THE CORRELATION AMONG STUDENTS' ATTITUDE TOWARD LEARNING, LANGUAGE LEARNING STRATEGIES, AND ENGLISH ACHIEVEMENT OF ISLAMIC JUNIOR HIGH SCHOOL

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Abstract

The purpose of this study is to find out the relationship among attitude toward learning, language learning strategies, and English achievement of Islamic junior high school students, as well as the contribution of attitude toward learning and language learning strategies to English achievement. This study used a quantitative approach with the correlation method to answer the research problem. Questionnaires of attitude toward learning and language learning strategies as the instrument of the study, and they were distributed to 125 students of the eighth grade in MTsN 5 Hulu Sungai Utara Regency, South Kalimantan, Indonesia. The students' English achievement was assessed based on their pure English score in the even semester of examinations. Then, correlation research with multiple regression was employed to analyze the data. The result showed that attitude toward learning and language learning strategies together affect students' English achievement, but the contribution is only 7.9 %. The correlation analysis also showed that there is a low significant correlation between attitude toward learning and English achievement, but there is no significant correlation between language learning strategies and English achievement. These findings indicate that other factors have a greater contribution to English achievement, especially for Islamic junior high school students.
Key words: Islamic junior high school, attitude, strategies, English achievement

Abstrak

Penelitian ini adalah untuk mengetahui hubungan antara sikap terhadap pembelajaran, strategi pembelajaran bahasa, dan prestasi bahasa Inggris siswa adrasah tsanawiyah, serta kontribusi keduanya terhadap prestasi belajar bahasa Inggris. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasi untuk menjawab permasalahan penelitian. Kuesioner sikap terhadap pembelajaran dan strategi pembelajaran bahasa merupakan instrumen penelitian didistribusikan kepada 125 siswa kelas delapan di MTsN 5 Hulu Sungai Utara, Kalimantan Selatan, Indonesia. Prestasi belajar bahasa Inggris siswa dinilai berdasarkan skor bahasa Inggris murni mereka pada ujian akhir semester genap. Kemudian, penelitian korelasi dengan regresi berganda digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa sikap terhadap pembelajaran dan strategi pembelajaran bahasa secara bersama-sama mempengaruhi prestasi bahasa Inggris siswa, namun kontribusinya hanya sebesar 7,9%. Analisis korelasi juga menunjukkan bahwa terdapat korelasi signifikan yang lemah antara sikap terhadap pembelajaran dan prestasi bahasa Inggris, namun tidak ada korelasi yang signifikan antara strategi pembelajaran bahasa dan pencapaian bahasa Inggris. Temuan ini menunjukkan bahwa faktor-faktor lain memiliki kontribusi yang lebih besar terhadap prestasi belajar bahasa Inggris, terutama bagi siswa madrasah tsanawiyah.
Kata kunci: madrasah tsanawiyah, sikap, strategi, prestasi belajar bahasa Inggris.

INTRODUCTION

In Indonesian education system, learning achievement is used to measure students' competence in a certain subject including English subject. After achieving the minimal requirement score (KKM) determined by his English teacher, a student can advance to the next grade or level. The scores are the accumulation of various form of testing such as doing exercises, homework, project papers, reports, and final exam of each semester. As Budiawan (2008) stated that learning achievement is formed which means the results obtained by students after taking a teaching-learning process, and it is strongly influenced by demographic and psychological factors (Naderi et al in Dewi, 2021). Moreover, Purnomo (2019) mentioned that factors contributing to the process of gaining learning achievement include internal and external factors. Internal factors that come from within students and external factors or factors from outside students. Both factors affect students' learning outcomes.

Attitude toward learning English and language learning strategies belong to internal factors that influence students' achievement in English. Though a series of variables influence the achievement level of students in general, those students' attitudes and learning strategies could be used to predict their achievement. Dornyei in Kartubi (2017) showed that attitude exerts a directive influence on behaviour since someone's attitude towards a target influences the overall pattern of the person's responses to the target. An attitude depends on the

Many studies have been conducted in the area of students' attitudes and language learning strategies to their academic

individual. It becomes parts of one's behaviour, and it can impact the outcomes of learning process. Then, it shows a strong relationship between students' performance and their learning of English language. Students with positive attitude will have positive performance in learning English and vice versa; therefore, having a positive or negative attitude towards the learning of the language will determine the level of achievement that the students will obtain (Samad et al., 2018).

According to Oxford, as citied in Amirudin and Maheba (2020), the learning strategies and methods adopted by students can make learning simpler, faster, more fun, more independent, more efficient, and more transferable. He also stated that language learning strategies are important factors for students in increasing active learning in the classroom and independent movement which are very important in developing communicative competence. By using effective strategies, a student can perform better in English and affect his learning achievement. In addition, learning strategy itself is one of the essential factors during learning the process because the right strategies will improve and increase students' skills and self-confidence (Wati Hamidin, and Fikri, 2019). According to Dhanapala and Hiroshima (2017), second language learners are very aware of the learning process, and their strategies can help them achieve learning outcomes. Therefore, language learning strategies make a positive contribution to students' English learning achievement.

achievement in English. First is the link between attitude toward learning and English achievement. Those studies, conducted in

senior high school by Rachmasari (2014) and Handayanti (2016) and in junior high school by Harahap (2015), revealed a positive correlation between attitude and English achievement Although the result showed s significant relationship, the sample is less than 100 students. Then, it need a large number of sample to empower the significant relationship between them. Meanwhile, research conducted by Putri (2018) showed that there was no significant correlation between students' positive attitudes and their English achievement. It might happen since the sample consisted of only 30 students. Actually, the idea of quantitative research relies on a large number of sample to get a more comprehensive result.

Next is the link between language learning strategies and English achievement. The positive significant relationship between these two variables was shown in the studies conducted by Triyogo and Syaprizal (2019), Qomariah (2018) in junior high school level, and Wati, Hamiddin, and Dzul Fikri (2019) in senior high school level. However, when Yustitiasari, Junining, and Sahiruddin (2020) took samples from university students, there was no correlation between language learning strategies and students' achievements. Then, this research takes a position to find out the correlation by using a larger sample at the junior high school level, especially among Islamic junior high school student.

In conclusion, some studies show that students' attitudes and language learning strategies have an impact on their English The study was conducted at MTsN 5 Hulu Sungai Utara Regency class eight with 125 total students. This school was chosen as the research site because this school has

achievement. However, this current study focuses on overall students' attitudes and language learning strategies as influences on their English learning achievements. Students with a positive attitude and effective language learning strategies should achieve good English learning outcomes.

METHOD OF RESEARCH

This study used correlational research design since the focus on this study was to know the contribution of students' attitude toward learning and language learning strategies to their English achievement. This is in line with the statement of Creswell (2012) which mention that a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Then, multiple regression used as the design of the study because there were two independent variables that would be investigated to a dependent variable in this study. Fraenkel and Wallen (2009) stated that multiple regression is a technique that enables researchers to determine a correlation between a criterion variable and the best combination of two or more predictor variables. This analysis was used to answer the hypothesis of the research which is there is any significant correlation between students' attitude toward learning and language learning strategies on their English achievement (H_a) or there is no any significant correlation between students' attitude toward learning and language learning strategies on their English achievement (H_o)

been accredited A, which is one of the leading schools in the city of Amuntai and at that school there are many high-quality students who excel in academic and non-

academic fields. The eighth graders were chosen as the sample because they have passed through the years of English learning so that they already knew how the system and learning process take place in the school.

The researchers used a 5 point Likert scale questionnaire from Harahap (2015) consists of 25 items with the aim of finding out information about students' thoughts or opinions regarding their attitudes. The attitude questionnaire divided into three aspects which are behavioral attitude, cognitive attitude, and affective attitude. On the other hand, Oxford's Strategy Inventory of Language Learning (SILL) adopted from Alfani (2019) was used to gather information about students' thoughts and opinions about language learning strategies. It consisted of 50 items that divided into memory strategy (9 items), cognitive strategy (14 items), compensation strategy (6 items), metacognitive strategy (9 items), social strategy (6 items), and affective strategy (6 items). It was also employed 5 point Likert scale. Both questionnaire were piloted and the Cronbach alpha coefficient was 0.85 for attitude questionnaire and 0.98 for SILL. Therefore,

it can be said that their reliability was highly reliable. Moreover, in order to gain information about students' achievement in English, the researchers asked students' pure English examination result of even semester.

The data collection about students' attitude toward learning was held on 17 and 18 May 2022. The questionnaire was given in two different days because in those two days there was an English lesson time that researcher could use as time to distribute the questionnaire to students. Then, the data collection about students' language learning strategies was held on 18 May 2022. After all questionnaire had been fulfilled by sample of the study, the researchers asked the pure score of students' test in second semester from English teacher. The data then analyzed by using IBM SPSS 22 software.

DISCUSSION / RESEARCH FINDING

Research Finding
Students' Attitude toward Learning

Based on the result of the questionnaire analysis, the frequency distribution of three dimensions of attitudes that is presented in Table 1.

Table 1. Descriptive Statistics of Students' Attitude toward Learning

No	Attitude	N	Mean	Std. Deviation
1	Behavioral	125	25.52	3.189
2	Cognitive	125	38.96	4.843
3	Affective	125	23.21	3.219
	Mean	125	29.23	3.750

The result of descriptive analysis above shows that students mostly used cognitive attitude (M = 38.96) followed by behavioral attitude (M = 25.52) and affective attitude (M = 23.21).

Students' Language Learning Strategies

As for the descriptive data analysis for students' language learning strategies is summarized as shown in Table 2.

Table 2. Language Learning Strategies

No	Language learning strategies	N	Mean	Std. Deviation
1	Memory strategy	125	25.99	5.646
2	Cognitive strategy	125	39.93	8.928
3	Compensation strategy	125	16.82	4.432
4	Metacognitive strategy	125	27.50	6.703
5	Affective strategy	125	17.44	5.114
6	Social strategy	125	17.25	5.072
	Mean	125	24.16	5.9825

As can be seen in Table 3.3, the most three language learning strategies use is cognitive strategy (M= 39.93), metacognitive strategy (M=27.50) and memory strategy (M= 25.99) followed by affective strategy (M=17.44), social strategy (M=17.25) and compensation strategy (M= 16.82).

Students' Achievement in English

The students' achievement in English score is taken from the English teacher. It is the result of English examination test in the even semester. The researchers use the pure result of the students test to see their original score in the test. The summary of the students' achievement in English can be seen on the following table:

Table 3. English Achievement

No	Class	N	Minimum	Maximum	Mean	Std. Deviation
1	VIIIA	31	20	96	52.65	16.879
2	VIIIB	31	24	88	46.58	14.771
3	VIIIC	31	20	92	48.13	16.573
4	VIIID	32	24	84	47.63	16.519
	Mean	31	22	90	48.75	16.186

In the table, the mean score for class A is 52.65, class B is 46.58, class C is 48.13, and class D is 47.63. The mean of all class is 48.75. This finding show that mostly students are very struggle to finish the test that given by their own English teacher so that many of them got score under 50.

Correlation Analysis
Testing of Statistical Assumptions
1) Test normality

The first testing is test of normality of the data collected in this study. The result of the normality test for data of attitude toward learning, language learning strategies, and English achievement can be seen in the following table:

Table 4. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Attitude toward Learning	.072	125	.182	.980	125	.055
Language Learning Strategies	.070	125	.200[*]	.988	125	.326
English Achievement	.135	125	.000	.960	125	.001
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Test normality of the data is test by using Kolmogorov-Smirnov. Data is normal if the significant value > 0.05. Based on the table above, it can be seen that significant value for attitude toward learning is 0.182 (0.182 > 0.05), language learning strategies is 0.200 (0.200 > 0.05), and English achievement is 0.000 (0.000 < 0.05). Since the significant value of attitude toward learning and language learning strategies is greater than 0.05, the data is distributed normally, but the significant value of English achievement is lower than 0.005 which means the data is not distributed normally. Therefore, the correlation analysis by using Pearson formula cannot be done because the first basic assumption is not fulfilled, then Spearman and Kendall's tau will be used to analyze the correlation among variable.

Nonparametric Correlations

Since the parametric analysis by using Pearson correlation cannot be done, Kendall's tau and Spearman is used to analyze the correlation among variables in this study. The result of the nonparametric correlations is on the table below

Table 5. Correlation Analysis

			Attitude toward Learning	Language Learning Strategies	English Achievement
Kendall's tau_b	Attitude toward Learning	Correlation Coefficient	1.000	.247[**]	.158[*]
		Sig. (2-tailed)	.	.000	.013
		N	125	125	125
	Language Learning	Correlation Coefficient	.247[**]	1.000	.112

	Strategies	Sig. (2-tailed)	.000	.	.074
		N	125	125	125
	English Achievement	Correlation Coefficient	.158[*]	.112	1.000
		Sig. (2-tailed)	.013	.074	.
		N	125	125	125
Spearman's rho	Attitude toward Learning	Correlation Coefficient	1.000	.348[**]	.221[*]
		Sig. (2-tailed)	.	.000	.013
		N	125	125	125
	Language Learning Strategies	Correlation Coefficient	.348[**]	1.000	.160
		Sig. (2-tailed)	.000	.	.074
		N	125	125	125
	English Achievement	Correlation Coefficient	.221[*]	.160	1.000
		Sig. (2-tailed)	.013	.074	.
		N	125	125	125
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

As show in the table, the correlation coefficient between attitude toward learning and English achievement on Kendall's tau is 0.158 and on Spearman is 0.221. They show significant relationship in coefficient is positive which means the higher score of attitude toward learning and language learning strategies, the higher score of English achievement will be gotten. Then, the value of correlation coefficient is level 0.01 (2-tailed). Furthermore, the correlation coefficient between language learning strategies and English achievement on Kendall's tau is 0.112 and on Spearman is 0. 160. Both of the correlation compared to the table interpretation promoted by Sugiono in Priyatno (2016) below to know the relationship between each variable

Table 6. The Interpretation of the Correlation Coefficient

No	Correlation Coefficient	Meaning
1	0.00 – 0.199	very low
2	0.20 – 0.399	Low
3	0.40 – 0.599	Moderate
4	0.60 – 0.799	Strong
5	0.80 – 1.000	very strong

Based on the Kendall's tau, the correlation coefficient of attitude toward learning and English achievement belongs to range 0.00 – 0.199 which means very low correlation, and Spearman belongs to range 0.20 – 0.399 which mean low correlation. Meanwhile, the correlation coefficient of language learning strategies and English achievement is in the range of 0.00 – 0.199 for both Kendall's tau and Spearman which means very low correlation. It indicates that both independent variables have low correlation to dependent variable, or it can be said that attitude toward learning and language learning strategies are not too influence to English achievement of the students.

Next is hypothesis testing for each independent variables to dependent variable. The hypothesis testing is used significant level 5% or 0.05. From the table, the significant between attitude toward learning and English achievement is 0.013 that is lower than 0.05 (0.013 < 0.05). It means that H_o is rejected and H_a is accepted. Therefore, there is a significant correlation between students' attitude toward learning and their English achievement. Formerly, the significant between language learning strategies and English achievement is 0.074 that is greater than 0.05 (0.074 > 0.05) which means H_o is accepted and H_a is rejected. It show that there is no significant correlation between language learning strategies and English achievement.

Multiple Regression Analysis

In order to know the contribution independent variables and dependent variable, the multiple regression analysis is employed. In this study, the independent variables are attitude toward learning (X1) and language learning strategies (X2) and dependent variable is English achievement (Y).

Multiple regression analysis

The result of multiple regression analysis can be seen on the following table:

Table 7. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.638	13.477		.270	.788

Attitude toward Learning (X1)	.389	.169	.220	2.302	.023
Language Learning Strategies (X2)	.076	.052	.139	1.450	.150

a. Dependent Variable: English Achievement (Y)

Then, the score is inserted to the formula below:

$$\gamma' = a + b_1X_1 + b_2X_2$$
$$\gamma' = 3.638 + 0.389X_1 + 0.076\,X_2$$

γ' : dependent variable

a : constants

b_1, b_2 : regression coefficient

X_1, X_2 : independent variable

The explanation of the formula is:

- The constant value is 3.638 which means if the score of attitude toward learning and language learning strategies is 0, the score of English achievement is 3.638
- Regression coefficient of attitude toward learning is 0.389 which means if attitude toward learning increase one score, the English achievement will increase 0.389 with assumption that other independent variable is fixed.
- Regression coefficient of language learning strategies is 0.076 which means if language learning strategies increase one score, the English achievement will increase 0.076 with assumption that other independent variable is fixed.

Determination coefficient analysis (Adjusted R^2)

This analysis is used to know the percentage of all independent variables to dependent variable. The analysis can be seen on the following table:

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.307[a]	.094	.079	15.526

a. Predictors: (Constant), Language Learning Strategies (X2), Attitude toward Learning (X1)

According to Santoso in Priyatno (2016: 97), regression with more than two dependent variable use Adjusted R^2 as determination coefficient. Adjusted R Square is R square value that has been linked. Based on the table, the Adjusted R Square is 0.079 or (7.9%). It shows that attitude toward learning and language learning strategies are contributed only 7.9% to English achievement. It means the contribution of other factors that influence

English achievement of the students is 92.1 % that is not included in this study.

Hypothesis testing

1) t-test (regression coefficient partially)

t-test is used to know the influence of independent variable partially to dependent variable. In this study, the independent variables are attitude toward learning (X1) and language learning strategies (X2) and dependent variable is English achievement (Y). In this step, each independent variable is calculate to see the influence to dependent variable. The result can be seen in the Table 7 above

a) *Attitude toward learning (X1)*

The first testing is between attitude toward learning and English achievement. Based on the table 7, t count of attitude toward learning is 2.302. Then, t table distribution is used in a = 5% : 2 = 2.5 % (2-side) with degree of freedom (df) n – k – 1 or 125 – 2 – 1 = 122 (n is total data and k is total independent variable). With 2-side (significant = 0.025) and df 122, the score of t table is 1.98. H_o is accepted if –t table Ł t count Ł t table, and H_o is rejected if –t table < - t table or t count > t table. Then, it

finds that t count > t table (2.302 > 1.98), so H_o is rejected. It means that attitude toward learning partially influence to English achievement.

b) *Language learning strategies (X2)*

The second testing is between language learning strategies and English achievement. Based on the table 7, t count of language learning strategies is 1.450. Then, t table distribution is used in a = 5% : 2 = 2.5 % (2-side) with degree of freedom (df) n – k – 1 or 125 – 2 – 1 = 122 (n is total data and k is total independent variable). With 2-side (significant = 0.025) and df 122, the score of t table is 1.98. H_o is accepted if –t table Ł t count Ł t table, and H_o is rejected if –t table < - t table or t count > t table. Then, it finds that t count < t table (1.450 < 1.98), so H_o is accepted which means that language learning strategies partially do not influence to English achievement.

2) F-test (regression coefficient completely)

F-test is used to know whether all independent variable together influence to dependent variable or not. The analysis of F-test is on the table below:

Table 9. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3052.821	2	1526.410	6.332	.002[b]
	Residual	29407.467	122	241.045		
	Total	32460.288	124			

a. Dependent Variable: English Achievement (Y)
b. Predictors: (Constant), Language Learning Strategies (X2), Attitude toward Learning (X1)

The hypothesis is:

H_o = attitude toward learning and language learning strategies has no significant influence to English achievement

H_a = attitude toward learning and language learning strategies has significant influence to English achievement

Based on the table, F count is 6.332. The score compare to F table by using

significant 0.05 and degree of freedom (df) 1 (total variable - 1) or 3 – 1 = 2 and df 2 (n-k-1) or 125 – 2 – 1 = 122. Based on df 122, F table is 2.35. H_o is accepted if F count ≤ F table and H_o is rejected if F count > F table. So, F count > F table (6.332 > 2.35), H_o is rejected. It means that s.

Discussion

The literature shows the importance of exploring the factors that affect students' English achievement. This study aimed to investigate the attitude toward learning and language learning strategies factors with possible associations with English achievement. The questionnaire of the factors considered as reliable instrument for investigating students' attitude toward learning and language learning strategies of Islamic junior high school.

In general, the findings revealed that all students use have most positive attitude on behavior and aspect, and they tend to be neutral on affective aspect. It indicates that overall the position of students' attitude is more to positive ways. Then, in the terms of language learning strategies, students use all

On the other hand, the significant correlation between language learning strategies and English achievement is not find in this study. It is contradictory with the researches of Triyogo and Syaprizal (2019), Qomariah (2018), Wati, Hamiddin, and Dzul Fikri (2019) which found that there was a significant correlation between language learning strategies and English achievement in secondary school level students. The possible explanation of this insignificant

six strategies, but the three most frequently used by them are cognitive, metacognitive, and memory strategy. Additionally, the English achievement of students belongs to low or poor category with mean score 48.75.

The result of hypothesis testing obtained that attitude toward learning has significant effect to English achievement. This finding is in line with the works of Rachmasari (2014), Harahap (2015), and Handayanti (2016) who found that there is a positive and significant correlation between attitude toward learning and English achievement in secondary school level students. However, the positive attitude are not enough to obtain an excellent English achievement. Thus, the correlation between attitude and English achievement in this study belongs to low correlation.

relationship is due to the low category of students' achievement in English. All the previous studies showed that students' achievement in English were good (> 70), so the correlations became significant. In addition, the finding of this present study is actually in line with the works of Yustitiasari, Junining, and Sahiruddin (2020). It found that low English proficiency level was not affected by language learning strategies. Thus, it can be concluded that

students' who have low achievement in English rather not use strategies than students' who have good achievement in English. Students who lack and even do not use strategies will affect their English learning achievement.

Furthermore, the next finding shows that both attitude toward learning and language learning strategies only contribute 7.9% to English achievement. It is happened due to the low correlation of attitude toward learning to English achievement and no correlation between language learning strategies to English achievement. It indicates that the contribution of these factor is very low and the contribution of other factors that influence English achievement is very high. The other factors that influence students' achievement in English are students' age, education level, motivation, perception, etc.

CONCLUSION

Based on the results above, it can be said that there is a significant correlation between students attitude toward learning and English achievement (0.013 < 0.05), but there is not a significant correlation between students' language learning strategies and

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English achievement (0.074 > 0.05). However, in the multiple regression found that there is significant relationship among students' attitude toward learning and language learning strategies on English achievement of eight grade students of MTsN 5 Hulu Sungai Utara. The contribution of these two independent variable to dependent variable is only 7.9 %. It indicates that the contribution of other factors that influence English achievement of the students in Islamic junior high school is 92.1 % that is not included in this study. Then, it is suggested to other researchers to explore another factors that contributed to English achievement such as perception, educational level, age, etc. In addition, further researches are also recommended to use interview both students and teachers to enhance the information about students' attitude and strategies.

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