

## ABSTRAK

Wrestiningtyas, Maria Dea. (2017). *Relation between Attitude, Discipline, Motivation and Learning Success of Foreign Language Academy Students*. Yogyakarta: Sanata Dharma University.

Keterampilan komunikasi bahasa Inggris dibutuhkan dalam banyak aspek kehidupan dan wajib dipelajari. Akademi bahasa asing adalah salah satu sekolah yang mengajarkan bahasa Inggris untuk mempersiapkan masa depan mahasiswa menjadi sukses. Berdasarkan data dari PDPT (Pangkalan Data Perguruan Tinggi), jumlah lulusan Akademi Bahasa Asing yang berhasil di Indonesia masih rendah karena rendahnya kompetensi para mahasiswa. Namun, untuk meningkatkan kompetensi mahasiswa tidaklah mudah. Maka, meningkatkan nilai variabel pembelajaran yang lain yaitu sikap, disiplin, dan motivasi sangatlah penting.

Penelitian ini menjawab dua pertanyaan: (a) apakah ada korelasi antara sikap, disiplin, motivasi dan kesuksesan belajar mahasiswa?, (b) apakah keberhasilan belajar dapat diprediksi dari aspek sikap, kedisiplinan, dan motivasi? Studi korelasi dan regresi dilakukan untuk menjawab dua pertanyaan tersebut.

Data penelitian dikumpul dari 30 mahasiswa di semester 3 Akademi Bahasa Asing St. Pignatelli Surakarta. Aspek sikap dinilai dari buku rapot di bangku Sekolah Menengah Atas (SMA). Aspek kedisiplinan dinilai dari daftar hadir di kelas selama satu semester dan dari kuesioner. Aspek motivasi dinilai dari kuesioner. Aspek keberhasilan belajar dinilai dari nilai Indeks Prestasi Kumulatif (IPK) para mahasiswa. Di penelitian ini juga dilakukan wawancara untuk mendapat informasi mengenai persepsi mahasiswa tentang hubungan antara sikap, kedisiplinan, motivasi, dan tingkat kesuksesan belajar mahasiswa.

Hasil analisis menunjukkan bahwa terdapat hubungan positif antara sikap, disiplin, motivasi, dan keberhasilan belajar ( $R_{1.234} = 0,77$ ,  $p = 0,00 < 0,05$ ). Korelasi tersebut kuat dan positif karena nilai koefisien korelasi mendekati 1 ( $R = 0,77$ ). Sikap dan keberhasilan belajar berkorelasi ( $r_{1.2} = 0,75$ ), disiplin dan keberhasilan belajar berkorelasi ( $r_{1.3} = 0,49$ ), motivasi dan keberhasilan belajar berkorelasi ( $r_{1.4} = 0,67$ ).

Kesuksesan belajar dapat diprediksi dari sikap, disiplin, dan motivasi ( $F = 12,94$  pada  $p = 0,00 < 0,05$ ).  $F$  hitung  $>$   $F$  tabel ( $12,94 > 2,98$ ), menunjukkan relasi yang signifikan dan hipotesis nol ( $H_0$ ) ditolak. Maka, metode ini bisa digunakan untuk memprediksi nilai. Aspek sikap berkontribusi 56% terhadap keberhasilan belajar. Aspek disiplin berkontribusi 24% terhadap keberhasilan belajar. Aspek motivasi berkontribusi 44% terhadap keberhasilan belajar.

Hasil penelitian ini memiliki beberapa implikasi positif di bidang pembelajaran bahasa Inggris terutama bagi para pengajar dan peserta didik. Dosen diharapkan dapat mengetahui cara meningkatkan sikap, disiplin, dan motivasi siswa dan memprediksi nilai belajar siswa. Para siswa diharapkan menyadari pentingnya sikap, disiplin, dan motivasi untuk meningkatkan keberhasilan belajar.

Kata kunci: sikap, kedisiplinan, motivasi, keberhasilan belajar, IPK, Studi Korelasi, Regresi Berganda

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English language communication skills are needed in many life aspects. English becomes a compulsory subject at school. Foreign language academy is one of the schools that run English language program for preparing the students to succeed. Based on the data from *PDPT*, the number of successful students graduating the Foreign Language Academy in Indonesia is still very low. One main reason seems to be the input competence. Unfortunately, it's hardly possible to improve their input competence. Therefore, it is worth trying to discover other controllable learning attributes, for example attitude, discipline, and motivation.

This research answered two research questions: (a) is there a relation between attitude, discipline, motivation and learning success? and (b) is learning success predictable from attitude, discipline, and motivation?

The data were collected from 30 students of the 3<sup>rd</sup> semester at the Academy of Foreign Language St. Pignatelli. Students' attitude data were from students' report book of their Senior High School. Students' discipline data were from students' attendance list during a semester and a questionnaire. Students' motivation was assessed using a questionnaire. Students' learning success was assessed by their grade point average (GPA). This research also administered an interview to get in-depth information of students' perception about the relation between students' attitude, discipline, and motivation. Correlational research was conducted to answer the research question using Regression Analysis.

The analysis results confirm that there is a positive correlation between attitude, discipline, motivation, and learning success ( $R_{1.234} = 0.77$ ,  $p = 0.00 < 0.05$ ). The correlation is considered strong and positive since the coefficient of correlation is 0.77 (the value is approaching 1). Attitude and learning success are correlated ( $r_{1.2} = 0.75$ ), discipline and learning success are correlated ( $r_{1.3} = 0.49$ ), motivation and learning success are correlated ( $r_{1.4} = 0.67$ ).

Learning success is predictable from attitude, discipline, and motivation ( $F = 12.94$  at  $p = 0.00 < 0.05$ ).  $F$  value  $>$   $F$  table ( $12.94 > 2.98$ ) indicates that the relation is significant and null hypothesis ( $H_0$ ) is rejected. Thus, this method can be used for prediction formula since the relation is significant. Attitude aspect contributes 56% of the learning success gaining. Discipline aspect contributes 24% of the learning success gaining. Motivation aspect contributes 44% of learning success gaining.

These research findings have some practical implications for the English education, especially toward learners and lecturers. These findings could encourage the learners to be more aware about their attitude, discipline, and motivation. Also, the lecturers can use the result of this study as the reasons to improve students' attitude, discipline, and motivation and predict the students' learning success.

Keywords: attitude, discipline, motivation, learning success, regression analysis