The Influence of Learning Attitude and Learning Motivation on Reading Comprehension Achievement at SMPN 3 Pali

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Abstrak

Penelitian dilakukan tentang pentingnya pembelajaran bahasa Inggris di Indonesia, khususnya berfokus pada sikap dan motivasi dalam pemahaman membaca di kalangan siswa SMP. Ini menyoroti kebutuhan akan kemahiran berbahasa Inggris di era globalisasi, dengan menekankan peran sikap positif dan motivasi dalam meningkatkan hasil pembelajaran. Studi ini mengidentifikasi berbagai tantangan yang dihadapi siswa, termasuk perbedaan sikap terhadap pembelajaran, kurangnya minat, dan pencapaian pemahaman membaca yang rendah. Secara metodologis, penelitian ini menggunakan metode deskriptif kuantitatif melalui kuesioner untuk mengumpulkan data tentang sikap dan motivasi siswa. Temuan menunjukkan pengaruh signifikan sikap dan motivasi terhadap pencapaian pemahaman membaca, menekankan pentingnya memupuk sikap pembelajaran dan motivasi yang positif di kalangan siswa. Namun, studi ini mengakui keterbatasan, termasuk fokusnya pada satu sekolah tertentu dan perlunya penyelidikan lebih lanjut tentang faktor-faktor yang mempengaruhi sikap dan motivasi siswa secara lebih luas.

Kata Kunci: *Sikap Belajar, Motivasi Belajar.*

Abstract

The research conducted on the importance of English language learning in Indonesia, particularly focusing on attitudes and motivation in reading comprehension among junior high school students. It highlights the necessity of English language proficiency in the globalized era, emphasizing the role of positive attitudes and motivation in enhancing learning outcomes. The study identifies various challenges faced by students, including differing attitudes towards learning, lack of interest, and low reading comprehension achievement. Methodologically, the research employs quantitative descriptive methods through questionnaires to gather data on students' attitudes and motivation. The findings indicate a significant influence of attitudes and motivation on reading comprehension achievement, underscoring the importance of fostering positive learning attitudes and motivation among students. However, the study acknowledges limitations, including its focus on a specific school and the need for further investigation into broader factors influencing student attitudes and motivation.

Keywords: *Learning Attitude, Learning Motivation.*

INTRODUCTION

English is one of the foreign languages existed in Indonesia, which necessary to be learnt. Therefore, Nur & Jamilah, (2022) stated that along the development of technology, science, and some findings which are mostly

published in English as the international language, thus the nation especially for Indonesia is imperative to learn English. English language coaching has end up one thing of existence that can't be separated withinside the globalization technology nowadays. The function of it seeks to broaden learners` English skillability for study, work, and enjoyment so that it will offer them the possibilities for private improvement specifically circumstances.

In additionally encourages non-English speakme international locations to conquer the problems of speedy evolving and aggressive knowledge in a much broader community. This attitude additionally complements people`s know-how and enjoy of existence thru the English medium. Hence, the region inside coaching and gaining knowledge of technique of English has come to be one unique interest.

According to Pasang et al., (2023), language attitude is one of the elements to persuade overseas language gaining knowledge of due to the fact how a whole lot attempt college students placed into language gaining knowledge of relies upon partially on attitude. Thus, whilst a person try and research language and he has a high quality attitude, he could have an amazing bring about gaining knowledge of language, at the opposite whilst his attitude is negative, it is going to be accompanied with a terrible movement and could be indicated with a terrible result. In addition, Candradewi & Marsasi, (2023), attitude is one of the primary ideas of social psychology; it may be described as a intellectual disposition toward something. Attitude suggests what we're organized to do internally, as a minimum and acts as a bridge among opinion and behavior".

Furthermore, such attitudes may also display what humans sense approximately the audio system of that language. Attitude is one of the issue have an effect on college students in gaining knowledge of overseas language due to the fact the college students` attempt to examine language relies upon in part on attitude. Attitudes also are believed to be made from underlying affective and cognitive components, incredibly stimulated via way of means of the social systems inside a society.

The research which is driven by Sitohang et al., (2023) stated that Attitudes in the direction of getting to know except critiques and ideals have an apparent affect on college students` behaviors and therefore on their performance. It is argued that the ones college students who own advantageous ideals approximately language getting to know will be inclined to boom extra advantageous attitudes in the direction of language getting to know. Thus, mind-set is one of the elements of college students to inspire the language getting to know, if the scholars have advantageous attitudes, it is able to make growing of college students language getting to know.

Furthermore, Azral & Kher, (2023) additionally discovered the troubles confronted through college students in studying comprehension of English text. First, the troubles that come from the student, which include college students` much less appeal to the subject, much less or now no longer stimulated within side the mastering process, and simple or low English ability. Second, the troubles that come from the teacher. Many instructors do now no longer use suitable studying techniques in coaching studying comprehension. Introduced the outside issues

which can motive issues in coaching and studying of studying Nurdin et al., (2018) stated that Integrative and attitudes in the direction of the studying scenario are correlated variables that help the individual`s motivation is achievement for success withinside the second language. In addition, According to Agus Adiwijaya, (2021) stated that in the context of three getting to know overseas language, there are numerous elements which have an effect on the English talent consisting of anxiety, attitude, motivation, getting to know achievements, aptitude, personalities, etc. In different words, the elements that effect the scholars on English talent are taken into consideration through various. In short, the language overall performance of getting to know English is increase through thing of language getting to know success and student`s attitude.

One of the maximum vital signs of fulfillment in analyzing English is a student`s mindset towards the subject. Therefore, whilst growing English language education and teaching, teachers and educators need to take motivation and mindset factors into mind. According to Lattanna and Rijal et al., (2023), an attitude is a mental state that comprises thoughts and feelings. It is recognized as a key term in the study of human behavior. One of the key factors that affect learning is one's beliefs. If students think they can't effectively learn the new language, their beliefs may be a barrier. A bad attitude might make it difficult to learn a language (Paulus & Florentina, 2023).

However, a student`s poor attitudes can be altered into advantageous ones, a good way to assist them gain a a hit outcome (Nofriani et al., 2023). An great region to begin whilst getting to know a language is with a advantageous mindset. Language learners, in line with Qasim et al., (2022) are entire humans with hearts, bodies, and minds, with memories, fantasies, loyalties, and identities," further to being communicators and problem-solvers. Additionally, motivation has an immediate effect on language acquisition. Rahadianto et al., (2022) asserts that motivation and the preference to accumulate a 2d language are the factors which can be valued some distance greater fantastically than social aspects. A superb mind-set fosters encouraged behavior in students. The importance of motivation and contends that students who're greater pushed might study a brand new language greater effectively. "Each learner's motivation for studying a language will decide how speedy they choose it up.

According to Zulaika & Ovilia, (2022), college students who're keen to collect a language and trust they could use it's going to achieve this extra fast than individuals who do not. A much less capin a position scholar who's enormously influenced can gain more fulfillment than the extra sensible scholar who isn't always properly influenced, Another detail withinside the studying procedure is the instructor.

The learner will research a language extra efficaciously in the event that they have appreciate for his or her language instructor. The scholar won`t be capable of take a seat down via magnificence instances if he would not like or appreciate the instructor. Family expectancies may be referred to as one of the variables influencing students' attitudes in the direction of language acquisition, however they also can be a supply of fear for college students who do not meet their parents' expectancies.

Based at the researcher is remark at SMPN 3 Tanah Abang, the Students` has each nice and poor attitude in the direction of studying comprehension. Some college students` have robust attitude however others have vulnerable mindset in the direction of studying comprehension. Next, a few college students` have low motivation in studying due to the fact that they may be now no longer interested by studying.

Therefore, due to the fact that to college students` have vulnerable mindset and occasional motivation in studying, their studying success remains low. Therefore the researcher is interested by studying college students` attitudes in the direction of gaining knowledge of studying comprehension and gaining knowledge of motivation of college students in studying comprehension in order that the instructor can similarly enhance college students' deficiencies in gaining.

METHOD

The research was conducted at Junior High School 3 Tanah Abang Pali from July to October 2023, focusing on eighth-grade students. Utilizing a correlational method with a factorial layout, the study aimed to explore the influence of learning attitude and motivation on reading comprehension (Ihsan et al., 2018). The population comprised 104 eighth-grade students, with a sample size of 38 students selected from classes VIII.1 and VIII.2.

Data collection involved questionnaires to assess students' learning attitudes, motivation, and reading comprehension. The validity and reliability of the instruments were ensured through statistical tests, confirming their accuracy and consistency.

Data analysis included techniques such as normality and homogeneity tests, independent t-tests, and two-way ANOVA. Results indicated a significant influence of both learning attitude and motivation on reading comprehension. Criteria for testing hypotheses were established based on predetermined significance levels.

In conclusion, the research methodology provided a comprehensive framework for investigating the relationship between learning attitude, motivation, and reading comprehension among junior high school students, ensuring rigorous data collection and analysis to support the study's findings.

RESULTS AND DISCUSSION

The results of the data analysis are presented, focusing on the influence of learning attitudes and learning motivation on reading comprehension achievement. The analysis began with a presentation of descriptive statistics, providing insights into students' learning attitudes and motivation scores. Pre-test and post-test scores for both the experimental and control groups were compared, revealing trends in reading comprehension achievement. Normality and homogeneity were assessed, ensuring the validity of the data. Additionally, the impact of learning attitude and motivation levels on reading comprehension was examined using Independent t-test and two-way ANOVA.

The questionnaire, administered to 38 students, provided further insights into learning attitudes and motivation. SPSS was utilized to calculate percentages for each item, with responses categorized based on Likert's Score. The questionnaire items, focusing on six indicators of learning motivation, were analyzed and discussed.

Analysis of the questionnaire revealed high levels of agreement among students regarding various learning attitudes. Figures and tables were used to illustrate the distribution of responses, highlighting the most prevalent attitudes among students. Positive attitudes towards learning, such as finding English important for life, were predominant among participants.

Similarly, the analysis of learning motivation showcased a strong inclination towards certain motivational factors among students. The pie charts and figures provided a visual representation of students' preferences, indicating widespread agreement with statements related to motivation for learning English. While reading comprehension was a focal point of the study, the analysis indicated varied levels of engagement and achievement among students. Despite high motivation and positive attitudes towards learning, the significance of reading comprehension on English learning achievement was not established through simple regression tests. Overall, the findings suggest a complex interplay between learning attitudes, motivation, and reading comprehension achievement, highlighting the need for further research to elucidate these dynamics fully.

Based on the research results, in several categories there is an influence of learning attitudes and learning motivation on students' reading comprehension achievements, including affective components, cognitive components, intrinsic motivation, extrinsic motivation, bottom-up processes, and interactive processes. This research was conducted to find out whether there is any correlation between learning attitude and learning motivation on reading comprehension achievement at SMP N 3 Tanah Abang or not. To prove it, the researcher gathered the data about learning attitude and learning motivation using questionnaire and gathered the data about students' reading comprehension achievement from the students' English examination value. To find the influence of between learning attitude and learning motivation on reading comprehension achievement the researcher tested the obtained data using Pearson's Product Moment formula and computed it using SPSS 2.5 for windows.

Based on the percentage in above, the first indicator of learning motivation was ideals or students' aspiration. It was represented by question items number one and two. The percentage for question number one about happiness in learning at school was 89,4% in good category, it means that most of students felt happy during the learning activity at school. Question number two got 97,4% in very good category; it was about willingness to be successful person. From the percentage, the researcher knew that students wanted to be successful person in the future through learning at school. From both items which stated ideals or students' aspiration, it can be concluded that the ideals or students' aspiration was important for learning attitude from the indicator mean valued 97,4.

The second indicator of learning attitude was students' ability. It was represented by question number three about trying difficult question with 97,3% in good category; it means that students in the class room tried to answer difficult questions continuously until they succeed. Question number four about students' ability in gaining success with 97,4% in good category, it means that students really sure with their own ability to be succeed in the future. Question number five about ability in learning with 94,7% in good category, it means that the students felt their ability in learning was mostly added. From three items mentioned, the conclusion is the students' ability quite affecting students' attitude from the indicator mean valued 94,7.

The third indicator of learning attitude was students' physical condition. It was represented by question number six about students' effort to get the left studying material if students cannot attend school because of sick with 100% in very good category; it means that students' willingness to catch up the lesson is high. Question number seven about willingness to study even until late night with 100% in very good category; it means that students' willingness is good. From both items mentioned, it can be concluded that students' physical condition is also had good role in learning attitude from the indicator mean valued 100.

The fourth indicator of learning attitude was class condition which represented by question eight about slogans in the class got 97,4% good category means that slogans in the class gave attitude to students, almost all students were motivated by it. Question number nine about competition in the class got 94,7% in good category means that some students quite felt attitude because the competition existed in the class. From questions number eight and nine, it means that the class condition indicator was enough to support the learning attitude seen from the indicator mean valued 94,7.

The fifth indicator of learning attitude was dynamic elements in learning. Question number ten about teacher's motivation that motivated students got 97,4% in good category means that more than half students in the class felt that teachers' motivation helped to motivate students. Question number eleven about chance given by family to express the learning got 94,7% in good category means most family gave support to students in learning. Both questions mean the dynamic elements were affecting students' learning motivation well seen from the indicator mean valued 52,6.

The sixth indicator of learning motivation was teachers' effort in teaching students. Question number twelve until fourteen represented this indicator. Question number twelve about teacher's method in teaching was understood well by students, it was seen from 100% in very good category. Question thirteen about homework from teacher was helping students to learn better in significant number. 97,4% in good category chosen by students. Question number fourteen about praise from teacher seemed highly motivated. 97,4% in good category means the teacher's praise could satisfy students well. From the explanations, this indicator quite affected to increase students' motivation in learning seen from the indicator mean valued 97,4.

Question number fifteen about being proficient in English to more success and achievements in life, it was seen from 97,4% in good category. Question number sixteen about being proficient in English makes other people, it was seen from 97,3% in good category. Question number seventeen about studying English to understand English books, movies, etc, it was seen from 100% in very good category. Question number eighteen about study English to achieve maximum proficiency, was helping students to learn better in significant number 100% in very good category chosen by students.

Question number nineteen about interested in reading only English textbooks, there was confirm that the learning motivation in this category were used by 100% of students with different frequencies this amount was much enough percentages. Question number twenty about learning English important making a knowledgeable and skillful person, there was confirms that the learning motivation in this category were used by 100% of students with different frequencies this amount was much enough percentages.

This finding is in line with Nur & Jamilah, (2022) who state that when studies have positive attitude toward English he will have positively in learning process. Next, more students learn, the more skilled and capable they become. Motivation is an impetus that influences a person's behavior and thoughts to do something. This can come from personal needs, goals to be achieved, intrinsic drives, or external influences.

In the result of the questionnaire, the scores of students' questionnaire sheets showed number mostly in category good and some students got very high. It is supported by the theory of learning motivation according to Dimyati and Mudjiono in Pasang et al., (2023) about the things that can affect learning motivation like ideals or students' aspiration, students' physical condition, class condition, dynamic elements in learning and teachers' effort in teaching students. The things mentioned above are well provided by the school and it created good atmosphere so students had high motivation.

Based on the data analysis through simple regression test, the information gained that learning motivation had no significance influence toward English learning achievement in class VIII at SMP N 3 Tanah Abang. It was shown from the significance value in the findings. This result of the research was not correlated with the theories of experts in chapter two. It could happen because of factors which cannot be found by the researcher. The result of the questionnaire score was not significant toward English learning achievement.

In regard to students' attitude, most of students had good attitude towards English lesson. The researcher could not observe students' attitude directly but infer them by individual self-report such as fulfilling some questions distributed by the researcher. Based on the result of the questionnaire there were no student who the attitude was in low category, and there were 10 students who have medium attitude and 12 students who have high attitude.

Based on the result of the questionnaire most students considered English lesson was not an easy lesson. There were some factors that might cause students considered English lesson is not easy, mostly because English is not their first

language. Some students also were not confident on their English skills such as writing, listening, reading and speaking skill. Based on the result of questionnaire, most students rarely practice their English speaking, reading and writing skills outside the school.

Although most students considered English lesson as a difficult lesson, they were still tried their best to do their tasks in English lesson. And also the teacher gave students a great help in overcoming difficulties in learning English. Based on the result of the questionnaire most students agreed that the teacher would repeat the explanation if there are some students need it. This factor played a great role in maintaining students' attitude towards English lesson and increase students' learning students need it. This factor played a great role in maintaining students' attitude towards English lesson and increase students' learning motivation.

As stated in a journal by Azral & Kher, (2023)one of the factors that affects learning achievement is motivation. And as stated by Rijal et al., (2023) considers that learning motivation is composed of the desire to succeed, learning attitudes and degree of effort. In other words, learning attitude is closely related with learning motivation and the learning attitude is restricted by learning motivation. It is a significant factor which has a profound influence on the learning achievements.

Based on the analysis of the data, it was found that the significance value of the Pearson' Correlation Product Moment was 0,000 and t was smaller than 0,05 (0,00<0,05). It means there is a correlation between the students' attitude and their learning achievement at SMP N 3 Tanah Abang. To find out the size of the correlation between students' attitude and their English achievement it can be seen from the Persons' Correlation Product Moment coefficient value. In this research the correlation value was 0,887 and it is categorized as big. So we can conclude that learning attitude and learning motivation on reading achievement at SMP N 3 Tanah Abang were highly correlated.

The result of this research was in line with the result of research that was conducted by Handayanti (2016) which stated that there is a significant correlation between students' attitude and their English achievement at SMP N 3 Tanah Abang. She stated that students' attitude is one of important aspect to increase their learning achievement, especially in English lesson.

Based on the result of the previous study that was conducted by Rahmasari (2014) her study found out that the correlation coefficient value was 0,019 and that indicated a positive correlation but not a significant correlation. Between student' attitude toward English and their achievement.

The result of this research showed a correlation coefficient value of 0,887 which indicated a positive correlation and it was considered as high. So the result of this research was not so in line with the research conduct by Ihsan et al., (2018) because the result of this research indicated that there is a big (significant) correlation between students' attitude and their English achievement at SMP N 3 Tanah Abang.

CONCLUSION

After thorough research, analysis, and discussions presented in the preceding chapters, several conclusions can be drawn regarding the influence of students' attitudes and motivation on reading comprehension achievement. Firstly, the research indicates a significant correlation between students' attitudes, be they positive or negative, and their achievement in reading comprehension. Secondly, a discernible impact exists between students with high and low levels of motivation and their reading achievement. Moreover, the study reveals an interaction between students' learning attitudes and their motivation levels, significantly impacting reading comprehension achievement. This research aimed to explore the attitudes and motivation of students learning English within a junior high school setting, involving 104 8th-grade participants who completed questionnaires. While successfully achieving its objective by obtaining valuable insights from attitude and motivation surveys, the study also acknowledges certain limitations inherent in its methodology and scope, suggesting avenues for further research and exploration in this field.

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