

THE CORRELATION BETWEEN STUDENTS' ATTITUDE AND THEIR ACHIEVEMENT IN LEARNING ENGLISH AT SMA NEGERI 2 TANJUNGPINANG

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Abstract

This study aimed to know whether there was correlation between students' attitude and their achievement in learning English eleventh-grade students in the academic year 2020/2021. The method which is used in this study was correlational method. The sample was 72 students which were taken by cluster sampling technique. This study used data collection techniques such as questionnaires and documentation. The questionnaire was arranged based on a Likert scale. Data collection technique in this research used the documentation method of student achievement eleventh-grade students of SMA Negeri 2 Tanjungpinang in the academic year 2020/2021 which was a method of collecting data for testing from school report card. This research investigated the correlation between students' attitude toward English and their achievement of English lessons used a Pearson Product-Moment correlation. The data analyzed using SPSS version 25. Based on the Pearson Product Moment Correlation coefficient, the result indicated that there was a significant correlation between students' attitude and their achievement in learning English. The p-value was 0.003. It means that the p-value 0.003 was lower than 0.05. Thus, there was a significant correlation between students' attitude and their achievement in learning English eleventh-grade students at SMA Negeri 2 Tanjungpinang in the academic year 2020/2021. In this research, the r-value was 0.350 and the r^2 -value was $0.350^2 = 0.1225$, indicating that students' attitudes in learning English have positive contribution in students' achievement; it was 12.25%.

Keywords: Students' Attitude toward English, English Achievement.

I. Introduction

The education process consists of 3 basics elements input-process-output. The input is students with various backgrounds. The process is learning activities that include giving and understanding material by the teacher to students. The output is the results of studies that have been included cognitive, affective and psychomotor. In the world of education, learning is very important because it involves the teaching and learning process. In the teaching and learning process, the teacher functions as an instructor, while students as individuals are required to learn to obtain good learning achievements. According to Dimiyati & Mudjiono (2006) a learning achievement is the result of the interaction between learning and teaching. The achievement of high scores on each of the subjects can be interpreted as well-achieved learning achievement. On the contrary, a low achievement on the subjects is the result of bad learning. All people have the desire to achieve a good achievement because a good learning achievement is one of the indicators of a successful learning process. However, in reality, not all students have a good achievement. According to Fraenkel et al. (2012) achievement is an instrument used to measure the proficiency level of

individuals in given areas of knowledge or skill stated. Based on the description, it can be concluded that the achievement was an output in the form of individual abilities in the field of knowledge possessed by the individual after he receives his/her learning experience. The achievement referred to in this research is the results of learning English in the form of the level of mastery of knowledge obtained by students after learning English learning. English achievement are shown by indicators such as having the ability to interpret, read, write and speak in English subject matter. Student achievements are obtained by the researcher from student' school report card.

According to Askurny & Pujiastuti (2020) teaching learning consists of several elements which must be related and supported mutually. They are teacher, the person who deliver the knowledge, lead the students to the changing of behaviors, and foster the students to achieve the learning goal. Later, students, the subject who receive knowledge from the teacher, trigger themselves to go through new experiences, and the person who makes effort to achieve his life purpose through learning process. Then, teaching materials, materials which exert the learner or students to gain his goal, and materials which is delivered properly and effectively to inspire learners to achieve his goal in the future through attending the school. Next is facility, facility is not obligatory since teachers, students, and materials are bound comprehensively, teaching learning still be able to be occurred. Nevertheless, school with sufficient facilities will perform better quality of teaching learning. Finally, external supported aspects; they are family and neighborhood of students. According to Susanto (2016) students' achievement are influenced by several factors. Achievements achieved by students are the result of interactions between internal factors and external factors. Internal factors are from students which include intelligence, interest, and attention, motivation to learn, perseverance, attitude, study habits, and physical conditions, and health. While external factors are from outside the students themselves, consisting of the family, school, and community environment.

According to Hosseini & Pourmandnia (2013) learning a language is influenced by a variety of factors. Two of the most important of which are the learner's attitude and perception toward the target language. The concept of learners' attitudes has been the focus of attention in explanation and investigation of human behavior offered by social psychologists. Attitude is usually defined as a disposition or tendency to respond positively or negatively towards a certain thing such as an idea, object, person, or situation. Students have positive or negative attitudes towards the language they want to learn or the people who speak it. Having positive attitude towards tests is also claimed to be one of the reasons which make students perform better on the tests. A large number of studies have also investigated the correlations between attitude and proficiency in the language. It became evident that attitude and perception play significant roles in enabling learners to learn effectively.

Based on these descriptions, the researcher examined the correlation between students' attitude and achievement of students in English subjects. Researcher chooses this research because English is a subject that researcher taught at SMA Negeri 2 Tanjungpinang during teaching practice, namely Pengenalan Lapangan Persekolahan (PLP). In carried out teaching practice as well as research, researcher found problems in students' negative attitudes towards English language lessons, such as students who were less concerned with the learning process in the classroom on English subjects. Among them by being indifferent to English lessons because it was difficult, students were not doing assignments on time, the attitude of students who were very passive during learning, the students were afraid to answer questions given by the teacher. The resulted in the teaching and learning process becoming less conducive so that when given a test by the teacher to student were not able to obtain good results.

Sarwono (2010) examined the opinions of several experts who stated that attitudes can be measured using a tool called an attitude scale. The method of expressing attitudes in the form of self-report which until now is considered as the most reliable is to use a list of statements that must be answered by individuals called the attitude scale. Attitude scale is a collection of statements about an attitude object. From the subject's response to each statement, it can then be concluded regarding the direction and intensity of one's attitude. One of the characteristics of an attitude scale

is the content of the statement which can be in the form of a direct statement with clear objectives but can also be in the form of an indirect statement. Although respondents can know that the scale aims to measure attitudes, this indirect statement is usually disguised and has a projective nature.

From the theories that have been put forward by experts, it can be concluded that attitude is a form of response from individuals in the form of opinions or views, positive or negative feelings and the tendency to take an action that causes an object such as people, objects, ideas, etc. The attitude in this research is the attitude towards learning English. The attitude towards learning English is a form of response or positive or negative reaction to the English language courses raised by students in their learning activities. Therefore, researcher was interested in raising the problem with the title "The Correlation between Students' Attitudes and Their Achievement in Learning English at SMA Negeri 2 Tanjungpinang".

II. Research Methodology

The research conducted was correlational. Correlation is a kind of quantitative research. The data formed by a number or value as the result, the function is to give descriptive statistics, correlation or explanation. According to Creswell (2009) quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in both survey and experimental research that relate to identifying a sample and population, specifying the strategy of inquiry collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey or experimental study.

According to Fraenkel et al. (2012) stated correlational research is research that involves collecting data in order to determine the degree to which a relationship exists between two or more variables. A correlational method was used by the researcher to investigate the correlation between the independent variables and the dependent variable. In this research the students' attitude toward learning English was Independent Variable (X) and the students' achievement was Dependent Variable (Y). The reason of choosing the method was the researcher wanted to know the strength of the relation of two variables based on correlation coefficient (r).

The purpose of this research determined the students' attitudes in learning English correlation to their achievement. This research used data collection techniques such as questionnaires and documentation. The questionnaire was arranged based on a Likert scale. Data collection technique in this research used the documentation method of student achievement eleventh-grade students of SMA Negeri 2 Tanjungpinang in the academic year 2020/2021 which was a method of collecting data for testing from school report card. This research investigated the correlation between students' attitude toward English and their achievement of English lessons used a Pearson Product-Moment correlation.

The research procedure was first the researcher looked up the findings as original data of student achievement by the school report card. Second, the researcher identified the students' attitudes towards English by using a Likert scale questionnaire. Third, the researcher found out whether there was a significant correlation between students' attitude and their achievement. The data analyzed using Statistical Package for Social and Science (SPSS) version 25 based on the results of the questionnaire and documentation of students' achievement. To analyze the correlation between students' attitudes toward learning English and their achievement the researcher used the Pearson Product-Moment correlation coefficient (r) technique. Last, explanation and interpretation of the results discussed.

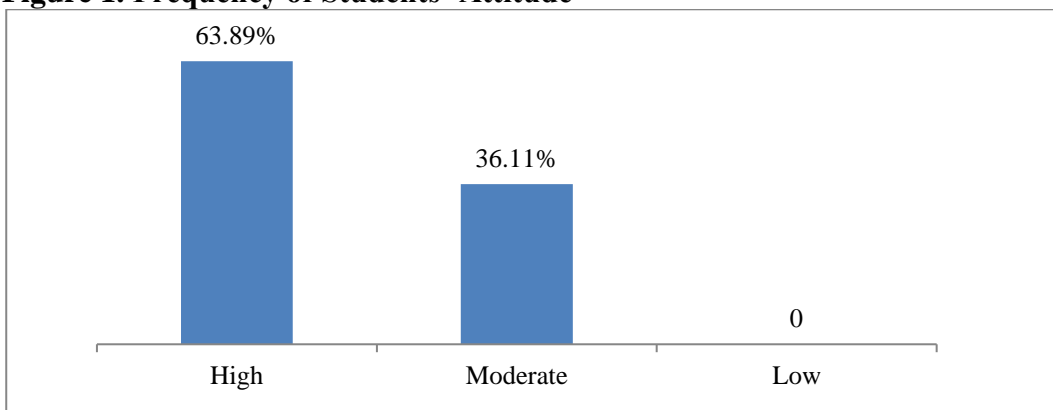
Description of the research data was an overview of the data processing from the two variables in this study obtained through the process of filling out a questionnaire by 72 sample students. The data which were analyzed were the result of the Questionnaire and Documentation. The researcher's description was based on the score of the questionnaire to know students' attitudes

in learning English and documentation to know the English achievement of eleventh-grade students of SMA Negeri 2 Tanjungpinang in the academic year 2020/2021.

III. Findings and Discussion

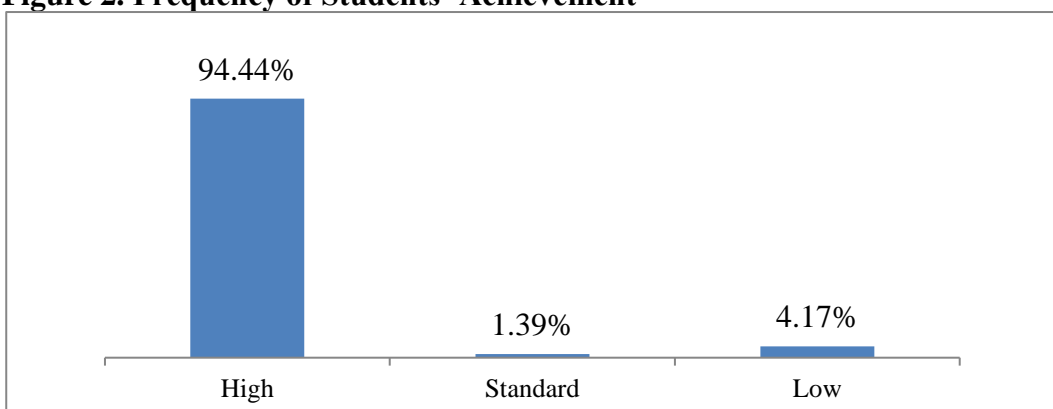
Based on Figure 1, it could be seen that most students have attitudes that belong to the high category. This could be seen from figure the frequency in the high category of 63.89% or 46 students, the moderate category of 36.11% or 26 students and none of the subjects in the low category.

Figure 1. Frequency of Students' Attitude



Based on Figure 2, it could be seen from the KKM score set by the school, amounting to 94.44% or 68 students with a value of more than 70 or in the High category, 1.39% or 1 student with an exact score of 70 or in the Standard category and 4.17% or 3 students with a value of less than 70 or in the Low category.

Figure 2. Frequency of Students' Achievement



Based on the Pearson Product Moment Correlation coefficient (r), the result indicated that there was a significant correlation between students' attitude and their achievement in learning English. The p -value was 0.003. It means that the p -value 0.003 was lower than 0.05. Thus, there was a significant correlation between students' attitude and their achievement in learning English eleventh-grade students at SMA Negeri 2 Tanjungpinang in the academic year 2020/2021. According to Bradburn (2017) this is the Person Correlation Coefficient (r) value. These values range from 0 to 1 (for positive correlations) and -1 to 0 (for negative correlations). The larger the number, the stronger the linear association between the two variables i.e. a value of 1 indicates a strong positive association and a value of -1 indicates a strong negative association. A value of 0 indicates no such association. It concluded that there was a strong positive significant correlation between students' attitude and their achievement in learning English eleventh-grade students at

SMA Negeri 2 Tanjungpinang in the academic year 2020/2021. The result of the hypothesis test can be seen in table 1 below:

Table 1. Correlation Coefficient

		Attitude	Achievement
Attitude	Pearson Correlation	1	.350**
	Sig. (2-tailed)		.003
	N	72	72
Achievement	Pearson Correlation	.350**	1
	Sig. (2-tailed)	.003	
	N	72	72

** . Correlation is significant at the 0.01 level (2-tailed).

When r-value is positive, it indicates that high values of one variable in the correlation tend to be found with high values of the other variable in the correlation. Likewise, low values on one variable tend to be found with low values on the other variable. It was the more positive the student's attitude in learning English, the higher the student's learning achievement. Conversely, the more negative the students' attitudes in learning English, the lower the student achievement. In this research, the r-value was 0.350 and the r^2 -value was $0.350^2 = 0.1225$, indicating that students' attitudes in learning English contributed 12.25% to the high and low students' achievement. While 87.75% of students' achievement was contribution by other factors outside of attitudes. According to Braten & Stromso (2016) stated that a person is said to have a positive attitude towards an object if he likes it or has a negative if he doesn't like it or his attitude is not there (unfavorable). Successful learners are enthusiastic, exhibit confident attitudes toward learning, have positive expectations from it and do not experience anxiety about learning because the attitudes toward learning one has inevitably influence the outcomes, the more positive attitudes one has, the better he or she performs in learning.

This study was related to Gencil & Seda (2015) the purpose of this study is to investigate the relation between students' attitudes towards foreign language and foreign language achievement. The participants are last-year students in the high schools in Afşin and Elbistan, K.Maraş. The reason why we chose the last-year high school students was to identify their attitudes towards language in the beginning of their career through university. Language Attitude Scale (LAS) Likert Type scale in five gradations- was administered to all students to see if there was any relationship between their attitude and success. 421 students' responses were studied. This study indicates that there is a significant relation between student academic achievement and student attitude towards foreign language. As a result, the findings revealed that in the eastern part of Turkiye (K.Maraş-Afşin-Elbistan towns), among last year high school students, there is a high relationship between attitude and achievement. Students will have positive attitude if the teacher has respect for students' feelings. Therefore; to teach a foreign language, students' affective characteristics should be taken into consideration. To develop favorable attitude towards foreign language affective aims and activities should placed in curriculum. The results of such studies should be implemented on language curriculum. The language curriculum should be designed according to the needs of students and individual differences. The result of this study should be a tool for the teachers to consider their students attitudes. Affective characteristics in education are important because with the cognitive characteristics they determine the individual's capacity to participate effectively in the learning process and help student to enjoy and interest in the subject and have students be successful. In order to obtain cognitive success learner must have a positive

attitude toward the subject and have minimal anxiety; therefore, the characteristics of affective domain should be put forward in the studies. The term attitude, today, has shaped the landscape of education.

IV. Conclusion

Based on the Pearson Product Moment Correlation coefficient, the result indicated that there was a significant correlation between students' attitude and their achievement in learning English. The p-value was 0.003. It means that the p-value 0.003 was lower than 0.05. Thus, there was a significant correlation between students' attitude and their achievement in learning English eleventh-grade students at SMA Negeri 2 Tanjungpinang in the academic year 2020/2021.

This study aimed to know whether there was correlation between students' attitude and their achievement in learning English eleventh-grade students at SMA Negeri 2 Tanjungpinang in the academic year 2020/2021. Based on the problem statements in the previous chapter and the result of this research, it could be concluded that, there is a strong positive significant correlation between students' attitude and their achievement in learning English eleventh-grade students at SMA Negeri 2 Tanjungpinang in the academic year 2020/2021. It means that the improvement of students' attitude would be followed by the improvement of students' achievement. It also means that the students' attitude has a contribution to their English achievement. It is the more positive the student's attitude in learning English, the higher and the better the student's learning achievement will be. The relative contribution of students' attitudes to English achievement was 12.25% while 87.75% was contributed by other factors.

From the explanation above there are some suggestions that are proposed by the researcher. They are: (1) for the students, students should further improve their positive attitude towards learning English because it can improve their achievement, students should actively be involved in the learning process, for example actively asking questions, discussing, and issuing opinions so that students can more easily understand the material being studied so that it can improve students' achievement, and students should change their understanding of the importance of learning English so that English is useful for life and their future.; (2) for the teachers, teacher should play a deeper role in fostering the use and purpose of learning English, the teacher should be more creative to increase students' attitudes. It can be done by using any game and provide any interesting activity in English learning, and English teachers should foster positive attitudes towards English lessons. Especially for students who show negative attitudes. Teachers do this by explaining to students that English lessons are not a difficult subject, if students study hard, all lessons including English lessons will become easier; (3) for the next researchers, knowing that there are still 87.75% of other factors that can be contribution students' achievement, it is necessary to have further research to find out other factors that contrubution English learning achievement outside of students' attitudes in learning English.

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