

I. INTRODUCTION

A. Background of the Problem

English plays important role in the world of communication. Because of that fact, English has become a compulsory subject in Indonesia, which is learned from elementary school until university. Even though it has become a compulsory subject, the success of English learning in Indonesia is still questionable.

In teaching learning process, there are some factors which influence the success of English learning. According to Yufrizal (2008:111), the factors influencing the success of second language learning are motivation and attitudes, anxiety, age difference, personality factors, cognitive factors, and other factors.

Based on the writer's experience when he took the teaching practice program (PPL) at SMAN 10 Bandar Lampung on February to April 2011, he found that one of the problems faced by the students was they lacked of motivation and attitude. There were some phases in PPL program; one of those phases was observation phase. On the observation phase, the researcher observed the way the English teacher taught her students. Many of students ignored the teacher, mostly by texting using their mobile phone. But some of them were still paying attention to the teacher. After explaining, the teacher gave the students some task related to the material that has been explained to be done. Those who paid attention to the

teacher did the task easily but some others who ignored the teacher got a difficulty in finishing the task. In the end, many of them they just copied their friends' work.

By looking at this phenomenon, the researcher thought, all of the students has at least a mobile phone, but why not all of the students texting? After the class was over, the researcher asked some students about the subject, using bahasa Indonesia. To the students who paid attention, he asked "*kok kamu tadi ga' sms'an kaya yang lain?*" she answered "*Gak ah Mister, soalnya saya suka sama bahasa inggris.*" To the students who ignored the teacher, he asked "*tadi kok pas belajar malah asik sms'an?*" the student answered "*Ya udahlah Mister..nyantai aja. Yang penting pas ujian nanti lulus.*" Based on those answers, the researcher thought that their behavior during the class was mainly influenced by internal factors, and the researcher assumed those were motivation and attitude.

The phenomenon above continued when the researcher was on teaching phase. At the end of PPL program, there was a mid-term exam, and the researcher was asked to make the test items. After the students had finished their exam, the researcher observed at their achievement score. The result was as we can predict, those who paid a good attention on the class, that means had good motivation and attitude, got good scores. But, the other students who ignored the teaching learning process, that mean lack of motivation and attitude, got low score. This made the researcher wanted to know whether the motivation and attitude influence toward their English learning achievement.

By looking at the statement above, and also the phenomenon explained above, students' motivation and attitude should be considered in every process of

learning. Motivation is defined as an internal state that arouses us into action, pushes us in particular directions, and keeps us engaged in certain activity. While attitude is intensity of positive or negative affect for or against a psychological object, Thurstone as cited in Setiyadi (2003: 29).

Liuolienė and Metiūnienė (2006:96), in their research found that students' wishes and needs to work independently depend on their motivation, attitude and responsibility. The higher motivation, the more autonomous learning students want to have in this learning process.

Some studies have shown that motivation, with other second language learner variables, have a direct effect on English proficiency. They have discovered that the correlation between motivation and achievement in English is strong and shows that motivation affects achievement on an English test (Setiyadi, 2003:29). While attitude, as stated before, can be divided into two, positive and negative attitude. Positive attitude will foster the learning process, while negative attitude will discourage the process of learning.

Previous research by Novianti (2006), found that attitude has significant correlation toward their English achievement. Aprillia (2011), found motivation has significant influence toward students reading comprehension achievement. Even though those previous research has found the significant influence of motivation and attitude toward achievement, unfortunately, it just found the influence of those factors toward achievement separately.

Based on those explanations, the researcher wanted to find out the influence of motivation and attitudes altogether toward English learning achievement. This was very important to be done in order to improve the success of English teaching and learning, especially in SMA Negeri 10 Bandar Lampung. The reason why SMA Negeri 10 Bandar Lampung was taken because the researcher did his teaching practice program (PPL) there and he saw the phenomenon there. Hopefully, the result of this research can be used to improve the success of English teaching and learning, especially in SMA Negeri 10 Bandar Lampung.

B. Formulation of the Problem

Based on the background above, the researcher formulates the problem as follows:

1. Is there any significant difference in the English achievement between students with high motivation and students with low motivation?
2. Is there any significant difference in the English achievement between students with strong attitude and students with weak attitude?
3. Is there any significant interaction between motivation and attitude toward English achievement?

C. Objectives of the Research

Based on the problems above, the objectives of this research are:

1. To find out the significance difference of English achievement between students with high motivation and students with low motivation.
2. To find out the significance difference of English achievement between students with strong attitude and students with weak attitude.

3. To find out the significant interaction between motivation and attitude toward English achievement.

D. Uses of Research

The results of this research are expected:

1. Theoretically, the use of this research is:

To support previous research dealing with motivation and attitude.

2. Practically, the uses of this research are:

To be used as information for the teachers of English in improving their students' learning achievement.

To encourage teachers awareness on their students' motivation and attitude toward their subject.

E. Scope of Research

This research was a quantitative descriptive research which was focused on the influence of students' motivation and attitude toward their English learning achievement. The research was conducted at SMAN 10 Bandar Lampung.

The subjects of the research were the students of first year of Senior High School. The first year students chosen because the writer assumed that first year students more cooperative in following this research, they also did the task given more seriously.

In this research, the skills that were tested were receptive skills. The receptive skills were chosen because they are easier to be measured and scored. The

questions on the test were based on syllabus of the first year students of Senior High School. The result of the test was used as achievement data.

F. Definition of Terms

There are some terms used by the writer and to make it clear, the writer will give some definitions below:

1. Motivation is a crucial force, which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserves.
2. Attitude is favorable or unfavorable evaluative reaction toward something or someone, exhibit in one's belief, feeling or intended behavior.
3. Achievement is a degree of students successful in learning a lesson, usually in school, which is stated in a score, achieved from a test result.