The Correlation Among The Attitudes Toward Learning English And Achievements of The First Year Students of Air Transportation Management II In CASEA Surabaya

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Abstract

This study attempts to know the correlation among the attitudes toward learning English, and achievements of the first year Air Transportation Management II students of Casea Surabaya.
This study is limited in Academic year 2015/2016. The limitation based on the following consideration; the first, in Academic year 2015/2016 is the moment of the students to measure their skills during one year; the second, they still have the time to improve their English skill and study hard than before.
Based on the research problems, research objectives and explanations that have been given, the writer can deliver the conclusion as follows; The mean of the attitudes questionnaire is 63.26. It is a good category and there is significant correlation between the students' English achievement and the students' achievement in the first year of CASEA Surabaya. From the interpretation of data, the score is-0,13. Consider of the table significant level is including a low correlation.

Keywords: attitudes, achievements, and learning English

INTRODUCTION

As we know that English is an International language, so most people in the world learn it. The function of English is as a tool for developing the nation and as a means of expanding friendship with other nations. Language has central meaning in the intellectual, development, social and emotional. Language also becomes the role of success in learning all of lessons. By learning language it's hoped that students understand themselves, their culture and other cultures. Beside that, learning language also helps the students express their opinion, participation in their society, find and use analysis and imaginative ability they have.

One of the factors determining success in learning a second language is a characteristic of the learner themselves. The learners have different characteristics, which influence the rate of the level of acquisition. It means there is a relation between the learner attitudes and motivation, the reasons for learning English, the time that the learner is willing to spend in active learning and his success acquiring the new language. It can be expected that the students who have favorable attitudes toward learning English will also be willing to study the language actively. In consequence, we expect that they will be more successful in acquire is the new language than those whose attitudes are unfavorable.

Realizing that the different students must have different attitude in learning English, especially in CASEA Surabaya the writer has an attention and is encouraged to investigate, whether there is a relationship between the students' attitude. It means that the learners who have favorable attitude and those who have unfavorable attitude toward learning English will get the similar or different achievements in learning English. The study is an educational research. Therefore the writer has made an investigation about what level and where she has to conduct it.

She chooses first year of Air Transportation Management major as the level of education. That academy is CASEA Surabaya.

Based on the explanation of the background above the writer would like to identity the following problems: 1. How is the students' attitude toward learning English of the first year of CASEA Surabaya? 2. How is the students' achievement of the first year of CASEA Surabaya? 3. How high is the correlation between the students' attitudes toward learning English and the students' English achievements of the first year of CASEA Surabaya?

The researcher has stated Alternative hypothesis on her study, it is formulated as follows; (1) There is correlation among the attitudes toward learning English, and achievements of the first year students. (2) If the attitude is good of course achievement is good, but the achievement will be bad if the attitude is bad.

The writer does hope that after she has finished this study she will be able to know deeply the effects and the influence of the students' attitudes toward learning English and the students' English achievements. For the future, she will support the students to learn English and the students can master the English lesson.

REVIEW OF RELATED LITERATURE

Principally there are favorable and unfavorable attitudes. It depends on their positive or negative feeling that stimulus them. An individual's positive or negative feeling associated with performing a specific behavior. According to Ajzen and Fishbean (1975: 95), in general, an individual will hold a favorable attitude toward a given behavior will lead to mostly positive outcomes; on the other hands, if the individual believes mostly negative outcomes will result from the behavior, he or she will hold a negative attitude toward it (Gronlund, 1986: 13).

Teachers are probably one of the most important influences on the attitudes of students. It is really important for us to be aware of our student's attitudes so that we can maintain positive attitudes and try to change negative attitudes. Student's attitudes to foreign languages are in the process of being formed in childhood and are not yet fixed. So many educators believe that this is a good time to try and influence them positively. Some student who start learning a foreign language like English at 8 or 9 or earlier will continue to study English in secondary school and afterwards. That is a very long period of time to maintain motivation. If student can develop positive attitudes at the early stages, this provides a good basis for sustaining their interest in and motivation to continue learning English for the longer term. As student get older, their attitudes are increasingly influenced by their peers, youth culture and a growing realization that English may be useful to them in society. However one of the positive things for teachers is that 'teachers' and 'teaching methods' remain a strong influence on student's attitudes even after they become teenagers. Attitudes do not remain fixed. We can help change students' attitudes through our own attitudes to English and, our enthusiasm for teaching (Throndike, Robert L And Hogan, Elizabeth, 1962: 112).

Rokoach (1980) said that Achievement is the aid both the teacher and the student in accessing learning readiness, monitoring learning progress, diagnosis learning difficulties and evaluating learning outcomes. An achievement test is a systematic procedure for determining the amount a student has learned. Although the emphasis is on measuring learning outcomes, it should not be implied that testing is to be done only at the end of unit course activity that is used to monitor student's progress during instruction is called formative test. Formative test is typically designed to measure the extent that to which students have mastered the learning outcomes of a rather limited segment of instruction for the purpose of certifying mastery or

assigning grades that is called a final test. These tests are typically broad in coverage and attempt to measure a representative sample of all of the learning tasks including in the instruction.

In summary, achievement test will have the greatest positive influence on learning when they measure and adequate sample of indented learning outcome, when they adapted to the particular uses to be made of the results, and when they are designed to yield reliable results.

RESEARCH METHOD

This research is designed in the form of correlational descriptive research, because this research also investigate what happened actuality without manipulation attitude or subject. The research focused on determine between two variables. This research is said by correlational design because actually it used statistics analysis technique it is namely correlation. That correlation is used to investigate the relationship between two variables. The research gives an illustration design of descriptive correlational about relationship among the attitudes and achievement. The research was talked by descriptive because variable become a focus, and basically the student have the attitude or achievement do not manipulation from the writer.

The research the writer took CASEA Surabaya as the object of her research. This research was conducted at the first year of Air Transportation Management II in academic year 2016 and the location of it is at Jl. Jemur Andayani I/73 Surabaya. In this study probability sampling could be done because the subject of the research was only one class, that is the first year of Air Transportation Management II. In this case the writer used availability sampling. The subject of the study was the first year class of CASEA Surabaya. The number of the students were 23 students.

The data formed by a number or value as the result, the function is to give statistics descriptive, relationship or explanation. Quantitative technique used as a way to conclude point of big survey and to know how wrong in collecting and reporting by numerical. As it is explained before the data was collected with the instrument which are designed before. There are some techniques it can be used to collected the quantitative data, they are test, questionnaire, interview, observation, and unobtrusive. In this study, the writer used test and questionnaire. In this research the writer also used the questionnaire to get the data. Questionnaire is needed to collect the data on the students' activities, which give clues or information about what kind of factors influenced the result of the students' English achievements. The writer choosed a close questionnaire type in which the students were given multiple choice items and the Students were asked to choose one appropriate answer. The further explanation about the questionnaire can be seen bellow.

Each question consisted of five options. The numerical value assigned to each option is:
a. Option A will get the score of 5
b. Option B will get the score of 4
c. Option C will get the score of 3
d. Option D will get the score of 2
e. Option E will get the score of 1

There were two kinds of instruments used in this study. They are attitudes questionnaire and achievements test. These instrument can be explained as follows: to make this study clear, the writer has the contents of the three part of the attitudes questionnaire which are presented in the following. The total item of this questionnaire is 16 items.

Contents of the items are; the students' attitudes toward learning English
A. Reason for learning English

1. To get suggestion from parents
2. To be continue their study
3. To be an education person
4. To practice social relationship
5. To get a good value
6. To understand better the English speaking
7. To speak English well

B. Interest
1. To enjoy learning English speaking
2. To be interested in speaking English
3. To be interested in reading literature
4. To consider that English is important

C. Habits in learning English
1. To presentation in learning English
2. To bring English book at school
3. To read English book before study at school
4. To be serious in learning English
5. To pay more attention in learning English

The writer used an achievement test to know the students' English scores and how high the students measure the material of the lesson. The teacher made a test by the topic "DAILY NEEDS". The total number of item is 20 items, which consist of 10 essay items followed by reading text and 10 items for arranging the jumbled letters into correct sentences.

To validate this instrument the writer tried it out to the first year of Air Transportation Management II in CASEA Surabaya, by taking an assumptions they have the same level. After that, the writer analyzed the score of the test if there is a mistake will be corrected in order to get the perfect test.

This study had two variables, those are:
1. The students' attitude toward learning English (Independent Variable) X
2. The students' English achievements (Dependent Variable) Y

DATA PRESENTATION AND ANALYSIS

In this study, the writer analyzed the data using correlation and regression analysis, those are; the writer determined and added up the scores of the attitudes questionnaire, so the data in the form of scores were arranged in a table and then was processed by means of a computer and by using regression analysis, and then correlation analysis provided us with systematic information about the relationship between two variables for the groups of students. This correlation matrix describes the degree of relationship among variable. It is called Correlation Coefficient (r)

This study was only one correlation coefficient since there are two variables ;
1. The students' attitudes toward learning English (Independent Variable) X
2. The students' English achievement (Dependent Variable) Y
The number of correlation coefficient among the two variable are;
(r) X Y   : the correlation coefficient between X and Y
Mean while by using regression analysis it is possible to:
admeasure the simultaneous contribution of each Independent Variable to the
Dependent Variable.

-   Identify the independent variables which contributes most to the students' performance of the Dependent Variables.

By adopting two kinds of analysis, the writer tried to prove that a study of correlation is too simple of determining the influence of independent variables toward the dependent variable. And the correlation coefficient is only used to show the degree of relationship.

The procedure of how to run a multiple regression program and how to make a correlation matrix is not clarified here since the technical and mathematical explanation of them is beyond the scope of this study. The details of this part will be limited to practical aspects of reading, understanding and analyzing the printout. After processing the data, which was done by manual it resulted printout of correlation matrix and regression analysis. The equation of regression with Independent Variable and Dependent Variable is:

$$Y = a + bx$$

Explanation :
Y   = predicted Y (the student predicated score)
a   = constant
bx   = regression coefficient of the predictor b

The descriptive Statistics of all variables :
a.   Number of cases (N) = 23
b.   Mean is average of score in the data, obtained by dividing all score the number of cases.

In order to get the generalization or concluding of the study, the data must be analyzed by applying statistical method. The first step is to know the Mean, Median, and Maximum Score of a distribution of scorers which is important in order to know the nature of distribution.

After she find the mean of each variable, then in order to find out the correlation between two variables the students' attitudes toward learning English (X) and the students' English achievements (Y). the second step is she looked for the correlation between two variables. The correlation between the students' English achievements (Y) and the students' attitudes toward learning English (X) after that the formula used is as follows;

$$\text{rxy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum x^2 (\sum X)2 \, N \sum Y2 - (\sum Y)2}}$$

Explanation:
rxy   = product moment correlation
$\sum XY$ = the total number of crossing score deviation between Variable X and Y
$\sum X$ = the total score of variable X
$\sum Y$ = the total score of variable Y
N   = the number of cases

After the test was administrated and the questionnaire was completely responded, then the student's works were scored. The list of scores of the test and questionnaire is presented in the

following. In this case the score of the questionnaire which consists of the independent variables (X), and the score of the test refill the score of the dependent variable (Y).

X = the students' attitudes toward learning English

Y = the students' English achievements

The data can be seen in the following table 4.1

NO	Name	X	Y
1	ACHMAD FIKRI ARDIANSYAH	72	60
2	ADHE TRIA PRATAMA	67	80
3	AGUSTA REDDY YOGA BOY	69	90
4	ALMIR MUKHAMMADAN	51	70
5	ATIKA HUSNA	62	70
6	CONNY NOVIA DWI PUTRA	73	80
7	DANANG SHOFMAN	67	80
8	DAYINTA OLIVIA DANEA	62	90
9	DEDEK EKA BAYU PERKASA	73	80
10	DHIMAS BADILLAH F	69	80
11	EDO TRI HANDOKO	66	80
12	FAJAR BAGAS WARA	64	70
13	FANDY PRADIKA BINTARA	60	70
14	IVANG REGGO P	69	90
15	M. ALIMUDDIN	73	70
16	M. DIO RISDYAN CANDRA	73	100
17	MOCH. IQBAL KHOLID AL QUDHORI	51	80
18	MUZHAMRALISBAYNI	67	90
19	RAHARDIAN FERISMA TAMA	62	80
20	SINGGIH ABDI NUGROHO	58	90
21	WILDAN DAHRI MA'RUF	63	90
22	YUDHA SETIA WICAKSONO	49	70
23	ZHAMRONY FIRMANSYAH	47	70

Based on the result of the attitudes' questionnaire among the students of CASEA Surabaya (see in table 4.1), the writer analyses the descriptive statistic of attitude scores. Each question consists of five options. The numerical value assigned to each option is:

a. Option A will get the score of 5

b. Option B will get the score of 4

c. Option C will get the score of 3

d. Option D will get the score of 2

e. Option E will get the score of 1

This table focused on computing mean, median, maximum score and minimum score.

N	Mean	Median	Maximum	Minimum
23	63.26	62	72	49

23	63.26	62	72	49

Then the description of the attitudes" score can be shown in the graphic frequency below.
Graphic frequency of the student's attitudes' toward learning English

The last variable is achievement test of the second semester of Air Transportation Management II of CASEA Surabaya, Then from the result of achievement test among the students of CASEA Surabaya the writer analysis the descriptive of achievement test. The students did two kinds of test, they are comprehension test and writing test. Each of them was held on ten numbers and the score is ten. The focus was on computing mean, median, maximum score, and minimum score.

Case Summaries
Achievement

N	Mean	Median	Maximum	Minimum
23	74.87	80.00	100	40
23	74.87	80.00	100	40

The results of achievement test are the highest score is 100, the lowest Score is 40, Mean is 74,87 and Median is 80. Based on this results the achievements test among the students of CASEA Surabaya is good. This result is good because, the students' English achievements depends on their attitudes in the class. The reality is the students have good attitude in the class, so they pay more attention, more active and have motivation to study English at school and at their house. In addition they could develop their English skills. The total number students in the First Year of CASEA Surabaya in Academic Year 2015/2016 are 23 students. Based on the result of attitudes' of questionnaire, we found that the maximum Score = 72 and the minimum Score = 49. Beside that we can also compute the data with the mean = 63,26 and Median in point = 62.

According to the result of attitudes' questionnaire, it can be concluded that the attitudes toward learning English among the second semester of Air Transportation Management II of CASEA Surabaya in Academic 2015/2016 is good. The attitudes of the students' English depends on their own attitudes in learning English, because attitude is an excellence factor to influence students learning English. The good result in the attitudes toward learning English indicates that students in CASEA Surabaya have good attitudes in learning English.

In order to know whether there is positive coefficient correlation between the students' English achievements (Y) and the students' attitudes toward learning English (X), the writer used product moment coefficient correlation. There are 23 students as the object in achievement test and attitudes' questionnaire, which shown appendix 1.

The correlation between the students' English achievements
and the students attitudes toward learning English

$$r = \frac{n \sum XY (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 (\sum X)2)(n \sum Y^2 (\sum U)2)}}$$

$$r = \frac{39(186020) - (2467)(2920)}{\sqrt{((39X158297)(-(2467)2)((39X224800) - (2920)2}}$$

$$= \frac{7254780 - 7203640}{\sqrt{(6173583 - 6086089)(8767200 - 8526400)}}$$

$$= \frac{51140}{\sqrt{87494 \, X \, 240800}}$$

$$= \frac{51140}{\sqrt{21068555200}}$$

$$= \frac{51140}{145150,13}$$

$r = 0,35$

$r^2 = 0,13$

It means the influence of X to Y is just 13%, and 87% is the influence from other variables.

Regression Result Recapitulation

X Variable with Y Variable

Y = a + bx

Y = 38,18 + 0,58x

a = y-bx

a = y - bx

  = 74,87 - (0,58) (63,26)

  = 74,87-36,69.

  = 38,18

$b = \frac{n \sum xy - (\sum x)(\sum y)}{n \sum x - (\sum X)}$

 = $\underline{39 \, (\, 1 \, 86020) - (2467) \, (2920)}$

    39 (158297) - (2467)

= $\underline{7254780 - 7203640}$ = $\underline{51140}$ = 0.58

  6173583-6086089   87494

From the formula above, it can be taken conclusion if X variable has one point change, the value of Y variable will change 0,87. Based on the result of the correlation between the students' English achievements (Y) and the students' attitudes toward learning English (X) using 'r' product moment with N = 39, the coefficient is -0,35. Considering the significant level score is 0,13 or 13% . It means that there is a significant correlation between the students' English achievements and the student's attitudes toward learning English of the first year of CASEA Surabaya. Based on the conclusion of regression formula from X variable with Y variable, it can be taken conclusion if variable has one point change, the value of Y variable will change 0,87. Then based on the table, correlation significant level is concluded to be a low correlation.

CONCLUSION AND SUGGESTION
Conclusion
Based on the research problems, research objectives, and explanations that have been given, the writer can deliver the conclusion as follows; The mean of the attitudes questionnaire is 63.26. It is a good category and there is significant correlation between the students' English achievement and the students' achievements in the first year of CASEA Surabaya. From the interpretation of data, the score is -0,13. Then it is considered that the table significant level is including a low correlation.

Suggestion
Based on the research result, the writer has the following suggestion: after knowing the result of the research that the students English achievements depends on the students' attitudes in the class, it is very important for English teachers to keep their positive attitudes and also to give more motivation in learning English and for other researchers it is suggested to search other correlations of English achievements in order to develop language skills. So other explanation and experiences are more useful for education.

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