

THE RELATIONSHIP BETWEEN STUDENTS' ATTITUDE AND LEARNING MOTIVATION TOWARD THE STUDENTS' ENGLISH ACHIEVEMENT AT THE FIRST GRADE IN SMAN 3 TOLITOLI

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ABSTRACT

The aims of this research is to find out the significant correlation between the students' attitude toward the students English achievement, to find out the significant correlation between learning motivation toward the students English achievement, and to find out the significant simultaneously between students' attitude and learning motivation toward the students English achievement at the first grade in SMAN 3 Tolitoli. This research use quantitative analysis, the population of this research is the first grade of SMAN 3 Tolitoli and the sample of this research are 33 students. The researcher used questionnaire as the main technique of collecting the data, the result of this research showed that there was significant correlation between students' attitude toward the students English achievement, it is proved $T_{count}2,1113 > T_{table} 2,045$. The second, there was no significant correlation between learning motivation toward the students English achievement, it is proved $T_{cont}0,3234 < T_{table} 2,045$, the third there was no significant simultaneously between students' attitude and learning motivation toward the students English achievement it is proved sig f change $0,136 > 0,05$. The conclusion from this research there was no significant simultaneously between students' attitude and learning motivation toward the students English achievement.

Keyword: Attitude, motivation, achievement

ABSTRAK

Tujuan penelitian ini adalah: yang pertama untuk mengetahui apakah ada hubungan signifikan antara sikap siswa terhadap prestasi belajar siswa, kedua untuk mengetahui apakah ada hubungan signifikan antara motivasi siswa terhadap prestasi belajar siswa, ketiga untuk mengetahui apakah ada hubungan signifikan secara simultan antara sikap siswa dan motivasi belajar terhadap prestasi siswa. Peneliti menggunakan analisis quantitative, populasi dari penelitian ini kelas satu SMAN 3 Tolitoli, dan sampel dari penelitian ini yaitu 33 siswa. Peneliti menggunakan kuesioner sebagai tehnik pengumpulan data. Hasil dari penelitian ini menunjukkan bahwa: pertama terdapat hubungan signifikan antara sikap siswa terhadap prestasi belajar siswa, hasil ini dibuktikan berdasarkan $T_{count}2,1113 > T_{table} 2,045$. Kedua, tidak terdapa hubungan signifikan antara motivasi belajar siswa terhadap prestasi belajar siswa, hasil ini dibuktikan berdasarkan $T_{cont}0,3234 < T_{table} 2,045$. Ketiga, tidak terdapat hubungan signifikan secara simultan antara sikap siswa dan motivasi belajar terhadap prestasi siswa, hasil ini dibuktikan berdasarkan $0,136 > 0,05$. Kesimpulan dari hasil penelitian ini yaitu tidak terdapat hubungan secara simultan antara sikap siswa dan motivasi belajar terhadap prestasi siswa.

Kata Kunci: sikap, motivasi, prestasi

1. Introduction

Attitude is an internal situation that affects one's action toward an object, person, and event. Slameto (2010:188) explained that one thing that can influence achievement is attitude. Attitude determines how individual react to the situation being studied. Kamil (2012.106) said that attitude is the state of emotional and mental preparation, which is formed through experiences, that has a directive or dynamic influential power on an individual's behavior towards all things and situation. Attitude is "a word use to a general tendency of an individual tendency to act in certain condition". The attitude can be seen based on someone's words or someone behavior. It means that someone attitude visible from something can be seen from their word and their behavior to the object. Montano (2008.71) explained that attitude established by the individual's beliefs about outcomes or attributes of performing the behavior (behavior beliefs) weighted evaluation of those outcomes or attributes. The people who have strong positive beliefs will have a positive attitude toward the behavior. Conversely, the people who have strong negative beliefs will have a negative attitude. According to Azwar (2013:3) attitudes divided three kinds there are Cognitive Component, Affective Component, Behavioral Component.

The word "Motive" is defined as an efforts that propelled the individual to do something. Hamai (2009:26) motivation is strength, booster force, and strong desire in students to learn actively, creatively, effective, innovative. The function of motivation is a driving tool for learning behavior of students. Sadirman(2011:73) Starting from the word "Motive" itself, then motivation can be explain as the propel force that has become active. Motive can be boosted force from inside on the subject to perform certain activities in order to achieve the goal. According to Purwanto (2004:72) motivation is "complex strengths, impulses, needs, statement, tension (tension states), or other mechanisms that initiate and maintain the desired activities towards the achievement of personal goals" Djaali (2011:106) gives the sense that motivation is "encouragement that comes from inside a person to perform certain action" Sadirman (2007:73) argue even the motive can be interpreted as an internal condition (preparedness). Motive becomes active at certain times, especially when the desired to achieve a very strong requirement.

Teachers should prepare methods that support students' skills with an approach that suits their needs (Malik, A.R 2020; Malik, 2019; Wael dkk, 2019, Darwis, 2020, T. Jacub 2020; Burhan & Saugadi,2017). Student Achievement made as a measure how far student mastery the material from school. To actualize achievement is needed series of measurement to use good evaluation and qualify. Sudjana (2017:3) "student learning outcomes in essence are changes in behavior as result of learning in a boarder sense in the fields of cognitive, affective, and psychomotor" According to Tu'u (2004:75) learning achievement is the mastery of knowledge or skills developed by the subject, usually shown with the value of the test or the figure given by the teacher. Slameto (2010:54) there are two factors infleunce students achievement. The factors are Internal and external motivation.

Learning achievement is a particular knowledge, skill demeanour that a student obtain after period of a study. Measure learning achievement provides information on what particular knowledge, skill or demeanour students have gained after learning is finished. Learning achievement taken into consideration in this study is the final score of the students. There are several factors can influence students achievement such us families, societies, teacher, learning style, attitude, motivation, and so on. The researcher only focuses on students' attitude and learning motivation.

Based on the statement above, the researcher interesting to do a research with the title "*the relationship between students' attitude and learning motivation toward the students English achievement*"

2 Method of the Research

In this research, the researcher was used method qualitative analysis. The population of this research is the first grade of SMAN 3 Tolitoli and the sample of this research are 33 students. This research used questionnaire as the main technique of collecting the data by consist 21 items questionnaire attitude and 33 items questionnaire motivation. After all the data collected the researcher make recapitulation of data students' attitude and recapitulation data of learning motivation. After recapitulation the data, the researcher used normality test. the researcher used one sample kolmogrov-smirnov test. The last the researcher used formula statistic by Sugiono and SPSS 24 program.

3. Findings and Discussion

3.1 finding

The result of recapitulation data variable students' Attitude (X1), learning Motivation (X2), and students' Achievement (Y)

Students(N)	Attitude (X1)	Motivation(X2)	Achievement (Y)
1	58	78	76
2	56	80	79
3	61	79	75
4	64	84	82
5	64	82	78
6	63	83	82
7	68	72	83
8	46	76	77
9	86	73	86
10	74	88	81
11	57	79	75
12	69	73	84
13	62	87	79
14	76	90	76
15	69	98	81
16	67	84	78
17	51	81	77
18	49	80	80
19	51	73	79

20	64	83	78
21	59	84	81
22	59	85	82
23	58	89	79
24	62	91	80
25	55	76	79
26	61	85	79
27	47	67	77
28	52	68	77
29	78	79	78
30	78	78	78
31	78	70	78
N=31	X ₁ = 1.942	X ₂ = 2.495	Y = 2.454

The table above show that the result of recapitulation data from variable X₁, X₂ and Y. The result of the table above presented X₁ have maximal score is 78, and minimal score is 46. X₂ have maximal score is 91 and minimal score is 67. Y have maximal score is 86 and minimal score is 75. The totally students in this research is 31, and totally result of X₁= 1.942, X₂ = 2.495 and Y= 2.454.

3.1.1 Analysis simple correlation

1) The correlation between Students' Attitude (X₁) and Achievement (Y)

Correlations

		X1	Y
X1	Pearson Correlation	1	.365*
	Sig. (2-tailed)		.044
	N	31	31
Y	Pearson Correlation	.365*	1
	Sig. (2-tailed)	.044	
	N	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the result $T_{cont} > T_{table}$ or $2,1113 > 2,045$. So it can be conclude that H_a accepted so there was significant correlation between students' attitude and the students' English

achievement, and there was coefficient correlation between students' attitude and the students' english achievement.

2. The correlation between Learning Motivation (X2) and Achievement (Y)

		X2	Y
X2	Pearson Correlation	1	.059
	Sig. (2-tailed)		.753
	N	31	31
Y	Pearson Correlation	.059	1
	Sig. (2-tailed)	.753	
	N	31	31

Based on the table above, it was found that the value of r_{yx_1} is 0,059. And on the table category show that learning motivation and the student's achievement has very weak correlation. The next step to find out the significant of variable, the researcher use test formula

Based on the result $T_{\text{count}} < T_{\text{table}}$ or $0,3234 < 2,045$. So it can be conclude that H_0 accepted so there was no significant correlation between learning motivation and the students' achievement and there was coefficient correlation between learning motivation and the students' english achievement.

3.1.2 Multiple Correlation

The correlation between students' attitude and learning motivation toward students' achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	,365 ^a	,133	,071	2,50232	,133	2,146	2	28	,136

a. Predictors: (Constant), X2, X1

Based on the table above, it was found that the value of $R = 0,365$, and on the table category show that students' attitude and learning motivation toward the students English achievement has weak correlation, and sig f change = $0,136 > 0,05$. So it can be conclude there was correlation between students' attitude and learning motivation toward the student's English achievement but there was no significant. So H_0 accepted.

3.2 Discussion

This research discussion the result of the analyzed data from questionnaire of the students' attitude and learning motivation related to the scope of this research. The discussion is intended to know is there any significant correlation between students' attitude and learning motivation toward the students' English achievement in SMAN 3 Tolitoli

The first step, the researcher gave questionnaire to the student to get the data students' attitude and learning motivation. The first questionnaire about students' attitude consist 21 items and the second questionnaire about learning motivation consist 33 items. After all the data collected the researcher checking whether the respondents fills all items or not, the researcher make recapitulation of data students' attitude and recapitulation data of learning motivation. The second step, the researcher took documentation of students' English achievement in SMAN 3 Tolitoli. After took the data respondents was done the researcher used normality test. The researcher used one sample kolmogrov-smirnov test. The result of the data students' attitude found that test statistic 0,124 higher than 0,05. So it can be conclude that the data of students' attitude was distributed normally. The result of the data learning motivation found that test statistic 0,079 is higher than 0,05. So it can be conclude that the data of learning motivation was distributed normally. Then, the result of data achievement found that test statistic 0,170 is higher than 0,05. So it can be conclude that the data of the students' achievement was distributed normally.

The next step was hypothesis analysis. The researcher used formula statistic by Sugiono and SPSS 24 program, for the first hypothesis the researcher put the data students' attitude and students' achievement into SPSS 24 program to get value ryx_1 . The result was 0,365 and it was found that there was correlation between students' attitude towards the students' English achievement but weak, and the researcher used formula statistic to know the significant, and it was found that there was significant because the result showed that $T_{\text{count}} 2,1113 > T_{\text{table}} 2,045$. The second hypothesis, the researcher put the data learning motivation and students' English achievement into SPPS 24 program to get value ryx_2 . The result was 0,059 and it was found that there was correlation between learning motivation and

the students' English achievement but very weak, and the researcher used formula statistic to know the significant, and it was found that there was no significant because the result showed that $T_{\text{count}} 0,3234 < T_{\text{table}} 2,045$. The third, the researcher put the data students' attitude, learning motivation and students' achievement into SPSS 24 program to get a value $r_{x_1x_2}$. The result was $R = 0,365$ and it used formula sig f change to know there was significant correlation simultaneously between student' attitude and learning motivation toward the students English achievement. It was found that there was correlation between student' attitude and learning motivation toward the students English achievement but weak and there was no significant because sig f change $0,136 > 0,05$

4. Conclusion

Based on the finding and discussion the researcher found that there was correlation between students' attitude toward the students English achievement but in the table category showed weak correlation, and there was significant because the result showed that $T_{\text{count}} 2,1113 > T_{\text{table}} 2,045$ so it can be conclude H_a accepted. The second, there was correlation between learning motivation toward the students' English achievement but in the table category showed very weak correlation, and there was no significant because the result showed that $T_{\text{count}} 0,3234 < T_{\text{table}} 2,045$ so it can be conclude H_0 accepted. And the last, there was correlation between students' attitude and learning motivation toward the students English achievement but in the table category showed weak correlation, and there was no significant because the result showed that sig f change = $0,136 > 0,05$ so it can be conclude H_0 accepted.

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