


The Correlation between Students' Attitude in English Lesson and Their Achievement

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ABSTRACT

This study aimed to find out: (1) The category of student learning attitudes towards learning English (positive or negative), (2) To know the outcome of students in learning English, (3) To know whether there was a relationship between learning attitudes toward the student's value in learning English. The method that used in this research was descriptive quantitative. The Sample in this study was all the grade 11 students at MTI Koto Tinggi in academic year of 2019/2020. Sampling technique in this research was saturation sampling. The data collection techniques in this study were questionnaire and documentation. Data analysis technique was using SPSS version 20 program. Third the relationship between students' learning attitudes toward the value gained in English learning, the results were known about correlation was the R-Count (0643) was greater than R-table (0361). It can be concluded that there was a relationship between student learning attitudes toward student grades.

Keywords: Attitude, Students' Grade in English, Correlation

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INTRODUCTION

Education is the most important element that can elevate a person's degree. According to Sagala states that education is a conscious effort and aims to develop human quality (Saiful Sagala. 2011). That is, the higher the education of one, the more experience and knowledge gained. The process of education is certainly inseparable with all efforts to be done to develop quality human resources. Qualified human resources can be seen from the increasing quality of education.

The government has made the efforts to increase the quality of education in Indonesia. The purpose of the increasing education is to develop the potential of students to become human beings, noble, healthy, knowledgeable, capable, creative, independent and can compete with the others in the world. To make it happen it takes a fairly basic change in the national education system that is viewed by various parties unable to provide provision and cannot prepare learners to compete with other nations of the world. These fundamental changes relate to the curriculum that itself demands changes to other components of education.

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The Government makes and designs the curriculum for the school in Indonesia. Schools in Indonesia have many standards and several compulsory subjects that must pass by the students. English is one of compulsory subject for junior and senior high school. Depdiknas RI states that there are three standard objective of English language has become the part of compulsory subject in senior high school, as follow : The first, developing communicative competence both in oral and written in order to reach the level of information literacy. Second, the students have to raise their awareness of the English as a global communication in order to compete with the other countries. Third, develop student's comprehension about the relation between language and culture (Dipdiknas RI.2006).

From the explanation above, it can know that English is important for students because it is the international language that they can use to communicate with the others. English is compulsory subject for students in senior high school, which they have to proficiency and understand about that. Ironically, there are still many students do not have ability to proficiency the English language. According to Aceng, he states that the students do not use English as a foreign language to communicate with others event they have learnt in the school (Aceng. 2017). As addition, English proficiency index says that Indonesian students' proficiency is still low and they are still weak in using English language English proficiency index 2006. Based on definition above, it can be known that the Indonesian students are lack in English learning.

The students lack of English have caused by several factors. According to Shams in aceng, there are various factors that influence the learning context in English proficiency as foreign language such as motivation, anxiety aptitudes, learning achievement, age, personalities, intelligence, attitude, etc. attitude is the important factor that can influence students proficiency in English language.

Suryabrata in Aceng claims that the factor can affecting student achievement is attitude. Attitude is something that is learned, and attitude determines how individuals react to the situation and determine what people look for in life. Suryabrata (Sumadi.1989). Attitude is closely related to learning because attitudes are internal factors that can affect learning.

Gowhary says that attitude is crucial in language, restoration destruction (Gowhary 2015). Syukur in aceng states that attitudes can influence how individuals approach many situations in life, including foreign language learning (Op.cit aceng p.16). In addition Dalvid and Clerk claim if the people who have positive attitudes in learning language, they are more likely to learn it well (Davit and clerk. 2004). Base on definition above it can conclude that student's attitude can affected the achievement of learning English.

Based on preliminary research at 27th November 2019 in MAS TI Koto Tinggi Pandai Sikek by interviewing English teacher to know about the student's achievement in learning English, the researcher finds that there are many kinds of the students' levels in their achievements and the factor affected itself. The first is the student who has a positive attitude in learning English can get good grade in their achievements. The positive attitudes such as keep intention while learning activity, interest in learning English, always do exercise. Second, the students who have negative attitude while learning English get low grade. The negative acts are the students do not have intention in learning, do not doing their exercise and do not enter in class room. From the reasons above, the researcher interest to find out if the students' low grade in MTI Koto Tinggi Pandai Sikek has related to the lack of the students in learning English. Through the reasons above, the researcher decides this research about the correlation between student's attitude in English Lesson and their achievement at second grade in MAS TI Koto Tinggi Pandai Sikek.

METHOD

The design of this research was a Correlation research. As described by Sukmadinata, she said that correlational research was intended to know the relationship of a variable with another variable that could expressed by the magnitude of the correlation coefficient and the significance Statistics (Nana Sukmadinata syaodih.2007). This research was conducted through a quantitative approach.

As described earlier that this study had two variables. The first was Independent variable (X), which was the attitude of students to the English language subjects. Then the second variable was dependent variable (Y), namely student learning achievement. The description of the correlations between variables in this research was seen in the table below:

Table 1. Correlation between variables

Variable X (Independent Variable)	Students' attitude towards Learning English
Variable Y (Dependent Variable)	Students' Achievement

The population of this research was all students from eleventh grade in MAS TI Koto Tinggi Pandai Sikek that were 30 students. The sample that took in this research was all of the population, because the population were 30. The instruments used in this study were questionnaires and documentation. the data collection methods used were documentation and questionnaire.

FINDINGS AND DISCUSSION

The findings focused on the data of students' attitude and their achievement. This research analyzed the data by using descriptive research. The finding revealed that: (a). How was the students' attitude in English learning of second grade at MAS TI Koto Tinggi. (b) How was the students' English achievement of second grade at MAS TI Koto Tinggi Pandai Sikek. (c) Was there any correlation between students' attitude and their achievement in English . Based on the three questions above, it can be answered with questionnaire results that have been filled by the sample and documentation of odd semester report card. In these findings, the data would be discussed in two points, First is data description, second is data analysis.

Data Description

The data were collected from 30 students at class XI in MTI Koto Tinggi. The findings the data were about the students' attitude in English learning of second grade at MAS TI Koto Tinggi, the students' English achievement of second grade at MAS TI Koto Tinggi Pandai Sikek, correlation between students' attitude and their achievement in English. The data as shown following:

The students' attitude in English Learning

In this study to calculate the students' attitude in learning English, the researcher spell out the students' answer, it was shown in appendix 1. Based on the questionairre to ensure students' attitude there were 25 questions. Each question was consist of 5 possible answer

and the score: Very Agree (SS) with score 5, Agree (S) score 4, Less Agree (KS) score 3, Not Agree (TS) score 2, and Highly Disagree (STS) score 1. So, the maximum score that can be reached by students was $25 \times 5 = 125$. The Minimum score was $25 \times 1 = 25$. From the calculated data above, it can be known that the highest score that students attained was 115 from maximum score, and the lowest score that reach by students was 71.

Before doing correlation test of student's attitude and their achievement, it should have to know the classification system for students' attitude in MTI Koto Tinggi judgement. The classification can be seen from average of calculate score and items.

$$F = \frac{\text{Average of Total score}}{N}$$

$$F = \frac{219.68}{30}$$

$$F = 3.67$$

Based on the value above, it's found the average of students' attitude in 3.67. (Borich and kubiszyn 2015) stated that if the average of attitude > than 3 it can be said the attitude is in positive attitude, in another hand if the average of attitude < 3 so it can be said the negative attitude. From definition above, the attitude of students in MTI Koto Tinggi had value in 3.67, so it can be classify in **Positive attitude**.

Students' Achievment the second instrument that researcher used in this research was the students' first semester grades of class XI in MTI Koto Tinggi academic year 2019/2020. The grade was taken by documentation that was got by English Teacher that was teaching in their classroom. It can be known if the scores of students in MTI Koto Tinggi have variety; there were low grade from KKM , there were in KKM, and there were higher than KKM.

Table 2. Calculate of students' Score Percentage

Students' achievement	Quantity	Percentage
< 75	6	20%
=75	3	10%
> 75	21	70%
total	n= 30	100%

Source : Primary Data

From the table shown above, it was known that there were 6 or 20% students had low score, 3 students or 10% had score amount with Minimum Standard (KKM) and there were 21 or 70% students get highest score of KKM. Based on data above, it can be said that the score of students in MTI Koto Tinggi average were higher than the KKM.

Analyze of The Data

As stated previously, to know about the correlation of students' attitude toward English Learning and their achievement, this research collected the data by using questionnaire. When the data have been collected, The research focused to analyze the data and accumulated the scores of the items that were evaluated by the students.

Before knowing the relation of students attitude and their achievement, the researcher measured the questionaire by doing T- Test, such as : Validity Test, Reability Test, Normality Test, and Lineary Test. That each would show bellow:

The Correlation between Students' Attitude in English Lesson and Their Achievement
 Test of Validity

The instrumentation that researcher used in this study was a questionnaire. The researcher took steps to conduct a validity test to find out how much it valid from the measuring instrument used with the validity analysis of the bivariate correlation product method moment with the help with microsoft excel and SPSS version 20.0 for Windows statistical program. Here were the results of the validity test of the X (students ' attitude) and Y (Students ' achievement):

Table 3. Validity Test

No Item	r - Calculate	r - Table	Conclusion
1	0.53527	0.361	Valid
2	0.530974	0.361	Valid
3	0.526316	0.361	Valid
4	0.521206	0.361	Valid
5	0.52489	0.361	Valid
6	0.528921	0.361	Valid
7	0.554961	0.361	Valid
8	0.61631	0.361	Valid
9	0.588146	0.361	Valid
10	0.582165	0.361	Valid
11	0.573052	0.361	Valid
12	0.561835	0.361	Valid
13	0.575618	0.361	Valid
14	0.637158	0.361	Valid
15	0.604879	0.361	Valid
16	0.58263	0.361	Valid
17	0.589357	0.361	Valid
18	0.590226	0.361	Valid
19	0.570734	0.361	Valid
20	0.515488	0.361	Valid
21	0.47776	0.361	Valid
22	0.419395	0.361	Valid
23	0.492659	0.361	Valid
24	0.425705	0.361	Valid
25	0.45351	0.361	Valid

Source : Primary Data

Based on table 4.5 test of instruments validity can be conclude that the r - calculate of each number item were bigger than r - Table and the result of validity test in appendix 4 shown the sig 2 tailed of each item were > 0.05 . Based on description above it can be concluded that the items of the questionairre were **valid**.

Test of Reability

In addition to a measuring instrument just not did validity test, but it must meet the reliability test. So that, researcher used the reliability test with Cronbach's Alpha method with SPSS 20 for Windows statistics help. Here were the results of the reliability test:

Table 4. Reability Test

Case	Processing	N	%
Summary			
	Valid	30	100.0
Cases	Excluded ^a	0	0.0
	Total	30	100.0

Reability Statistic

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
	26

From the table above that was known that the value of variable X and the variable Y had a value of 0.743 While in the Cronbach's Alpha method of measuring tool is said to be really if the coefficient Obtained $> 0,602$ then it can be known that the measuring instrument used The researcher had **reliable**.

Test of Normality

Before conducting subsequent data analysis, it would be easier and smoother when the variables that were researched follow a specific distribution. Therefore, before making a decision needed to be conducted test requirements that aim to determine the statistics to be used in the research. The techniques used in the prerequisite trials were test normality and Interference linearity.

Testing normality was used to determine the spread of symptoms investigated in a population with a normal distribution. Based on the results of normality test with Kolmogorov-Smirnov, the attitude variable to English lesson with learning achievements gave the results viewable in table below:

Table 6. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Students' attitude	0.155	30	0.065	0.956	30	249
Students' Achievement	0.152	30	0.076	0.913	30	018

a. Lilliefors Significance Correction

According to table 6 above It was said that the significant value for the student attitude variable in English language learning of 0.065, the significance value for the student attitude variables in English language learning was greater than 0.05 it can be concluded that the student's attitude data in English-language learning was under normal distribution. A significant value for a learning achievement variable of 0.076, the significance value for the Learning achievement variable is greater than 0.05 then it can be concluded that the learning achievement data is a **Normal** distribution. The presentation of image histogram form the attitude of students in English learning and learning achievement.

Test of Linearity



According to analyzing data, it can be seen that the significance value in Deviation from Linierity amounted to 0.514. Because the value of significance is greater than 0.05 it can be concluded that between the variable attitude in English learning with the achievement of learning there is a **Linear** relationship. The second result of the test was qualified, so it can be continued with a correlation test of Pearson Product Moment.

Test of Correlation

The correlation analysis used was a Pearson product moment with a significant level of 5%. Calculation of the correlate would be analyzed by using the help of SPSS 20.0 for Windows. To determine whether there was a relationship between student attitude variables in English and learning achievement variables were based on the following hypotheses

H0 : $p < 0$: No significant positive relationship between students ' attitude in English learning with learning achievement of Class XI in MTI Koto Tinggi Academic year 2019/2020

H1: $p > 0$: There is a positive and significant relationship between students ' attitude in English learning with the learning achievement of grade XI in MTI Koo Tinggi year 2019/2020

To accept or reject the hypothesis, It can see from the criteria hypothesis testing. If the value of $r\text{-count} < r\text{-table}$, then H0 was accepted and H1 was rejected. It means that there was no significant positive relationship between students ' attitudes in math learning with the learning achievement of Class XI in MTI Koto Tinggi Academi year 2019/2020. Conversely if $r\text{-count} > r\text{-table}$, then H0 was rejected and H1 was accepted, which means there was a significant positive relationship between students ' attitudes

Through SPSS it can be known the relation between Students' attitude and students' achievment at Class XI in MTI Koto Tinggi Academic year 2019/2020. Interpretation of the strong relationship of the two variables, then can be used criteria that can be seen in table 7 below:

Table 7. ANOVA Table

			Sum of Df	Mean F	Sig.
			Squares	Square	
		(Combined)	679.533	20	33.977 1.971 0.148
Students' Achievement	Between Groups	Linearity	345.235	1	345.235 20.024 0.002
Students' attitude		Deviation from Linearity	334.298	19	17.595 1.021 0.514
	Within Groups		155.167	9	17.241
	Total		834.700	29	

Table 8. Test of Correlation

		Students' attitude	Students' Achievment
Students' attitude	Pearson Correlation	1	0.643**
	Sig. (2-tailed)		0.000
	N	30	30
Students' Achievment	Pearson Correlation	0.643**	1
	Sig. (2-tailed)	0.000	
	N	30	30

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

According to table 4.9 It was said that the significant value for the student attitude variable in English language learning was 0.643. r-table of this sample that used data table with value 5% , it was 0.361. The significance value for the student attitude variables in English language learning 0.643 was greater than 0.361, or it can be said $r\text{-count} > r\text{ table}$. Based on data above it can be concluded that the student's attitude data in English-language learning were have **Correlate Relation**.

A significant in the table above shown a positive relation with 0.000 value however in the lower category. That means that the more positive the student attitude in English learning it can make the higher the students ' learning achievement. Conversely, the more negative the student's attitude in English learning can be effected the lower the students ' learning achievements.

Based on research about the students' attitude in MAS TI Koto Tinggi there were 3 findings that found, the first was the average of students' attitude of students at MAS TI Koto Tinggi in 3.67. (Borich and kubiszyn 2015) stated that if the average of attitude $>$ than 3 it can be said the attitude is in positive attitude, in another hand if the average of attitude $<$ 3 so it can be said the negative attitude. From definition above, the attitude of students in MTI Koto Tinggi had value in 3.67, so it can be classify in Positive attitude.

Second, the data about students' achievement known that there were 6 or 20% students had low grade, 3 students or 10% had grade amount with Standar Minimum (KKM) and there were 21 or 70% students get highest grade of KKM. Based on data above, it can be said that the grade of students in MTI Koto Tinggi average were High than the KKM.

According to the result of a correlation test between students ' attitudes in English learning with learning achievement, the value of 0.643 was achieved with a significant equivalent of 0.000. Because the value of the correlation coefficient or the r-count value was greater than the r-table value 0.361 It was mean that H_0 was rejected and H_1 was accepted. So there was a relationship between students ' attitudes in learning English with learning achievements.

The results of this study was contrasted with previous research conducted by the (Aceng 2017) which shows that there is no a significant positive relationship between students ' attitudes toward English language lessons with English learning achievements. The results of research conducted by Aceng obtained the value of the coefficient of determination by 0.103 was lower than R-table 0.178, attitudes towards learning influence learning achievement. It was in accordance with which shows that there was no a positive and significant relationship between attitudes towards learning English with learning achievements. The correlation coefficient obtained amounted to 0.265 with 0.103.

CONCLUSIONS

The conclusions are the first was the attitude of students had value in 3.6. Based on expert theory if the attitude was bigger than 3 it can be said the attitude is in positive attitude. The attitude of students had value in 3.67, so it can be classify in Positive attitude. Second, The data about students' achievement known that there were 6 or 20% students had low grade, 3 students or 10% had grade amount with Standar Minimum (KKM) and there were 21 or 70% students get highest grade of KKM. It can be said that the grade of students average were high than the KKM. Third, the large coefficient of correlation between students' attitudes in English language learning with a learning 0.643 against r-table of this sample that used 5% was 0.361. Based on data above it can be concluded that the student's attitude data in English-language learning were have Correlate Relation.

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