

**THE CORRELATION OF STUDENTS' MOTIVATION
AND ATTITUDE TO STUDENTS' ENGLISH ACHIEVEMENT
AT GRADE VIII SMP NEGERI 9 PADANGSIDIMPUAN**

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Abstraksi

Studi ini bertujuan mendeskripsikan hubungan motivasi dan sikap dengan prestasi belajar Bahasa Inggris pada siswa kelas VIII SMP Negeri 9 Padangsidimpuan. Berdasarkan hasil penelitian, terdapat lima hasil penelitian, yaitu: 1) Terdapat hubungan motivasi dengan prestasi belajar Bahasa Inggris pada siswa kelas VIII SMP Negeri 9 Padangsidimpuan. Berdasarkan nilai r_{xy} was 0.381, hubungan keduanya dinyatakan lemah. 2) Terdapat hubungan sikap dengan prestasi belajar Bahasa Inggris pada siswa kelas VIII SMP Negeri 9 Padangsidimpuan. Berdasarkan nilai r_{xy} was 0.441, hubungan keduanya dinyatakan cukup. 3) Terdapat hubungan motivasi dengan prestasi belajar Bahasa Inggris pada siswa kelas VIII SMP Negeri 9 Padangsidimpuan, ketika variabel sikap dikontrol. Berdasarkan nilai r_{xy} was 0.209, hubungan keduanya dinyatakan lemah. 4) Tidak terdapat hubungan sikap dengan prestasi belajar Bahasa Inggris pada siswa kelas VIII SMP Negeri 9 Padangsidimpuan, ketika variabel motivasi dikontrol. Berdasarkan nilai r_{xy} was 0.114, hubungan keduanya dinyatakan tidak ada. 5) Terdapat hubungan motivasi dan sikap dengan prestasi belajar Bahasa Inggris pada siswa kelas VIII SMP Negeri 9 Padangsidimpuan. Berdasarkan nilai r_{count} was 0.234, hubungan ketiganya dinyatakan lemah.

A. Introduction

Motivation is effort to response provide certain conditions, so that someone will and wish to do something, and if doesn't like, hence will be out for negate or later feeling do like that. The base meaning of motivation is internal organism of human or animal that is supported to make something motivation very important for us or human not for animal always.²

By looking above motivation theories, so in this case motivation hold important role in learning because, it is useful to connect motif, lead an individual to do something in learning situation. It reinforces or stimulates students' in learning.

First, motivation helps students in education to learning English is one of the most important things to improve the students achievement. Student's motivation is

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²Sardiman A. M., *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada Pers, 2011), p. 73.

very fundamental for students to improve their thought or ideas to build a self-confidence looking at the above phenomenon or problems.

Second, motivation helps employers, educators, government access up-to-date information in science and technology. In this globalization era, science and technology motivation experiencing quick developing of day to day. Therefore, study English is needed in science's developing and technology at this era that students not is behind in by epoch developing.³

Finally, it helps to use in students' motivation the teacher should do approaches such as improve their knowledge and skill in English, using good technique evaluation teaching method, to make the students understand the problems and difficulties in learning English. Therefore to give scientific contribution on about problem that therefore this research aims to explore the correlation of motivation with the students' English achievement.

Expand skill of people relate on their attitude. On limit of each qualification, how far the people do the best of work on life have many variations based on attitude. The people must had the passion, intend for work, and good attitude on life, so that the work can do the best. The passion were work high, intend for work, and good attitude can make the people get the maximal result, otherwise the passion of the result of work low, lazy for work, and bad attitude can get low result. So, the attitude was very important on life for more attention.

Study was there change of behavior on his self, like cognitive, psycomotor, and affective. Based on theory of behavioristic learning, study was a process change of behavior as caused between interaction, stimulation, and responses. Study was also the effort to create correlation of stimulation and response. So, the behavioristic learning is the process change of behavior on his/her self to act on stimulation and responses on thier activities.

According to Thorndike in Evelina and Hartati Nara states that "*belajar adalah asosiasi antara kesan panca indra dengan stimulus untuk bertindak. Dengan kata lain, belajar adalah pembentukan hubungan antara stimulus dan respons, antara aksi dan*

³Cornelius J. Konig, *Integrating Theories of Motivation* (New York: Office Sneers Snipes,1982), p. 45-72.

reaksi".⁴ Study is process interaction of stimulation and responses and study can do to try something to act (trial and error). Theory of learning Thordike can say "connectionisme". Based on explanation, it concluded that study was process interaction to create stimulation and responses as many as.

In educational psychology, the learning process do efficiently and effectively to achieve the best and maximal result. It was one of the objective of the teacher in educational. System of National Education that students was a member of society which effort expand skill by learning process, that available on levels and kinds of education. On design of learning, the student according to psychology must give more attention based on situation and condition.

Many researchers had found the factor that related of students' achievement. The factor was method used of the teacher on learning process. Some teachers did not use appropriate method with the topic on learning and teacher have less knowledge about students' attitude. The teacher must use the method appropriately based on topic. The teacher not only teaches students, but also must pay attention and give motivation for students, that the student like the lesson, follow the lesson well, and understood the topic of lesson. So that the students' got good attitude, good achievement, and got high grade on their leaning process in class.

From the factors that had mentioned above, the researcher chooses the correlation of students attitude and students' English achievement at junior high school. This title have some backgrounds, they were here. First, last time the pre-observation in SMP Negeri 9 Padangsidimpuan. It had found some problems on English, the problems are many students have bad attitude, it was the effect of globalization. The students had negative attitude on learning English, such as students didn't like English, didn't have passion for studying English, they often don't do the home work or task from teacher, sour face when studying, and some students often absent when studying English in SMP Negeri 9 Padangsidimpuan.⁵ The factors of students' attitude also come from out side of students, social environment, students' motivation, students' interest, family, and friends. So, the researcher wanted to solve it and found solution.

⁴Evelina and Hartati Nara, *Teori Belajar dan Pembelajaran*, (Bogor: Ghalia Indonesia, 2011), p. 28.

⁵Mr. Rambe, English Teacher at SMP Negeri 9 Padangsidimpuan, *Private Interview*, April 6th 2015 at 09.00 a.m.

Second, students' English achievement based on the result of report and final semester on DKN (Daftar Kumpulan Nilai) the students at grade VIII in English achievement in SMP N 9 Padangsidimpuan, the result of students based on class are at grade VIII-1 got the result 1=75, 11=76-80, 11= 81-85, at grade VIII-4 got the result 18=76-80 and 5=81-85, at grade VIII-8 the students got the result 11=76-80 and 11=81-85, and at grade VIII-9 the students got the result 17=76-80 and 14=81-85 the total of students are 99.⁶

According to Anwar Bey in Mardianto says that "there are many factors that influences the successfulness of the learning, such as healthy, intelligence, talent, students' interest, motivation, students' strategy in learning, and condition family of students".⁷ It means were the internal and external factors in learning. The internal factors is talents, motivation, attitudes, intelligence, and condition family of student. The external factors were friends, family, environment, teacher, and teacher strategy in learning process.

Based on the background motivation and attitude were the internal factor come from the students' self such as attitude, students didn't like English subject, students didn't have passion for study English, they often didn't do the home work or task from teacher, sour face when studying, and some students often absent when studying English. The external factors on successfulness of the learning English were teacher strategy in learning, students, media of learning, resources of learning, and environment.

In education, students begin study English on junior high school based on curriculum 2006. So, the researcher chooses the students of junior high school as sample in this reseach. The researcher had done the research "The Correlation of Students' Motivation and Attitude to Students' English Achievement at Grade VIII SMP Negeri 9 Padangsidimpuan".

Based on the background above, there were discrepancy of variables can influence students' achievement. So, there were problems in this study according to this topic. Based on the explanations of the problems above, the formulation of the problem were (1) Was there the correlation students' motivation and students' English achievement at grade VIII in SMP Negeri 9 Padangsidimpuan? (2) Was there the

⁶Buku Daftar Kumpulan Nilai (DKN) SMP Negeri 9 Padangsidimpuan.

⁷Mardianto, *Psikologi Pendidikan Landasan untuk Pengembangan Strategi Pembelajaran* (Medan: Perdana Publishing, 2012), p. 41.

correlation students' attitude and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan? (3) Was there the correlation students' motivation and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan, if attitude as control? (4) Was there the correlation students' attitude and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan, if motivation as control? (5) Was there the correlation students' motivation and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan?

B. Theoretical Description

It has been explained that motivation is fundamental for students to improve their thoughts or ideas to build a good achievement. Further, motivation means having desire and willingness to do something which is needed by everyone to make his goals become succeeded in the future. A motivated person can be reached for term goal such, so there is correlation motivation and attitude with students' English achievement.

Achievement is actual ability and can be measured by straight use of the instrument or devised test. Especially in student achievement, many students find it difficult to develop their skills in study English. Learning English is one of the most important things to improve the student achievement.

An attitude was definite how the student to reaction on situation in environment. An attitude correlated with an object, an object follow by feeling could be positive or negative. The students' attitude was the students' readiness to response something on learning process. Students' English achievement was the result of students' activity to answer the test based on the materials on English learning.

The teacher had many important roles got successfullness of students got the knowledge, information, skill on students' achievement on English learning. Attitude was very important for student on English learning. It was one of the factor influence students' achievement. So, the teacher must be pay attention of students' attitude in school. The goals of teaching learning must be do the best with desicion that had decided in the school to reach good students' achievement.

Based on explanation above it could be assume that the students' attitude had correlation with students' achievement in English learning. The purpose of correlational research was to determine the relations among two or more variables. It concluded that

(1) There was the correlation students' motivation and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan. (2) There was the correlation students' attitude and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan. (3) There was the correlation students' motivation and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan, if attitude as control. (4) There was there the correlation students' attitude and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan, if motivation as control. (5) There was the correlation students' motivation and students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan.

C. Methodology Research

According to Suharsimi Arikunto⁸, descriptive method is purposed to examine hypothesis certainly, but just to describe 'real situation' about a variable, indication or situation. It was used to describe how the students' motivation and attitude to students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan.

The population taken from all of grade VIII in SMP N 9 Padangsidempuan. There were 240 students. Therefore, total samples are 50 students. Based on the stratified random sampling technique, it take 48% from population. It choosed because there was complete data of students' English achievement.

The researcher used questionnaire to collecting the data. The researcher gave the questionnaires to students, then analyze the result of the questionnaire has fill of students.

The researcher used test to know students' English achievement. Brown said, "test a method of measuring a person's ability; knowledge or performance in a given domain".⁹ Test was the way to know the knowledge and students achievement in English. English achievement was ability to answer the test and the result of students activity had done test in learning process. Based on sillabus of English learning there were many materials will teach the teacher in learning process. There were four skills in English, they were listening, speaking, reading, and writing. The researcher make the

⁸Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2009), p. 234-235.

⁹H. Douglas Brown, *Language Assessment, Principles and Classroom Practice* (San Francisco: Longman, 2004), p. 3.

test just on three skills speaking, reading, and writing, because the listening need more understanding and long time to test it.

To examine the validity and reliable of instrument would done towards questionnaire for attitude and tes for English achievement. The researcher used the SPSS program to examine the validity and reliability of instrument.

The researcher given the questionnaire and test to try out for students in the same grade with the sample but different school. The sample use to get the data of questionnaire and test validity from MTsS YPKS Padangsidimpuan with the same grade with the sample.

In correlation research, the most suitable analysis by using the statistical analysis. It means that all the data are collectand analyze by using Pearson Correlation Product Moment formulation. The research to find the correlation between three variables.

D. Research Finding

The first hypothesis of this research is there was correlation of students' motivation and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. It used the significant in 5% level with 50 samples. Based on the calculation of product moment formula, it had been known that the value of r_{xy} was 0.381. It found that the score of 5% significant level is 0.284. So, the score of r_{xy} is higher than r_{table} . It means $0.381 > 0.284$ so the null hypothesis is rejected and the alternative hypothesis is accepted.

It means that there was correlation students' motivation and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. It was located between 0.20-0.40, so it means the correlation between of the variables was low. It means the contribution of motivation to English achievement was 14.5% and 85.5% by the others variable.

The second hypothesis is there was correlation of students' attitude and students' English achievement at grade VIII in SMP Negeri 9 Padangsidimpuan. The statistic calculation of testing hypothesis in this research by using Product Moment correlation by Pearson. Based on its calculation, the result of r_{xy} was 0.441. The significant 5%, df

= $N-2 = 50-2 = 48$, so r_{table} was 0.284. It showed r_{count} was higher than r_{table} on $0.441 > 0.284$.

It means the result of hypothesis testing showed the null hypothesis is rejected and the alternative hypothesis is accepted. So it means there was correlation of students' attitude and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. It was located between 0.40-0.70, so it means the correlation between of the variables was enough. Then, based on the calculation, the result of the coefficient contribution of attitude toward English achievement was 19.44%. So, the remainder was 80.56% determined by other variables.

The third hypothesis of this research is there was correlation of students' motivation and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan, if attitude as a control variable. It used the significant in 5% level with 50 samples. Based on the calculation of partial correlation formula, it had been known that the value of r_{xy} was 0.209. It found that the score of 5% significant level is 0.150.

So, the score of r_{xy} is higher than r_{table} . It means $0.209 > 0.150$ so the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there was correlation students' motivation and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan, if attitude as a control variable. It was located between 0.20-0.40, so it means the correlation between of the variables was low. It means the contribution of motivation to English achievement was 4.37% and 95.63% by the others variable, if the attitude as a control variable.

The fourth hypothesis is there was correlation of students' attitude and students' English achievement at grade VIII in SMP Negeri 9 Padangsidimpuan, if motivation as the control variable. The statistic calculation of testing hypothesis in this research by using partial correlation. Based on its calculation, the result of r_{xy} was 0.114. The significant 5%, $df = N-2 = 50-2 = 48$, so r_{table} was 0.436. It showed r_{count} was higher than r_{table} on $0.114 < 0.436$.

It means the result of hypothesis testing showed the null hypothesis is accepted and the alternative hypothesis is rejected. So it means there was no correlation of students' attitude and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan, if motivation as the control variable. Then, based on the calculation,

the result of the coefficient, there was no contribution of attitude toward English achievement, if motivation as the control variable.

The fifth hypothesis is there was correlation of students' attitude and motivation to students' English achievement at grade VIII in SMP Negeri 9 Padangsidempuan. The statistic calculation of testing hypothesis in this research by using partial correlation. Based on its calculation, the result of r_{xy} was 0.234. The significant 5%, $df = N-2 = 50-2 = 48$, so r_{table} was 0.055. It showed r_{count} was higher than r_{table} on $0.234 > 0.055$.

It means the result of hypothesis testing showed the null hypothesis is rejected and the alternative hypothesis is accepted. So it means there was correlation of students' attitude and motivation to students' English achievement at grade VIII SMP Negeri 9 Padangsidempuan. It was located between 0.20-0.40, so it means the correlation between of the both variables were low. Then, based on the calculation, the result of the coefficient contribution of attitude and motivation toward English achievement was 5.48%. So, the remainder was 94.52% determined by other variables.

Based on the theory of learning Thordike can say "connectionisme" that "study is process interaction of stimulation and responses and study can do to try something to act (trial and error)".¹⁰ The study was the effort to create the correlation of stimulation and responses on learning process. The result of students' achievement was caused of the strategy of the learning and supported the internal and external factors could influence of students' attitude. Then, it concluded that study was process interaction to create stimulation and response.

The result of this research same with the theory of learning was theory connectionisme was interaction of stimulation and responses and study can do to try something to act. So, the result of the research there was correlation of students' motivation and attitude to theirs English achievement. Then, the students' English achievement was very influence how to manage and develop the influence of learning through motivation and attitude.

¹⁰Evelina and Hartati Nara, *Teori Belajar dan Pembelajaran*, (Bogor: Ghalia Indonesia, 2011), p. 28.

CONCLUSION

Based on research finding, there were five conclusion. There were:

1. There was correlation students' motivation and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. The correlation between both of them is low, based on r_{xy} was 0.381.
2. There was correlation of students' attitude and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. The correlation between both of them is enough, based on r_{xy} was 0.441.
3. There was correlation students' motivation and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan, if attitude as a control variable. The correlation between both of them is low, based on r_{xy} was 0.209.
4. There was no correlation of students' attitude and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan, if motivation as the control variable. There was no correlation between both of them, based on r_{xy} was 0.114.
5. There was correlation of students' attitude and motivation to students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. The correlation between them is low, based on r_{xy} was 0.234.

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