it could be seen that score over 80 was consider good category of English achievement, while score less than 46 were categorized as less of English achievement and its score of 46-80 was enough category. To know more clearly about the categorization of teacher's socio emotional climate could be seen in the following table.

Table 4.6

The analysis about the students' English achievement of the eighth grade at MtsMa'arifKlego in academy year 2015/2016.

Interval	F	Category	Percents
80-95	6	Good	28, 59%
47-79	10	Enough	47, 68 %
30-46	5	Less	9, 55%

Based on the calculation, the researcher concludes that the students' English Achievement of eighth grade at MtsMa'arifKlego in academy year 2015/2016 was very varieties. There are 28,59% or 6 students get good categories by scoring between 80-95. Furthermore 47,68 % or 10 students get enough categories by scoring between 47-79, and 9,55% or 5 students less categories by scoring between 30-46. It can be concluded that the students' English Achievement of eighth grade at MtsMa'arifKlego in academy year 2015/2016 was enough.

5. The Analysis about the Correlation between Teacher Socio Emotional Climate and Students' English Achievement.

The steps of the data analysis applied in this research:

- a. Step 1: calculating N , $\sum X$, $\sum Y$, $\sum XY$, $\sum X^2$, $\sum Y^2$

Number	X	Y	X ²	Y ²	XY
1	62	53	3844	2809	3286
2	58	45	3364	2025	2610
3	58	65	3364	4225	3770
4	54	47	2916	2209	2538
5	43	40	1849	1600	1720

6	49	56	2401	3136	2744
7	55	52	3025	2704	2860
8	44	45	1936	2025	1980
9	63	42	3969	1764	2646
10	53	50	2809	2500	2650
11	59	55	3481	3025	3245
12	46	72	2116	5184	3312
13	50	85	2500	7225	4250
14	61	90	3721	8100	5490
15	61	95	3721	9025	5795
16	65	30	4225	900	1950
17	49	95	2401	025	4655
18	64	87	4096	7569	5568
19	59	75	3481	5625	4425
20	48	50	2304	2500	2400
21	51	87	2601	7569	4437
	1152	1316	1327104	1731856	1516032

Notes:

N = the number of subject

$\sum x$ = the total number of scores of x variable (teacher socio-emotional climate)

$\sum y$ = the total number of scores of y variable (students' English Achievement)

$\sum x^2$ = the total number of square of x variable

$\sum y^2$ = the total number of square of y variable

$\sum xy$ = the total of score multiplication of x variable and y variable

Based on the table, the resesarcher found that:

$$N = 21$$

$$\sum x = 1152$$

$$\sum y = 1316$$

$$\sum x^2 = 1327104$$

$$\sum y^2 = 1731856$$

$$\sum xy = 1516032$$

b. Steps 2 : applying the formula of product moment correlation.

$$\begin{aligned} r^{xy} &= \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \\ &= \frac{21.(1516032) - (1152)(1316)}{\sqrt{(21.1327104 - (1152)^2)(21.1731856 - (1316)^2)}} \\ &= \frac{31836672 - 1516032}{\sqrt{(27869184 - 1327104)(36368976 - 1731856)}} \\ &= \frac{30320640}{\sqrt{(26542080)(34637120)}} \\ &= \frac{30320640}{\sqrt{9.19341214}} \\ &= \frac{30320640}{39320680} \\ &= 0,7711126 = 0,771 \end{aligned}$$

c. Step 3 : calculating degrees of freedom (df)

$$df = N - nr \quad df = 21 - 2 = 19$$

d. Steps 4 : determining the significant standard 5 % and 1% in the table of product moment (r_t) (see appendix 6)

From the significant standard 5% r table is 0,433 it mean that $r_{xy} > r_t$, thus H_0 is reject. While, from the significant standard 1% r table is 0,561. It means that $r_{xy} > r_t$, thus H_0 is reject

e. Steps 5: making conclusion by classifying based on the index of correlation and connecting to the table of product moment.

From the calculation above the researcher found that r_{xy} is 0,771. It is higher than r table. It can conclude that null hypothesis (H_0) is rejecting and the alternative hypothesis is accepted.

Table 4.7

The index of correlation⁵²

No	Scale	Interpretation
1	0.800-1000	High correlation
2	0. 600-0.800	Sufficient
3	0.400-0.600	Fair
4	0.200-0.400	Low
5	0.000-0.200	Very low

The value of r_{xy} is 0,771. Based on the table of interpretation above, it has high correlation. It be stated that there is a significant correlation between teacher's socio emotional climate and students' English achievement at MtsMa'arifKlego in academy year 2015-2016.

⁵²SuharsimiArikunto, Procedure Penelitian Suatu Pendekatan Praktik, 245.

D. Interpretation

The research gives interpretation about the correlation between teacher's socio emotional climates by questionnaire and students' English achievement by the documentation of rapport.

From the calculation in the data analysis above, it is known that the value of r_{xy} is 0,771126 , and the value of r table (r_t) with degree of freedom (df) is 19 and the standard from 5% is 0,433, and from the significant standard 1% r table is 0,561. As the result is $r_{xy} > r_t$.

Value of table 1%, $0,771 > 0,549$ and value of table 5%, $0,771 > 0,433$

It can be concluded that there is correlation between teacher's socio emotional climate and students' English achievement of eighth grades at Mts Ma'arif Klego in academy year 2015/2016.

Teacher's socio emotional or interaction between students and teacher is one of the important aspects in education, because it will influence the student's achievements.⁵³ The interaction between teacher and students is one of the teaching learning process factors which have big effect to the students to the students to achieve a good achievement.

⁵³Ngalim Purwanto, Psikologi Pendidikan, (Bandung: PT Remaja Rosda Karya 1990), 106-107.

CHAPTER V

CLOSSING

A. Conclusion

Based on the description on the previous chapter, the researcher comes to the following conclusion:

1. The coefficient correlation is 0,771, it is higher than the coefficient of table 0, 433 at the level of significant 5% and 0, 561 at the level of significant 1%. It means that $r_{xy} > r_t$. In line, null hypothesis (H_0) is rejected and the alternative Hypothesis (H_a) is unrejected. Hence, it can be under line that there is significant correlation between the teacher's socio-emotional climate and students' English achievement of eight grade at MTs Ma'arif Klego Ponorogo in academy year 2015/2016.

B. Suggestion

From the conclusion above, the researcher attempt to give some suggestion:

1. For Teachers

This study recommended to the teacher should create comfortable and enjoyable classroom, the teacher able to make the students more interested and focus to the lesson. English teacher must be able to take part in building good relation of classroom learning environment.

2. For Students

Based on the result of research, the students must be create the relationship or interaction between teacher-students or peer between them that students can learn effectively and learning process can be achieve the goal

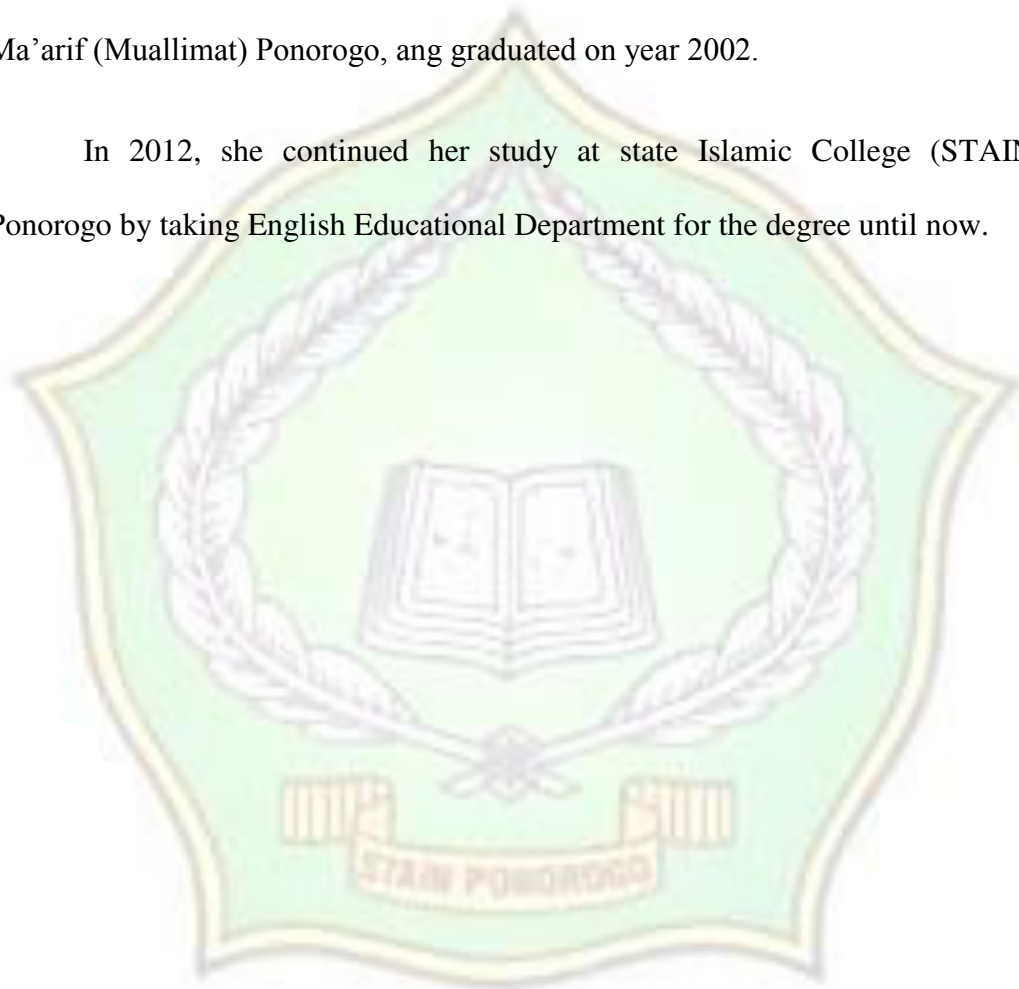


CURRICULUM VITAE

Siti Jariyah was born in Ponorogo, on March 05th 1993. She is the fourth child of Mr. Katijo and Mrs. Tumini. Her primary education was taken on year 2006 at SDN 03 Ngrayun

The next undertaken at MTs Minhajul Munaa Dopo Sambu Ngrayun Ponorogo Graduated in 2009. For the senior high Education run at MA Putri Ma'arif (Muallimat) Ponorogo, ang graduated on year 2002.

In 2012, she continued her study at state Islamic College (STAIN) Ponorogo by taking English Educational Department for the degree until now.



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