THE INFLUENCE OF STUDENTS' ATTITUDE TO THE LEARNING ENGLISH ACHIEVEMENT

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ABSTRACT

The problem of this study was influence with the investigating by using students' attitude to the learning English achievement. The objective of this study was find out whether or not students' attitude to the learning English achievement. In this writing study, pre descriptive method is used. The population of this study were all the tenth grade students of SMA Negeri 7 OKU. The total number of the population of this thesis was 114 students and the sample was 92 students for sample group that were taken by using cluster random sampling. The data obtained through oral test and the data was analyzed by using paired sample t-test of SPSS 16 program. The writer found that mean in the t-test questionnaire students attitude was 67.39% while in the learning English achievement was 80.4%. based on the table paired sample t-test, the value of f-obtained was 0.126 with df=92 and f-table was 2.72. Therefore f-obtained was less than f-table. This indicated that the Null Hypothesis(Ho) was accepted and Alternative Hypothesis(Ho) was rejected. It meant that it was a no significant effective in students' attitude to the learning English achievement.

Keywords: *Influence, Attitude, English achievement.*

INTRODUCTION

Attitudes are usually defined as a disposition or tendency to respond positively or negatively towards a certain thing (idea, object, person, situation). They encompass, or are closely related to, our opinions and beliefs and are based upon our experiences. The effect of an attitude is to amplify an individual's positive or negative reaction toward some person, thing, or situation. The student has attitudes toward object, persons, or event that influence the choice of courses of action toward them.

According to Magne (2005:94) Attitude is an internal state that affects an individual's choice of personal action toward some object, person, or event. Attitude are complex human states that effect behavior toward people, things, and events. Attitude are a very different kind of learning outcome in that they are related to emotion and action more than to knowledge.

An attitude is inferred from observations (or often, from reports) of an individual's behavior; it is important to remember that an attitude is a disposition to behavior, it is not the behavior itself. For example, if one observes person dropping a gum wrapper in a wastebasket, an inference cannot be made from that single instance alone that the person has a positive attitude toward disposing of personal trash, or a negative attitude toward pollution, and certainly not an attitude toward gum wrappers.

According to Dimyati (2009: 239), attitude is the ability to pass judgment on something that brings in accordance with the assessment. Their judgments about things, resulted in the acceptance, reject and ignore. students the opportunity to learn. However, students may accept, reject or ignore such learning opportunities. As an illustration, a student who does not pass the math test replicates refused to participate in another class. The student being refused replications for re-examination in the other class. Attitudes accept, reject, or ignore an opportunity to learn a student's personal affairs. As a result of acceptance, rejection, or the neglect of learning opportunities that will influence the development of personality bike. Therefore, it helps the student deliberation due to the attitude towards learning.

In this case, the educational institution plays an important role in supporting the teaching of English. In the field of educational, the needs of English are increasingly unavoidable because most teaching and learning materials are available in English. Therefore, students in Indonesia have to learn English, which is one of the foreign language as a compulsory subject at school. In learning English, there are four language skills that have to be mastered by learner, they are : listening, speaking, reading and writing.

Generally, there are many components of the students attitude. There are affective attitude and cognitive attitude. And than, there are many factors influence students learning achievement. They are internal and external factors. Physiological aspect(which is physical), psychological aspect (which are spiritual), level of intelligence/intelligence students, attitudes of students, gifted students, students interest, students motivation are the example of internal factors. While the example of the external factors are social environment, non-social environment.

However, based on the situation is one of the factors influence students outcome in learning language. The students attitude is process evaluating by the students toward the object after looked and observation. So, after the students evaluated the object they will imitated and also

LITERATURE REVIEW

1. Concept of Attitude

According to Setiyadi (2011: 29) defines attitude as the intensity of positive or negative affect for or against a psychological object. Attitude is a relatively constant system of evaluative processes towards an object based on what individuals have learned in previous settings. The affective evaluation towards an object may orange along a continuum from positive values to negative values. Attitude in learning a target language may affect motivation in learning the language; motivation can mediate any relation between language attitude and language achievement.

According to Robert (2005:94) Attitude is an internal state that affects an individual's choice of personal action toward some object, person, or event. Attitude are complex human states that effect behavior toward people, things, and events.

According to Klausemeier (1982: 382) cited from Fitri Astuti (2005: 35) stated attitudes may be learned by observing an object". A positive attitude may be formed for the first time as the observer reacts favorably to the object. It is strengthened if the objects' behavior is rewarded in the presence of the observers by observing the object. The observer will get information from the object, and it will affect the observer to decide accepting or refusing an object. If the subjects accept the object, negative attitude will be as the output.

According to Gardner (1989:91) stated, an individuals' attitude is an evaluative reaction to the object. Based on those opinion mentioned, the writer would concluded that attitude is subject tendency with certain feelings to refuse or accept an object based on his own judgment and evaluating toward an object as the output from his own observation. After observing the object, next, subject will have his own attitude in the from of positive and negative attitude.

2. Components of Attitudes

According to Hertinah (2008: 125) suggests that attitudes include the following components:

a. Affective Attitude

Affective component consist of positive or negative felling. Stated that affective cognitive refers to the individuals feeling associate with an object, person, or idea. That is, something is pleasing or displeasing; it I like or disliked. Example, how the

students feel about his or her judges or organization the attitude of the English teacher, the students will give judges from their Attitude.

b. Cognitive Attitude

Cognitive attitude is corresponds to a person' knowledge about entity. Attitudes differ in the extent it correspondent to a person' knowledge and benefits. Some attitude are highly intellectualized. Cognitive implies knowing, hence, the cognitive component of an attitude is that aspect based on beliefs or knowledge. Example, what the students believes to be true about his or her judges or organization the attitude of the English teacher. Cognitive technique is Cognitive engineering premise is that cognitive processes is very influential on behavior is showed by individuals. Revealed that the feeling of individuals are often influenced by what the individual thinks about himself. Individual mind is not necessarily an objective idea about the actual circumstances experienced. Deviations cognitive processes also called cognitive distortions.

3. The Functions of Attitude

According Astuti (2005:11) identified a number of different categories of attitude function. Some attitude serves highly utilitarian purposes. The function of attitudes is adaptive to enable the subject to get the purposes. Consider, for example, in learning language a student who fid difficulties in learning a language will develop his attitude by recognizing his weakness in learning a language, and the he will overcome it and find the solution. To communicate affectively using listening, speaking, reading, and writing skills. Example of adaptive of function such as:

a. To use quantitative analytical skills to evaluate and process numerical data.

b. To solve problems using critical and creative thinking and scientific reasoning.

c. To formulate strategies to locate, evaluate, and apply information.

d. To demonstrate knowledge of diverse cultures, including global and historical perspectives.

e. To create strategies that can be used to fulfill personal, civic, and social responsibilities.

f. To demonstrate knowledge of ethical thinking and its application to issues in society.

g. To use computer and emerging technologies effectively.

h. To demonstrate an appreciation for aesthetics and creative activities.

i. To describe how natural systems function, and recognize the impact of human being on the environment.

4. The Concept of Students' Achievement in English

An achievement is a something done successfully, typically by effort, courage, or skill. It is also a representation of a coat of arms as well as all the adjuncts to which a bearer of arms is entitled. Achievement is all about completing goals that have set for yourself. It means that achievement refers to what have accomplished of your dreams and being free from the restrains of fear and disbelief.

Students' achievement is the outcome of education, the extent to which a student has achieved their education goals. According to Cunningham (2012:1) the most common indicator of achievement generally refers to a student's performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests. It means that students' achievement is peak of learning outcomes that can reflect the success of student learning outcomes to the learning objectives that have been set. In school, learning achievement can be seen from the students' mastery of some subjects will be taken.

Mastery learning achievement can be seen from the behavior, either in the form of behavioral mastery of knowledge, thinking skills or behaviors that a person is shown. It is known as aspect of cognitive, affective, and psychomotor. So, students' achievement in English is the result of students learning English in school, how students are able to master the English. In English there are four main skill that should be mastered of students' achievement in English can be know from students' raport or from score of students' progress report.

5. Factors Influence Learning Achievement

According Muhibbin Spikologi Shah in his book Learning (54), globally factors that affect student learning can be divided into three type namely:

a. Internal factors (factors of the students), the circumstances or condition of physical and spiritual student.

b. External factors (factors outside the student), the environmental conditions around the students.

c. Factors learning approach (approach to learning), the type of student learning effort includes strategies and methods used to conduct student study the learning materials.

The factors above in many ways often interrelated and influence each other. A student who acted conserving the patterned science or extrinsic (external factors) for example, is usually tend to take a simple approach to learning and profound. Instead, a highly intelligent student (internal factors) and can positive encouragement from parents (external

factors), will probably choose learning approach is more concerned with the quality of learning outcomes. So because influence of these factors on the above, students appear high-achievers (high achievers) and the underachievers (low achievement) or fail completely. All three of the above factors are described as follows:

1. **Internal Factors Students**

According to Hertinah (2008: 125), Factors that comes from within the student's own covers two aspects :

a. Physiological Aspect (Which Is Physical).

The general condition of body and tone (muscle tension) that marks the level fitness organs and joints, can affect the spirit and intensity of students in the course. Conditions organs are weak, especially if accompanied by severe headache, for example, can reduce the quality of the domain copyright (cognitive) so that the material learned any less or no trace. To maintain physical tone in order to stay fit, students are highly encouraged to consume nutritious foods and beverages. In addition, students are encouraged to choose a diet-drink and rest will cause negative reactions tone and spirit of students' mental harm themselves.

Conditions organs of students, such as the health of the senses of hearing and vision, also greatly affect a student's ability to absorb information and knowledge, as teachers professionals should cooperate with the school to obtain help of a routine (periodic) of the local health departments, another issue that is equally important to address the lack of perfection of sound and vision that certain students is to put them in the front pew row wisely. Therefore a teacher must understand the circumstances when physicist students in the class. Is he ready to accept the lesson or he is not ready to accept the lesson.

b. Psychological Aspects (Which Are Spiritual)

Many factors, including psychological aspects that can affect the quality and quality of student learning gains. However, among the students spiritual factors which are generally seen as more essential it is as follows:

a.) Level Of Intelligence / Intelligence Students

Intelligence in general can be defined as the ability of psycho-physical to react to stimuli or adapt to the environment by appropriate. So, intelligence is not really a question of the quality of the brain alone, but

also the quality of the organs of the body. However, it should be recognized that the role of the brain in relation to human intelligence more prominent than the role of organs, because the brain is the "control tower" almost all human activities. Intelligence or level of intelligence (I) students can not doubt, very determine the success rate of student learning. This means, the higher intelligence capabilities of a student, the greater the chances to win success. Conversely, the lower the ability of a students intelligence the smaller the chances of its success.

b.) Attitudes of Students

Attitude is the internal dimension of affective symptoms such as trend to react or respond in a fixed relative to the object, goods and so on, either positively or negatively. Positive student attitudes, especially to teachers and subject teachers presented an early good for the students' learning process. Conversely, negative attitudes of students for teachers and subject teachers, especially if accompanied by hatred to the teacher and the eye lessons teachers can cause learning disabilities or students can affect academic achievement. To anticipate the possibility of a negative attitude of students as aforementioned above, teachers are in demand to first demonstrate a positive attitude against itself and against the English subject.

In the case of positive attitude towards their subject, teachers are encouraged to always appreciate and love the profession. Teachers are thus not only master the material found in a field of study, but also able to convince students of the benefits of the study areas for their lives. With the belief benefits a particular field of study, students will feel the need, and of feeling that is expected to take a positive attitude toward emerging field of study English while the teacher taught.

c.) Gifted Students

In general, talent is the ability of one's own potential to achieve success in the future. Thus, the actually every person must have talent in terms of the potential to achieve achievement to the level specified in accordance with heir respective capacities. Thus, global is a talent akin to intelligence. In a further development, talent then defined as individual's ability to absorb the information, knowledge, and skills related to the field of electro than other students.

d.)   Student Interest

In simple interest means trends and high or great desire for something. Interests may affect the quality student achievement in the areas of English study. For example, a students who look considerable interest in mathematics will focus more attention than the other students. Then, because intensive focusing on materials that allowed students had to study harder, and ultimately to achieve the desired performance. Teachers in this regard should strive arousing student enthusiasm for master the knowledge contained in the field of study with more or less the same mien with tips to build a positive attitude.

e.)   Student Motivation

According Gleitan and Reber Muhibbin cited by Shah, understanding motivation is the internal state of the organism whether human encouraged him to do something. In this sense, motivation means power supply (energizer) to behave as directed. Motivation can be divided into two kinds, namely: a). Intrinsic motivation; b). Extrinsic motivation.

Intrinsic motivation and the state is derived from within the students themselves can encourage action learning. Included in the students' intrinsic motivation in the feeling of enjoying the material and needs for such materials, for example for the future life of students concerned. The extrinsic motivation is and the circumstances that come from outside individual students are also encouraged to conduct learning activities. Praise and gifts, regulatory / disciplinary schools, exemplary parents, teachers, and so are concrete examples that can be extrinsic motivation helping students to learn.

Shortages or lack of motivation, both is internal or external, will lead to lean conscious students in the process of studying the learning materials both in school and at home. In the perspective of cognitive psychology, the more significant motivation for students is intrinsic motivation because the more genuine and lasting, and does not depend on the impulse or the influence of others. Furthermore, achievement and encouragement have the knowledge and skills for the future also gives the effect are relatively more powerful and lasting than the impulse gifts or urge the necessity of parents and teachers.

2. Students External Factors

According to Hartinah (2008: 125), Internal factors such as students, students are also internal factors consist of two kinds, namely; social factors and environmental factors non-social.

a.   Social Environment

Social environment such as school teachers, administrative staff, and classmates can affect a students enthusiasm for learning. The teachers always indicate a sympathetic attitude and behavior and shows faint good example and diligent in particular in terms of learning, it can be a positive driving force for student learning activities.

Further included is the student's social environment and neighbors also playmates around the student ghetto. Conditions slum communities and underprivileged children unemployment, for example, will greatly affect students' learning activities. Most not, students will find it difficult when your friends need to learn or discuss or borrow specific learning tools that chance yet has. More social environment effects learning is parent and families of students themselves. The properties of the parents, the practice of management family, family tension, and family demographics (the house), all can be good or bad impact on learning activities and outcomes achieved by students.

b.   Non-social environment

Factors including nonsocial environment is the school building and its location, the family residence of students and it is. Learning tools, weather conditions, and time of learning used by students. These factors are considered also determine the success rate of student learning.

The related previous study of this research had done by Elia Sepriyani (2011) presented a study entitled "The relationship between students' attitude to their English achievement at the eighth grade students of SMP 21 OKU". After the selection of a random sample of 47 students, a questionnaire was developed and the students' responses were tabulated and analyzed. The study showed that most students have a positive attitude towards learning English and that they try to improve their English knowledge and use, even though there are many demands on their time and few opportunities to practice their English. Regarding the three aspects of attitude (i.e., cognitive, behavioral, and emotional), the participants showed overall negative attitudes towards learning English. In the demographic

profile, there were statistically significant attitudinal differences in regards to gender and field of study, though not year of study.

METHOD OF THE RESEARCH

The method of this study is descriptive method. According to Siswantoro (2010:56) descriptive method is concern to investigate of trouble shooting by describing the state of the subject or object of research based on fact. Questionnaire presented to a group of students. Then, data (scores) gained from the questionnaire are analyzed to know the influence of students attitude to the learning English achievement.

TECHNIQUE FOR COLLECTING THE DATA

1. Questionnaire

The questionnaire is one of instrument to collect the data about students' attitude. The questionnaire used Likert scale. It consisted of statements. In terms scale, questionnaire processes two characteristics: (1) the statement represents either positive or negative attitudes as determined by judges and (2) the responses to each statement are significantly correlated with the sum total of respond to the enteri set of statements.

2. Documentation

The writer used a raport of students' achievement in Learning English. The documents take from the semester raport of students' achievement. It is refers to students achievement and the writer can know value of the students good or not.

In this study, the writer used a questionnaire and score of students' progress reports or LHBS (Laporan Hasil Belajar Siswa) to collect data.

TECHNIQUE FOR ANALYZING THE DATA

The data by counting the percentage of the influence of students' attitude to the learning English achievement at the tenth grade students of SMA Negeri 7 OKU.

1. In determine the percentage of the students' score distribution, the writer used the following formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where :

P = the result of precentage

f   = the total of score criteria

N   = the total of students   (Sudijono, 2008:43)

The data was colleted and analyze through the following procedures: the data from students' attitude (X) were presented in the form of scores.

Students' achievement (Y) had presented in form of score. Then, two kinds of scores-X, and –Y are analyzed by using two statistical analyses. These statistical analyses are the correlation analysis and then regression analysis. To find out the correlation coefficient between two variables students' attitude (X) to the learning English Achievement (Y), analyzing the data used SPSS 16. In this case, coefficient correlation is consulting with the table of coefficient correlation interpretation of *r* value.
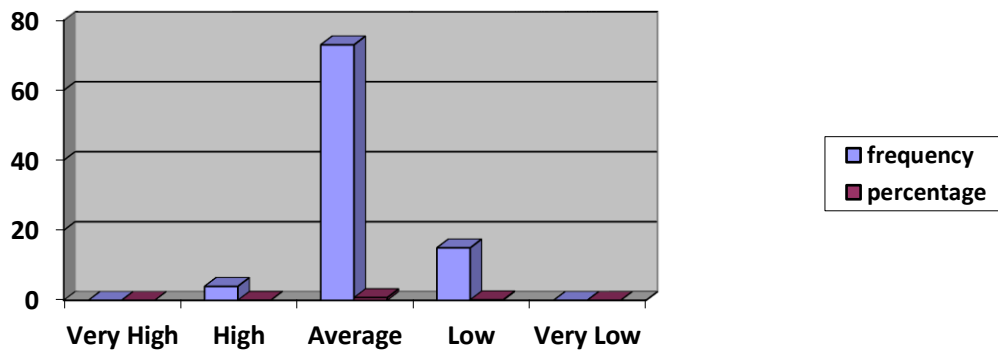
FINDING

From this study, it was found that influence of students' attitude to the learning English achievement at the tenth grade students of SMA Negeri 7 OKU could increase the student's learning English achievement. There were two kinds of data presented and analyzed. The data obtained from the Students' attitude, and the data obtained from the learning English achievement.

1.   The Result of Questionnaire

The student's score which was consisted of 20 items. The total score of the students was 6208 and total score range was 310.4. From the total number of 92 students, 0(0%) belong to very high level, 28 (30.43%) belong to high level, 62 (67.39%) belong to average level, 2 (2.17%) belong to low level, 0(0%) belong to very low level. The data average had highest percentage than other level. It means that influence students'attitude was average level of students' attitude at the tenth grade students of SMA Negeri 7 OKU in learning English achievement.

The chart showed of students' attitude scores and the frequency of students.

Chart 1

Students' Attitude Score

From the chart the distribution of students' attitude questionnaire above, it could see that there was 73 students in the average level.

2. **Result of the Students' Learning English Achievement**

Students' learning English achievement was taken from score of students' progress reports. The score of students' progress reports was taken in the data when the students at second of tenth grade. To find out how many students who get good grades in learning English achievement at the tenth grade students of SMA Negeri 7 OKU.

To know the descriptive statistics regarding to the frequency, mode, median, the minimum and maximum score from the learning English achievement or students' progress report or LHBS(laporan hasil belajar siswa).

The mean score of all students in learning English achievement or students' progress report was 77.45 while the media of all students was 78.00 and the minimum score of all students in learning English achievement or students' progress report was 38 while the maximum score of all students was 84. So, the total score of all students in learning English achievement or students' progress report was 71.25.

3. **Frequency of Students' Score Criteria**

There was 17 students (18.5%) who got excellent score, 74 students (80.4%) got good score, 0 students (0%) got average score, 0 students (0%) got poor score, and 1 students (1.1%) got fail score. It means that still more students who got good in learning English achievement or students' progress report of the tenth grade students of SMA Negeri 7 OKU. The chart showed the students' learning English achievement or students' progress report score and the frequency:

Chart 2

Learning English Achievement Score
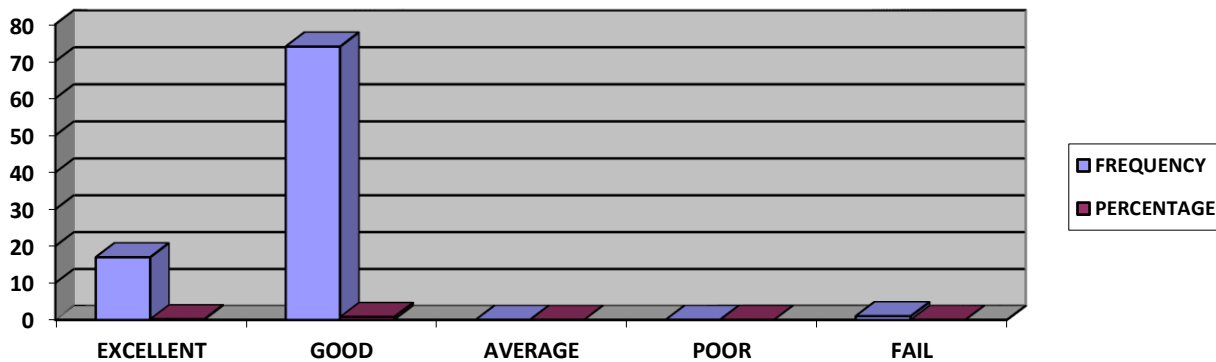
From the chart the distribution of students learning English achievement or students' progress report above, it could see that there was 74 students who got good score. To know the factor of students attitude to the learning English achievement, the data from the average score of students' attitude to the learning English achievement presented from 92 students who belong to students' attitude from their score of learning English achievement. To know students' attitude have positive or negative impact toward learning English achievement, the pearson – r used and the simple regression by using SPSS 16. It could be seen in the table below:

Table 14

The Distribution of Correlation Students' Attitude to the Learning English Achievement

Correlations

		Students attitude	Learning English achievement
Pearson Correlation	Students attitude	1.000	-.037
	Learning English achievement	-.037	1.000
Sig. (1-tailed)	Students attitude	.	.362
	Learning English achievement	.362	.
N	Students attitude	92	92
	Learning English achievement	92	92

Table 15

The Regression of Students' Attitude to the Learning English Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	70.850	9.521		7.441	.000
	Learning English achievement	-.044	.123	-.037	-.355	.724

a. Dependent Variable: students attitude

Based on the table. 12 and 13, it was found has positive impact that has significant the influence of students' attitude to the learning English achievement from 92 students. It was found r obtain was -0.037 and sig. 0.724 more than (0.05), t-obtain was -0.355. When the writer see t-table was 1.665. It means that there was no significant influence students attitude to the learning English achievement because t-obtain was less than (<) t-table too.

Table 16

Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.037[a]	.001	-.010	5.297	.001	.126	1	90	.724

a. Predictors: (Constant), learning English achievement

b. Dependent Variable: students attitude

Based on the table. 18, it was found has positive impact that has significant the influence of students' attitude to the learning English achievement from 92 students. It was found r obtain was -0.037 and coefficients determine(Rsquare) was 0.001. so, learning English achievement significant influence was 00.10% students' attitude. And sig. 0.724 more than (0.05), t-obtain was -0.355. When the t-table was 1.665. It means that there was no

significant influence students attitude to the learning English achievement because t-obtain was less than (<) t-table too.

Table 17
Anova

ANOVAᵇ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.532	1	3.532	.126	.724[a]
	Residual	2525.425	90	28.060		
	Total	2528.957	91			

a. Predictors: (Constant), learningenglishachievement

b. Dependent Variable: studentsattitude

Table 19 showed that f-obtained 0.126, with significance 0.000<0.05 in two tailed testing with df = 1,90. The critical value of $f_{obtained}$ = 0.126 less than f-$_{table}$ = 2.72 and the value of Sig. = 0.724 less than the value of Significance level (α = 0.05).

From the Hypothesis alternative (Ha) of this research was unaccepted. It mean that there was a no significant differences in learning English achievement of students' attitude.

CONCLUSIONS

Based on the result of the data analysis discussed, the good percentage of the students learning English achievement was 80.4% in good score. It meant that the tenth grade students of SMA negeri 7 OKU was in good level.

Based on the result of questionnaire it was found that there was influenced the students' attitude in learning English achievement of the tenth grade students of SMA negeri 7 OKU method are used in affective attitude and cognitive attitude. While the factor were affective and cognitive attitude by using students attitude.

The Hypothesis alternative (Ha) of this research was rejected and Ho accepted. So, it was influence of students' attitude positive toward learning English achievement.

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