

The Students' English Achievement, Perception and Attitude in English Language Teaching

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ABSTRACT

This correlation study aims to determine the following: 1) Students' attitudes toward learning English are significantly correlated with achievement. 2) Achievement and the quality of the English curriculum is strongly correlated with students' perceptions of it. 3) Achievement is significantly connected with opinions of the effectiveness of the English classroom and attitudes toward learning the language. 276 data made up the population of this study. One class out of the seven was chosen using a random cluster sampling method. In one session, thirty pupils were eligible for the analysis. A perception survey, an attitude survey, and an achievement test were among the tools used to obtain the data. Students' perceptions of the caliber of English instruction and attitudes toward learning English were gathered using the perception and attitude questionnaires. The perception and attitude questionnaire results were utilized to forecast English proficiency. The data were analyzed with the use of numerous correlations and SPSS12 in order to accomplish the three goals of the current study. The findings supported the notion that attitudes toward learning English and English achievement correlate with perceptions of English instruction's effectiveness. The result of the computation of multiple correlation coefficients (R) is .767 and the correlation coefficient (R²) is .588. Therefore, perception and attitude "accounted for" 58.8% of the achievement, leaving the remaining 41.2% unaffected by either. According to the findings, recommendations are made to EFL teaching professionals and other academics who wish to look into the subject more in the future. These recommendations speak to the value of preserving perception and attitude in order to raise students' English achievement.

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INTRODUCTION

The student's evaluation of the quality of English instruction intends to demonstrate how the government's struggle with the difficult issue of basic and secondary education is reflected in the national system of English instruction and to offer a solution. This activity whereas the teacher reflects the activity by providing feedbacks (Maru, M.G. Lengkoan, 2023). Given the crucial role that English plays in accelerating national development, a more proportionate and logical approach to enhancing English communicative skills needs to be adopted. The innovative teachers can apply the ideas and strategies right away to improve the effectiveness and enjoyment of their own instruction for both themselves and their pupils, hence minimizing the aforementioned issues. The idea that there is only one effective teaching method should not be held by educators.

Teachers work in various settings and for a broad range of subjects due to their teaching expertise. Two guiding concepts should inform the teacher's choices in these circumstances: that language education is merely a tool for language learning and that communication is the primary function of language. Activities that will just show that students "know" the language are discouraged in favor of those that show students can utilize it and communicate more effectively. Teacher also knows how to improve class interaction and make the students focus in teaching-learning process. Even though learning English is challenging, many people are interested (F. Lengkoan & P.L. Hampp, 2022). Besides, teaching learning process must be supported by the student's seriousness in the students' perception themselves. When English teacher teaches by using the suitable methods and explaining the material clearly, the students will have a positive perception to him or her. And when the students' environment can support the English instructional process, the result will be positive too. Perception is the mental arrangement of sensory input from the inside and outside that is tied to a certain person, thing, or event (Khoirudin, 1990). It means that the perception used by the people to know something more deeply. Meanwhile Longman dictionary states that perception is the action of perceiving.

According to the preceding rationale, it is crucial to do research on how students' attitudes about learning English and perceptions of how good English education are related to their progress in the language. Students' perception of the quality of English teaching in the classroom activity affects their motivation in learning English or it will contribute to their English achievement. Perception is the mental arrangement of sensory input from the inside and outside that is tied to a certain person, thing, or event (S., 1986). It means that the perception used by the people to know something deeply. Meanwhile Longman dictionary states that perception is the action of perceiving. Perception can decide some of individual behavior and adaptation. People in doing things depend on their perception and how they perceive the things with their perception.

RESEARCH METHOD

This study deals with three variables: the students' perceives of the standard of the English instruction, their learning philosophy, and their proficiency in the language. In this study, correlation design was adopted. According to Research Institute of IKIP Malang a multiple correlation research is meant to reveal relationship among variables. It attempts to predict the correlation between predictor variables and criteria variable. To find out the correlation coefficient, the data analysed by using the Multiple Correlation formula of Pearson-Product Moment.

The writer used Pearson-Product Moment formula, because:

1. The data expressed in interval or ration score form
2. The distribution of X and Y a linier relationship
3. The variances are approximately equal

(Widyawati, 2003)

By posing a query regarding the correlation between the relevant variables, the researcher first clarifies the topic at hand. The researcher then chooses a sample that best represents the defined population. The researcher then computes the coefficients of correlation between the scores after gathering quantitative data on the variables for the sample of pupils.

FINDINGS

The researcher used multiple correlation or Pearson product moment because this study describes the predictability of students' English achievement from their perception of the quality of English teaching and their attitude toward English learning at senior high school. The instrument used to obtain the data of perception/attitude was questionnaire. Questionnaire was written set of questions which a large number of people are asked. People usually ask of questions because they want to know something; they are asking for information. (Ari, 2002) stated that instrument that will provide the desire information.

Two different types of questionnaires and tests of student success served as the data collection tools. First, a questionnaire for the perception battery, then a questionnaire for the attitude battery, and finally, a test of the students' proficiency in English. Questionnaire was written set of questions to get the information of people are asked. People usually ask of questions because they want to know something. (Ari, 2002) stated that questionnaire written in both convenient for the researcher to code and score and simple for the respondent to read and answer. To achieve this research the researcher used two kinds of questionnaires are perception questionnaire and attitude questionnaire.

To know how much knowledge has been learned, the student should be tested because it is very important to be aware how far the students' success of the study. The proficiency test is used to indicate group or individual progress toward the instructional objective of specific study or training program example are progress test and final examination in a course of study. Related to achievement-test, (Gronlund, 1990) states that achievement-test is employed to indicate degree of success in some past learning activities while an attitude test is employed to predict the learners' success in future learning activities or indicating success in some past learning activities. It is obvious that the difference is a matter of emphasize.

The aspects of attitude

The behavioral component of attitude concerns how a person acts and perceives learn particular circumstances. Learning a language helps people better identify with native speakers and learn or modify different facets of that behavior characteristic of the community using the target language. Students' attitudes toward the knowledge they acquire and their comprehension of the language-learning process are included in this attitude component. To link prior and new knowledge, to develop new knowledge, to assess new knowledge, and to apply new knowledge in various contexts, cognitive attitudes can be divided into four steps. The six levels of the cognitive domain – knowledge, understanding, application, analysis, synthesis, and evaluation – provide greater detail. Students can indicate whether they like or dislike the things or circumstances around them by using their attitudes. The five layers of the emotional domain – receiving or attending, responding, analyzing, controlling, and forming character with values or values – provide further specificity about the emotional domain. The majority of strongly disagree and disagree responses were given to the overall good behavior items (first four statements), while the majority of strongly agree and agree responses were given to the negative behavior items (second six items).

In practically every assertion, the majority of the percentages lean neutral. So, it's safe to say that the respondents don't think highly of studying English. In other words, they don't approach learning English with optimism and confidence. The idea of attitudes toward picking up a second language or another foreign tongue is complicated. It involves many aspects from language learners. Their attitude toward English role for them in the future life affects whether they are motivated in learning English or not which consequently will contribute to their achievement. Due to complexity, Maybe it's reasonable to anticipate that some parts of attitude will have a stronger correlation with success than others. (Gardner, 1985) It may be realistic to predict that some parts of attitude are more strongly correlated with accomplishment than others given the complexity of the concept of attitudes toward learning and

second or foreign languages. It is commonly acknowledged and supported by at least one study that girls learn languages more successfully than boys.

It is vital to have a firm understanding of what achievement is before talking about the student's performance. Achievement cannot be separated from learning process. Someone called to have achievement when they are able to get something that they have tried effort. The meaning of achievement is a result of activities that have been done. However, learning activity means the mastery of knowledge or skill that is developed by a lesson and show by a score or mark. To understand the word achievement, let us consider the term achievement describe in (Longman, 1998) the achievement means the successfully finishing or gaining of something, especially through skill and hard work. (Grolier, 1981) says that accomplishment is the effective completion of an endeavor, especially one that required effort, skill, practice, or preference. While Achievement, is something that is successfully performed with effort and expertise, according to the Oxford Advanced Learner Dictionary of Current English. (Hornby, 1999). The adage "Achievement is something achieved" is another viewpoint. (Brown, 1993). So, there are activities before reaching an achievement. Cambridge supports this definition. He states that achievement is a result brought by such qualities of determination, persistence or bravery (Cambridge, 1995). According to the definition provided above, an accomplishment is a successful performance accomplished with effort and talent to pass an achievement exam.

To know how much knowledge has been learned, the students should be tested because it is very important to know how far the students of his study. (H., 1969) says that Accomplishment tests are used to demonstrate collective or individual success toward the learning objectives of a particular course of study or training program. Final exams and progress tests are two examples. Related to achievement test, (Gronlud, 1990) states that an aptitude test is used to forecast a learner's success in future learning activities or to indicate success in some past learning activities, an achievement test is used to indicate the degree of accomplishment in certain past learning activities. It is obvious that the difference is a matter of emphasize. Seeing those definitions, it can be concluded that achievement is something effort and skill that have been done successfully in learning English. It can be obtained by giving the student a test after a certain period of teaching learning activities.

Bartley 1958, (Khoirudin, 1990) states: Emotional aspect of behaviour is the expression of the value of the stimulus situation to the perceiver, including of indifference as well as benefit and harm. It can be said then the emotional property of perception is one of the aspects that is not stimulus bound, and maybe almost anything depending upon who the perceiver is and what he has uncounted in the past.

Based on the statement above it means that, the benefit of harm of things depends on the perceiver, who the perceiver is and what he has experienced in the

past. (Lindgren, 1976) also states that: A certain teacher may be a kind and generous person, but if a child regards her an enemy, he will react to her and behave toward her just as he would toward an enemy. It is always important to remember that a child reacts to a situation and people in terms of his own perception and point of view. The statement above means that, a child can react and behave to her teacher whether her teacher is positive or negative depends on his perception. Therefore, it is important for a teacher to teach and to educate students in the class because it can influence the students' perception. The physical performance influences the development of perceptual ability. This statement follows Kannel's, Gitman's, Halgren's and McKeels (Khoirudin, 1990) who said that, the development of perceptual skill is related to the levels of coordination of the body system. It means that the better the performance, the better the prospect for developing perception.

To know this matter more in detail let us look forward to (Lindgren, 1976) who also said that the pattern of perception developed by the individual as he grows from infancy to childhood and maturity is what some psychologists call the self-structure. According to the opinion above, it can be known that there is different perception between one individual to the other individual as well as, how the individual notices and perceives things. It can be understood that many various factors can influence the perceptions, that the issue may be broken down into two elements, namely the functional factor and the stimulus factor. The stimulus element refers to the state of the pupil-perceived object, in this instance: the use of English as a second language, as well as the style and method of English education. Functional factor means that the condition of the subject who perceives, in this case: the background of the students' education and their past experience.

Seeing those definitions, it can be concluded that in this research the researcher used the test to know the students' achievement. This test consists of 30 items (*Listening: 1-6 items, speaking: 7-17 items, and Reading: 18-30*) and the time given was 50 minutes and the students are asked to choose the best correct answer by crossing the option A, B, C, and D. The materials of the test were suitable with the material at second class at senior high school. The complete test of the English achievement was shown in appendix 3.

These instruments were tried out to the second-year students at senior high school. The students who were involved in these tests were 30 students; they were in the Second class. The questionnaires were given at different times. The first was perception of the quality of English teaching and Attitude toward English learning tests administered on March, 11th 2007. The second was Achievement test that administered on March, 13th 2007. The students did each of the tests, Perception of the quality of English Teaching and Attitude toward English learning within the time allowed in 55 minutes for 60 items.

Table 1. The Classification of the Perception of the Quality of English Teaching

Indicators	Numbers of items	Sample of item
Preparation	3	1. The teacher was well-prepared and well organized in class
Presentation	6	2. The class material was explained in an understandable way
Execution/Method	12	3. There were balanced and variety in activities during the lesson
Personal Characteristics	4	4. Patience in eliciting responses
Teacher/Student Interaction	5	5. Teacher encouraged and assured full student participation in class
	30	

Table 2. The Classification of the Attitude Toward English Learning

Indicators	Numbers of items	Sample of item
Attitude toward English learning	10	1. I enjoy to studying English
Attitude toward English teacher	10	2. I like my English teacher because if he teach English very enjoyable
Attitude toward English	10	3. English is the subject that I need
	30	

Table 3. The Classification of the Test English Achievement

Indicators	Number of items	Total items
Listening	6	1. a. plane, b. plant, c. plain, d. plan
Speaking	11	2. What time did you ... at school?
Reading	13	3. The main idea in paragraph 1 is ...
	30	

The Result of Correlation Analysis

The result correlation was discussed to answer the hypothesis whether (1) the student's perception of the quality of English teaching correlates significantly with achievement of the second-year students, (2) the student's attitude toward English learning correlates significantly with achievement of the second-year students, (3) There is correlation between perception of the quality of English teaching and their attitude toward English learning.

The correlation coefficients as follows:

- .80 or above : high
- .60-.80 : strong
- .40-.60 : moderate
- .20-.40 : low
- .20 : less

Table 4 The Result Between Perception to Achievement and Attitude to Achievement

Ind. / Dep. Variable	EA
PQET	.678
AEL	.569

PQET : perception of the quality of English teaching
 AEL : attitude toward English learning
 EA : English achievement

Multiple Correlation X₁ X₂ Y

Table 5 Multiple correlation analysis

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Attitude, Perception ^a		Enter

a. All requested variables entered.
 b. Dependent Variable: English Achievement

Correlations

		English Achievement	Perception	Attitude
Pearson Correlation	English Achievement	1,000	,678	,569
	Perception	,678	1,000	,343
	Attitude	,569	,343	1,000
Sig. (1-tailed)	English Achievement		,000	,001
	Perception	,000		,032
	Attitude	,001	,032	
N	English Achievement	30	30	30
	Perception	30	30	30
	Attitude	30	30	30

R Square

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,767 ^a	,688	,557	,18849	1,809

a. Predictors: (Constant), Attitude, Perception
 b. Dependent Variable: English Achievement

Discussion

The researcher thinks that pupils' interest in English will have an impact on their performance (Rifanda C. Goni, Meity Muntuuntu, 2021). To give the solution, the hypothesis of this study are: The student's perception of the quality of English teaching correlate significantly with achievement of the second-year students at senior high school; The student's attitude toward English learning correlate significantly with achievement of the second-year students; and there is correlation

between perception of the quality of English teaching, attitude toward English learning, and their English achievement. Based on the hypothesis above, there are some findings in of the research and it will be discussed as follow:

Correlation Between Perception and Achievement

One of the purposes of this study is to find a correlation between perception score as independent variable or predictor variable (X_1) and achievement test as dependent variable (Y). The correlation was measured using quantitative analysis SPSS 12. The correlation coefficient between perception and achievement score is .678. Based on the Bartz, the value of correlation coefficient .678 is positive correlation coefficient. Based on Bartz, the value of correlation coefficient .678 is on the strong. It means that there is a positive and strong correlation coefficient between perception and achievement. This indicates that those individuals who score strong or perception also tended to score strong on achievement.

Correlation Between Attitude and Achievement

The next problem of study and the second purpose of this study were to find a correlation between attitude as independent variable or predictor variable (X_1) and achievement as dependent variable (Y). The correlation used quantitative analysis SPSS 12. The correlation coefficient between attitude and achievement is .569. Based on Bartz, the value of correlation coefficient .569 is positive correlation coefficient. Based on Bartz, the value of correlation coefficient .569 is on the moderate position. It means that there is a positive and moderate correlation coefficient between attitude and achievement. This indicates that those individuals who score moderate or attitude also tended to score moderate on achievement. Bartz (1976) said: The value correlation coefficients range from -1.00 to +1.00, representing perfect negative and perfect positive correlation, respectively. A coefficient of .00 represents no relationship at all. A positive correlation coefficient indicates that those individuals who score high on one variable also tended to score high on the other. Bartz A. E. (1976) described that the strength of a correlation by such descriptive adjectives as high, low, moderate, strong, and weak.

Multiple Correlations Among in Perception and Attitude and Achievement

Based on the result of the data analysis presented in the previous section, this section deals with the hypothesis significant two predictor, independent variable; perception (X_1) and attitude (X_2) and achievement is the predicted variable (Y). The result analysis of the coefficient correlation X_1X_2Y were 767 and the coefficient of determination (R^2) is .588. This indicates that 58.8% of the achievement is "accounted for" by perception and attitude and the other 41.2% being independent of perception and attitude.

To find the statistically significant, the writer used the level of significance in Pearson Product Moment correlation coefficient values. The subject of the study

(N=30) with the degrees of freedom (df) = N - 3. r .767 were significant at the .05 level is .361. Since the result value of R is higher than the level of significant, it can be concluded the perception and attitude are significant predictor of achievement.

Students' Perception and Achievement Findings

The finding is present through on the problem and hypothesis statement. In the statement of the problem that is "Does perception of the quality of English teaching correlate significantly with achievement of the second-year student at senior high school?" and in hypothesis, the hypothesis stated that "The perception of the quality of English teaching correlate significantly with achievement of the second-year student at senior high school". Based on the research finding in this research, it is computation through the statistic that the result of the analysis stated that the students' perception toward the quality of English teaching is significant to achievement. The correlation coefficient between achievement and perception score were 678. Based on Bartz, the value of correlation coefficient 678 were positive correlation coefficient. It means that there is a positive and strong correlation coefficient between perception and achievement. This indicates that those individuals who score strong or perception also tended to score strong on achievement.

Khoirudin, (1990) stated that the Perception is an intellectual organization of sensory stimuli internal and external connected with a particular person, object or event. It means that the perception used by the people to know something deeply. Meanwhile Longman dictionary states that perception is the action of perceiving. Related to the research before, (Makhbubah, 2006) "The correlation between students' perception of the effectiveness of reading instruction and their English reading achievement at the Raden fatah Batu", She found that the value of the computed r was .565. It was greater than the value of r at the table because the value of r at the table with 38 degrees of freedom-(40-2) is .312 at the level of significance .05 and .403 at the .01 level of significance. It can be concluded that the students' perception of the effectiveness of reading instruction is positively and significantly correlated with their English reading achievement. So, the finding of the result presents research and related to the result of the research before is relevant.

Students' Attitude and Achievement Finding

Through on the problem and hypothesis statement that is "Does attitude toward learning English correlate significantly with achievement of the second-year student of senior high school?" and in hypothesis, the hypothesis stated that "The student attitude toward learning English correlate significantly with achievement of the second-year student at senior high school". The research finding of this research is that the correlation coefficient between attitude and achievement is .569. Based on Bartz, the value of correlation coefficient .569 is positive correlation coefficient. Based on Bartz, the value of correlation coefficient .569 is on the moderate position. It

implies that there is a moderately positive association between attitude and success. This indicates that those individuals who score moderate on attitude also tended to score moderate on achievement. It means that there is a correlation significantly between attitude and achievement. So, the finding of the result of presents research and related to the Nuroini's research is relevant.

According to (Kristina, 2004) An attitude is the propensity to respond favorably or adversely to a certain class of stimuli, such as a racial or national group or an institution. She found that the result computing correlation coefficient (r) of the students' attitude in English learning and English achievement was .62 meaning a high correlation. The correlation coefficient (r) of students' attitude toward people and English achievement was .541 meaning a moderate correlation. The correlation coefficient (r) of students' attitude toward teaching and English achievement was .537 meaning a moderate correlation. The critical coefficient was .364 ($df = N-2$) at the level of significance $p < .01$. The computed correlation coefficients were all found to be greater than critical value. It means that there is significant correlation between attitude in English learning and English achievement of the first-year students at MA AL-Marif at Singosari Malang. So, the finding of this research is relevant with Kristina's finding.

The Multiple Correlations among Perception, Attitude and Achievement

The question in this section states: "Do perception of the quality of English teaching and their attitude toward English learning correlates significantly with English achievement of second year students?" In answering this question, the hypothesis has been formulated. The hypothesis is, "There is correlation between perception of the quality of English teaching and their attitude toward English learning". The result analysis of the coefficient correlation X_1X_2Y was .767 and the coefficient of determination (R^2) is .588. This indicates that 58.8% of the achievement is "accounted for" by perception and attitude and the other 41.2% being independent of perception and attitude.

Perception is how we perceive and experience the world around us and how we interpret it. Two people will frequently have different interpretations of the same item (Pandey et al., 2022). Perception and attitude are significant predictors to achievement is accordance with the statement Stone and Nielsen 1986, (Khoirudin, 1990) Perception is an intellectual organization of sensory stimuli both internal and external, connected with a particular person, object or even. Randhawa and Korpan (1973) also stated that the concept of attitudes toward learning and second language or foreign language is itself complex, so perhaps it is reasonable to expect that some aspects of attitude are more highly related to achievement than others. (Gardner, 1985) stated that, Attitudes are clearly influenced by many factors in the student's upbringing. Therefore, teacher as main role in teaching and learning process in the

class he/she must incite the student's positive attitude. (Gardner, 1985) also stated that, there are four elements of attitude toward learning the language, desire, motivation intensity, and goal re illustrated. Attitude and motivation also influenced to achievement according to (Gardner, 1985) The amount of work that the person puts forth (or, in some cases, would be willing to put out) in order to learn the second language has been used to gauge motivation intensity.

Moreover, point out there is an increasing congruence between attitude and achievement as the course progress, even with ability controlled, but it seems more significant in the present context that is the two 'language' courses in which attitudes and achievement are significant related, and that the relationships are appreciably greater for the second language. Attitude toward learning the second language also have been shown to relate to others. For example, where they have been investigated, sex differences have been obtained on attitudes toward learning the second language. Girls are often considered to be more successful at learning languages than males, and at least one study, conducted by Randhawa and Korpan in 1973, showed that sex disparities in achievement are abolished after adjustments are made to account for these attitudinal variations.

It has been demonstrated that attitude toward learning a second language is unrelated to IQ. (Gardner, 1985). And language aptitude (Gardner, 1985) this finding suggests the attitude covers ability and has significant affective components, it has a relationship to achievement. Students who were successful would develop more positive attitudes than those less successful. This position would argue, therefore, that correlation between attitudes and second language proficiency were due primarily to the original differential levels of achievement. Positive and negative attitude changes were observed. Positive effect included the students perceiving themselves as more potent. Negative change included the perception that French family life is less cohesive and the French school system less valuable than they originally felt.

The teacher should make every effort to have his students view him favorably in terms of his command of the language, his ability to impart knowledge, and his personality. Perceptions of the quality of English teaching have a positive and significant correlation with English achievement. Because attitude toward English learning has positive and significant correlation with English achievement, teacher should be able to make good performance and make the students enjoy so that the students thinking positive to him. There are some points for the future research as follows: This research just takes the population at one of senior high school in east Indonesia. Therefore, it is suggested to the future researcher to take the population all of state and private high school. Suggestion to the future research used English proficiency variable as a criterion variable and entering writing skill. According to the analysis's findings, perception and attitude play a big role in success. The coefficient of determination (R) are 588 and the significant correlation (r_{X1X2Y}) are

767. This shows that perception and attitude "accounted for" 58.8% of the achievement, with the remaining 41.2% being independent of perception and attitude. In order to experience changes in knowledge, skills, and behavior, a person must be encouraged internally to have enjoyment without being coerced. Measurement is the act of quantifying something by assigning a numerical value to what is known as an elemental object. For schools, educational institutions, teachers, students, parents, and the community, measurement of learning outcomes is crucial. The measurement results are primarily quantitative in nature conceptually. While the tools utilized can take the shape of instruments that are manufactured or developed by themselves by adhering to the process of instrument development or standardization, or they can take the form of instruments that are internationally standardized.

CONCLUSION

The following conclusions can be drawn from the analysis and discussion of the research findings: First, there is a significant relationship between students' perceptions of their own performance and the efficacy of English instruction. The correlation between achievement levels and perceptions is 678. Both Achievement and perception have a strong and favorable association, as seen by the correlation coefficient between attitude and achievement, which is 569. This demonstrates that success and attitude have a largely favorable relationship. The findings demonstrated a connection between attitudes toward learning English, perceived quality of English instruction, and English proficiency. The multiple correlation coefficient (R) is calculated to be 0.767, while the coefficient of determination (R²) is calculated to be 0.588. This demonstrates that 58.8% of success is. This shows that 58.8% of achievement is "accounted for" by perceptions and attitudes and the other 41.2% regardless of perceptions and attitudes.

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