

ABSTRACT

THE INFLUENCE OF STUDENTS MOTIVATION AND ATTITUDE TOWARD ENGLISH LEARNING ACHIEVEMENT AT FIRST GRADE OF SMA NEGERI 10 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2011-2012

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A success English learning can be seen from the learners' English achievement. However, most students do not have equal English achievement even though the treatment given was the same. This might be caused by some factors. Two factors influencing the success of English learning were motivation and attitude. Different motivation and attitude toward English learning will result different achievement.

This research was done in order to find out the influence of students' motivation toward their achievement, students' attitude toward their achievement, and students' motivation and attitude altogether toward their achievement at the first grade of SMAN 10 Bandar Lampung.

The participant of the research was the students of the first grade of SMAN 10 Bandar Lampung in the academic year 2011/2012. Three classes were taken as the sample. Even though the sample consisted of three classes, in analyzing the data, the writer merged them into one big group. The total sample consisted of 107 students. The research design was ex post facto and the data were taken from questionnaire and an achievement test, and then they were analyzed by using Univariate Analysis of Variance to find out the significant difference in among every level of each independent variable. By looking at the significant difference among the level of each independent variable, the influence of independent variable toward dependent variable can be seen. The significant level (α) used in this research was 0.05.

The result found that there is significant difference between students with high and low motivation (0.034). It means that, students' achievement is influenced by their motivation. Another significant difference is also found between students with strong and weak attitude (0.00). it also means that students' achievement is influenced by their attitude. And the last result which is not significant is between motivation and attitude altogether toward students achievement (0.079). Since the result is not significant, it means that motivation and attitude is not correlated or influenced one to another. In other words, students' achievement is influenced by motivation and attitude independently.