

**THE CORRELATION BETWEEN LEARNING MOTIVATION,
LEARNING DISCIPLINE AND PARENTS' ATTENTION TO ENGLISH
LEARNING ACHIEVEMENT IN SMP MUHAMMADIYAH PK
KOTTABARAT SURAKARTA**

THESIS

Submitted as A Partial Requirements

for degree of sarjana



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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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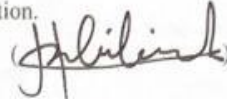
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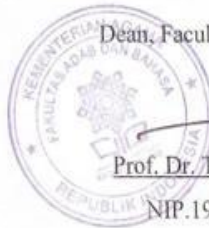
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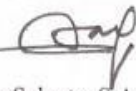
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DEDICATION

This thesis is dedicated to:

1. Allah SWT and propet Muhammad SAW
2. My beloved parent Mr. Eko Widodo and Mrs. Ninik Saniyati for always support, love and paryers that always given to me
3. My beloved brother, Rooney Sandona Irji Firdaus who always support and gives much love
4. My lovely family that always support me are Marto Squad and also my lovely children Arshila Jenna Quinza.
5. My lovely advisor, Mrs Linda Safitri, M.Pd.
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9. Last but not the least I wanna thank me, I wanna thank me for believing in me, for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting.

MOTTO

“jangan pernah memaksa orang lain untuk menyukai kita, tapi selalu paksa diri kita untuk menyukai orang lain”

(firstsandona)

“jika dunia tidak baik, setidaknya aku sudah berbuat baik untuk dunia-“

(firstsandona)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “the correlation between learning motivation, learning discipline and parent attention at SMP Muh PK Kottabarat Surakarta” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 14 desember 2022
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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “the correlation between learning motivation, learning discipline and parent attention at SMP Muh PK kottabarat Surakarta In The Academic Year Of 2021/2022”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thank to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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5. All lecturer and office staff of English Education Department UIN Raden Mas Said Surakarta, thank for giving the service and time during the study.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for being the researcher in particular and the readers in general.

Sukoharjo, 14 Desember 2022
The researcher

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ABSTRACT

Firstsandona.2022. "A correlation between learning motivation, learning discipline and parent attention in English Learning Achievement in SMP Muh PK KottaBarat Surakarta". Thesis. English Education Department, Cultures and Languages Faculty.

The objective of this research is to determine the relationship between learning motivation, learning discipline and parent attention to English achievement in class VIIIA at SMP Muh PK KottaBarat Surakarta.

This research is a research with quantitative approach, using survey method. Data collection was carried out using instruments in the form of questionnaires and student score data. The population in this study was grade 8 students at SMP Muh PK Kotta Barat Surakarta for the academic year 2021/2022 as many as 150 students. The samples taken were 28 students. The data analysis technique uses data tabulation and correlation statistics (product moment correlation) assisted by the Statistical Package for the Social Science for Windows/SPSS Version 25.0 program.

The results of this study indicate that: (1) there is a significant correlation between learning motivation and learning achievement in English, this is indicated by the r count which is smaller than the r table ($0.025 < 0.05$) and the correlation value is 0.422. (2) there is a significant correlation between learning discipline and learning achievement in English with r count smaller than r table ($0.010 < 0.05$) with a correlation value of 0.477. (3) there is a correlation between parental attention and achievement in learning English with r count smaller than r table; ($0.04 < 0.05$) with a correlation value of 0.522. from these three results it can be concluded that there is a correlation between learning motivation, learning discipline, and parental attention to English learning achievement. Based on the results of the study, it shows that there is a correlation between learning motivation, learning discipline and learning achievement in English class VIIIB at SMP Muh PK Kotta Barat Surakarta for the 2021/2022 academic year.

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CHAPTER I

INTRODUCTION

A. Background of study

There are thousands of languages in the world. English is an international language that countries have accepted all over the world. It is used in many aspects of life, including business, science and technology, medicine, and education. We use English as an international language to communicate with people all over the world. English is taught from kindergarten up to high school all over the world, depending on the educational system and philosophy used in certain countries. Most people learn English for different purposes; some may be interested in English. It is required for them to develop themselves and study broader knowledge and communication and integration. Others may regard English as merely an instrument; looking at it is necessary.

Nowadays, English has become a subject from primary to higher education institutions in Indonesian educational institutions. In the classroom at the elementary level, it is taught as local content from the first year up to the third year, while from the fourth year to the sixth, it becomes a compulsory subject with two teaching hours a week. Similarly, it is offered as a mandatory subject in junior and senior high schools with four teaching hours a week. In contrast, it is accorded two credit hours at a university or college, and the curriculum focuses on English for specific purposes. It shows that our government has been trying hard to develop the quality of human resources to be equal to that of other countries in the world, especially in the fields of education and technology.

The optimal learning process will affect the level of success in English achievement. Longman (2003:12) defines achievement as an important thing you succeed in doing by your effort. An English achievement is an achievement of students in the English learning process within a certain time frame. For satisfactory English learning achievement, Syah (2006:132) states that there are factors that influence it, namely internal and external factors. Internal factors include motivation, interest, maturity, talent, and learning discipline. While external factors include the school environment, parental attention, teacher competence, community environment, facilities and infrastructure, Student learning outcomes or student achievement will be influenced.

Student learning motivation needs to be grown so that the spirit of English learning can be achieved with learning achievement results. According to Donald (2016), motivation is a change in energy in a person's personality characterized by the emergence of affective feelings and reactions to achieve goals. Motivation can also be defined as the force that drives the direction and determination of action towards a goal. Learning motivation as an internal factor serves to generate, underlie, and direct the act of learning. A person who has the motivation to learn will work hard, look persistent, don't want to give up, and be active in reading to improve their achievement and solve their problems. Student learning motivation can be seen by students' enthusiasm in the learning process, whether they pay attention or not. Some so many students only go to class to follow the lesson, but they do not understand what they are learning.

In addition to learning motivation, learning discipline is also needed by students and even parents. Setting study time at home is very important to

strengthen students' understanding of learning materials. Discipline is being aware of the division of time, acting, and behaving. Singodimejo (2014) states that discipline is a person's behavior following existing regulations and procedures, whether written or not. Students do not need to be forced to study so that they will find an easy way to learn for themselves. By having high learning discipline, students' willingness and effort in achieving high learning outcomes learn effectively and regularly. With high learning discipline, they will have a reluctance to study and skip learning hours; managing study time at school and home effectively and efficiently is not easy in its application because learning discipline, in addition to the motivation of the students themselves, also requires encouragement from parents, supervisors, and other people around them.

The role of parents and teacher competence plays an important role in developing student learning. People's attention is very instrumental in achieving student achievement—parents who first provide education for students within the scope of their families. The introduction of primary education has started in the family, so parents' attention to improving students' abilities must continue to be observed. According to Ahmadi and Supriyono, attention is an attitude of the soul towards observation, an understanding that concentrates on excluding other things. According to Melvin and Surdin (2017:6), learning discipline is an attitude, behaviour, and actions of a student to carry out learning activities by decisions, rules and norms that have been set together, both written approval or not between students and teacher at school or with a parent at home to get mystery, knowledge, proficiency or policy.

In education, many things can affect the achievement of English achievement. Learning motivation needs to be owned by students; learning motivation lies within students and is encouraged by the external environment. Having a solid learning motivation will help in achieving academic success. But while many students have enthusiasm and a strong learning drive, sometimes the results are not maximized. The results obtained are less than optimal for students who are too ambitious with what they want to achieve so that they do not pay attention to others and only focus on grades. A high motivation to learn is perfect if it is equipped with an awareness of suitability and purpose. With the understanding of learning motivation, learning discipline will be formed in students. They are setting study time with other activities effectively and efficiently so that they can support learning activities. But now, many children prioritize outdoor activities over studying. They learn when given homework, tests, and group assignments. So, when there are no school assignments, tests, or group projects, they are more concerned with extracurricular activities such as playing, watching television, playing online games, and so on. Educators can monitor students in the home environment by giving them these tasks.

Therefore, parents' attention is necessary for monitoring the development of children's learning at home and school. The active role of parents in giving special attention, encouraging and facilitating students in the learning process is needed by students to achieve student achievement. But in reality, many parents are still busy with their work, so they pay less attention to developing their children's accomplishments. Lack of parental attention triggers children to be less active and not pay attention to developing their learning achievements. But not all the students

can develop and get satisfactory learning outcomes with minimal parental attention. Parents who only demand good results from students sometimes put pressure on students. So students become burdened, but some provide the impetus to get better results. The active role of parents plays an important role in achieving learning achievement so that results are maximized.

Based on pre research observations and interviews with The English teacher in SMP Muhammadiyah PK KottaBarat Surakarta, the researcher found that some students have difficulty using English as their target language. This school uses the Independent Curriculum for the teaching-learning process. The Independnt Curriculum of English Learning Achievement aims to develop the student's communicative competence in impersonal, transactional, and functional texts by using a kind of English text in spoken and written form. Many students are still too lazy to prepare to learn English. They think that English is the most challenging subject in school. Some students are not severe when learning English because they assume that English is not necessary for their lives. Many students do not know the importance of English and English learning achievement, so it takes parental attention to form student learning motivation, which will then encourage the creation of disciplined learning. Every student needs parental attention to achieve their English learning achievement because this parental attention will determine whether a student can achieve high English learning achievement. Students need motivation from them self and it can be interpreted as a psychological condition in a student who is encouraged to conduct English learning activities for English learning achievement.

Researcher choose SMP Muhammadiyah PK Kotta Barat Surakarta because this school is one of the special program schools in Surakarta. This school has a target language ability, one of which is English. The school has good facilities for learning English, such as an English club accompanied by a professional teacher, and a good atmosphere for learning English. The researcher chose VII B as the population because this class has good English values, which means the variables in English learning achievement are achieved.

The researcher took several previous studies related to this research. The first research was carried out by Pujiati (2019) and the title “The effect of parents’ attention and learning discipline on the English learning achievement in junior high schools”. The result of the research is that parents’ attention and learning discipline simultaneously affect English Learning Achievement in Junior high school at Regional Coordination 3rd in Banjarnegara Regency. Parent attention has a role higher than learning discipline to improve English Learning achievement in Junior high school at Regional Coordination 3rd in Banjarnegara Regency. From this research, the researcher learns more about whether parent attention, learning discipline and learning motivation affect on English learning achievement.

Based on the background of the study above, the researcher is interested in conducting research on "THE CORRELATION BETWEEN PARENTS' ATTENTION, LEARNING MOTIVATION, AND LEARNING DISCIPLINE TO ENGLISH LEARNING ACHIEVEMENT IN SMP MUHAMMADIYAH PK KOTTABARAT SURAKARTA".

B. Limitation of the study

In this study, the researcher focused on the effect of motivation, learning discipline, and parent attention on English Learning achievement VIIIA in SMP Muhammadiyah PK Kottabarat Surakarta in academic year 2022/2023.

C. Research Problem

Based on the limitation of the study, the research question of this research is arranged as follows:

1. Is there any correlation between motivation on English Learning achievement in SMP Muhammadiyah PK Kottabarat Surakarta in academic years 2022/2023?
2. Is there any correlation between learning discipline on English Learning achievement in SMP Muhammadiyah PK Kottabarat Surakarta in academic years 2022/2023?
3. Is there any correlation between parent attention on English Learning achievement in SMP Muhammadiyah PK Kottabarat Surakarta in academic years 2022/2023?
4. Is there any correlation between learning motivation, learning discipline and parent attention on English learning achievement in SMP Muhammadiyah PK Kottabarat Surakarta in academic years 2022/2023?

D. Objective of study

Based on the research problem, the research objective is arranged as follows:

1. To identify the significant correlation between learning motivation on English learning achievement in 8A student of SMP Muhammadiyah PK Kottabarat Surakarta in academic years 2022/2023.
2. To identify significant the correlation between learning discipline on English learning achievement in 8A student of SMP Muhammadiyah PK Kottabarat Surakarta in academic years 2022/2023.
3. To identify significant the correlation between parent attention on English learning achievement in 8A student of SMP Muhammadiyah PK Kottabarat Surakarta in academic years 2022/2023.
4. To identify significant correlation between learning motivation, learning discipline and parent attention on English learning achievement in SMP Muhammadiyah PK Kottabarat Surakarta in academic years 2022/2023.

E. Benefits of the study

This researcher hopes that this research can be useful for writer and reader. The benefit arranged as follows:

1. Theoretical Benefits
 - a. The research can provide an overview to future researchers related to same topic
 - b. This study provide information related to know effect of learning motivation, learning discipline and parent attention in English learning achievement.

2. Practical benefit

- a. For educational institutions, this research aims to determine the importance of parents' active role in educating students to achieve maximum English learning. In addition, it requires high levels of learning motivation and discipline to support student achievement. This study also determines the results of English learning achievement, which is then used to improve the quality of education, facilities, and institutional policies.
- b. For science, this research aims to increase knowledge about improving English learning achievement, so achieving maximum English learning achievement will create quality human resources and increase competent output. Quality and competent human resources will support the progress of an organization, institution, agency, and others. In addition, it provides information to parents to pay attention to the development of their students in achieving student achievement.
- c. For academics, this study aims to provide input on the importance of English learning motivation, learning discipline, and parents' active role in achieving satisfactory learning outcomes to improve the quality of education as well as increasing knowledge about the importance of competencies possessed to be developed to create professional human resources.
- d. For researchers, this research adds insight into the world of education and knows the factors that can encourage learning achievement. As well as knowing the importance of developing competencies to improve

professional human resources. In addition, learning motivation and learning discipline must be possessed to achieve maximum achievement.

F. Definition of Key Term

1. Motivation

Donald in Yunita (2017) stated that motivation is a change in energy in a person's personality that is characterized by the emergence of affective feelings and reactions to achieve goals.

2. Discipline

According to Melvin and Surdin (2017:6), learning discipline is an attitude, behaviour, and actions of the student to carry out learning activities following decisions, rules and norms that have been set together, both written approval or not between students and teacher at school or with a parent at home to get mystery, knowledge, proficiency or policy.

3. Parent attention

According to Ahmadi and Supriyono, attention is an attitude of the soul towards observation, an understanding that concentrates on excluding other things.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. English learning achievement

English is an international language that countries around the world have accepted. It is used in many aspects of life, including business, science and technology, medicine, and education. Currently, in educational institutions in Indonesia, English has become a subject from primary education institutions to universities. At the elementary level, it is taught as local content from grades one to three, while grades four to six are compulsory subjects for two hours a week. Similarly, in middle and high schools, subjects are offered as compulsory subjects with four teaching hours a week.

In contrast, two credit hours are offered at universities or colleges, and the curriculum focuses on English for specific purposes. This shows that our government has made efforts to develop human resources equivalent to those of other countries in the world, especially in the fields of education and technology. In education, schools are places where students find knowledge, which creates the quality of human resources. Efforts to develop quality human resources can be assessed through student learning outcomes, and learning outcomes are an academic success. Of course, all students achieve their learning through teacher-led assessment. Learning English has become a familiar picture for students that it is a tricky

subject. It can be one of the factors that affect students' English learning. Students are not enthusiastic about learning English, students are not active in class, and some do not have a dictionary. Therefore, their academic results are not as good as expected.

Uno (2006) further explain that learning is an individual process that seeks to obtain a change in overall behavior due to the individual's own experience in interacting with his environment. Learning is an individual activity that involves processing materials to acquire knowledge, behaviour, and skills. So, when a person learns, he is aware or not aware that he will change as a result of these activities; for example He initially does not understand how to understand something, and he does not have the skills to have those skills in himself. Learning is an activity that anyone can do, from an early age to an age that lasts continuously. So, learning is very important for everyone, as well as for students. By learning, students can acquire and improve behaviour through knowledge, skills, positive attitudes, and various other abilities. Sadirman (2011) argues that there are three general learning objectives, namely:

- a. To gain knowledge
- b. Teaching concepts and skills
- c. Influencing attitudes

Saljo in van Rossum & Hammer (2010) mention and describe the five learning conceptions are listed below:

1) Learning as increase of knowledge

Learning and knowledge are two inseparable and interrelated aspects. Learning is an aspect of the process (how students learn), while knowledge is a product that students produce after learning. In this stage, learning looks like a gathering process, and the result is separate pieces of knowledge.

2) Learning as memorizing

In the school atmosphere, students usually learn to memorize the subject matter to be tested. When the test takes place, the ability to reproduce what is memorized becomes the determinant to get maximum results.

3) Learning as the abstraction of meaning

Learning is an understanding that is achieved by connecting ideas in the subject, finding out, looking at the subject matter more deeply, gathering various points of view about the material being studied, and getting a big picture of the material.

Learning achievement is a change that occurs in students, both changes involving cognitive, affective, and psychomotor aspects of the process of learning activities, as proposed by Susanto (2014). In the learning process, student learning outcomes or achievements are very important. The maximum achievement of student achievement, the quality of students, is increasing.

Learning achievement is a skill that is achieved with an effort. In this case, a learning effort can realize learning achievement, which is seen

in every test that is reflected in changes in behaviour and learning abilities. Learning achievement to improve the quality of human resources by having maximum achievement results will contribute to the creation of quality human resources. As a result, it is possible to conclude that learning achievement is the best result a person can achieve after learning, namely attempting to master expected knowledge, skills, and attitudes.

1) Learning achievement factors

The factors that influence student achievement are internal and external. According to Slameto (2010), the factors that can affect student learning outcomes include:

a) Internal factors

This internal factor from within the student consists of three aspects: the physical aspect (physical), psychological factors (spiritual), and fatigue (physical and spiritual).

b) External factors

External factors are factors that are outside the individual who is studying. These are family factors (how parents educate, home atmosphere, relationships between family members), school factors (teaching methods, relationships between teachers and students, time, school discipline), and community factors (student activities in the community, friends, mass media).

As explained by Amri (2013), two factors influence student learning outcomes, namely factors that are within the individual who is learning (internal) and characteristics that are outside the individual who is learning (external). Internal factors include physical factors (health and disability) and psychological factors (intelligence, attention, interests, talents, motives, maturity, and fatigue). External factors include the family (how parents educate, relations between family members, home atmosphere, family economic situation, understanding of parents, and cultural background). School factors (teaching methods, curriculum, relations between teachers and students, student-student relationships, school discipline, lessons, time, lesson standards, building conditions, learning methods, and assignments at home) Student community factors (student activities in the community, friends, forms of life in society, mass media). Muhibbin in Fitri (2020) indicators of learning achievement

- a) In the cognitive realm, one can be seen through observation, memory, understanding, application, analysis, and synthesis.
- b) In the affective realm, a person can be seen as accepting, welcoming, appreciating (attitude of appreciation), internalization (deepening), and characterization (delusion).
- c) A person's psychomotor skills and proficiency in verbal and nonverbal expressions can be seen in the realm of psychomotor.

2. Learning motivation

Learning motivation is indeed very necessary to achieve maximum learning achievement results. According to Donald (2013), learning motivation is a change of energy in a person characterized by the onset of affective (feelings) and reactions to achieving goals. Motivation can also be defined as the force that drives the direction and determination of action towards a goal. As stated by Wibowo and Marzuki (2015), motivation is a condition that moves as encouragement in students to achieve goals. So learning motivation is an action, or incentive, in a person learning to achieve the purpose of maximum learning achievement.

According to Oemar (2003), two approaches can be used to review and understand motivation: (1) motivation is a process. Knowledge of this process can help teachers explain observed behaviour and predict the behaviour of others, and (2) determine the characteristics of this process based on one's behavioural cues. These clues can be trusted if they can be used to predict and explain other behaviours. Slameto (2010) describes various factors that affect learning motivation: health factors, attention, interests, and talents. Learning motivation in the English language can be interpreted as a physiological and psychological condition in a student who encourages him to conduct learning activities in English to achieve achievement.

a. Type of motivation

Jeremy Harmer said, motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which came from outside and from inside. Extrinsic motivation is caused by any number of out of doors factors, for instance, the necessity to pass an exam, the hope of monetary reward, or the likelihood of future travel. Intrinsic Motivation, by contrast, came from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself to make themselves feel better.

1) Extrinsic motivation

Hayikaleng, Nair & Krishnasamy (2019) define that extrinsic motivation refers to a performance which a private performs to realize rewards like good grades or to extend salary, or to avoid punishment. Here the pupils in learning English are encouraged by their external eagerness, such as looking for a job, doing an examination, and so on.

Extrinsic motivation: There are times when the learner's intrinsic motivation is insufficient. In such cases, resources should be motivated as an extrinsic type. It is the desire to perform and succeed for the sake of accomplishing a specific result; it's that which derives from the influences of some quite external outcomes behind self-wishes like; grades, rewards, and teachers,, support. Learners see that success should be rewarded so, they draw expectations and do their best efforts to realize them. Some studies, however, suggest that

learners may be motivated by both kinds of motivation and that one influences the other

2) Intrinsic motivation

According to Muhibbin Syah (2016) “Motivasi intrinsik adalah hal dan keadaan yang berasal dari dalam diri siswa sendiri yang dapat mendorongnya melakukan tindakan belajar”. In other words, intrinsic motivation is things and circumstances that come from within the student himself that can encourage him to take learning actions. which included in students' intrinsic motivation is the feeling of enjoying the lesson, and their need for the lesson, for example for the future life of the student concerned.

Hayikaleng, Nair & Krishnasamy state that intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part. The Person might be motivated by the enjoyment of the learning activity or desire to make themselves feel better. Here the pupils are excited by their intrinsic motivation, they study English because of their internal urge.

According to Harmer Intrinsic motivation is a something comes from inside of the individual. It means motivation is a desire which comes from inside to do something. Intrinsic motivation involves the inside motivation to undertake to something for its own sake (an end in itself). Extrinsic motivation: There are moments when the learners. Intrinsic motivation is insufficient. For example, another

student may study hard for a test because he or she enjoys the content of the course.¹⁸ So, intrinsic motivation is a natural challenge to find a compilation challenge we are looking for personal interests and the ability to carry out, the debate above will encourage or activate no need to be stimulated from the outside because everyone who supports to do something.

b. The role of learning motivation

Motivation has an essential function in learning because motivation will determine the intensity of student learning efforts. If students have high motivation, their knowledge is better than students with low motivation. Student motivation in learning needs to be considered for student achievement.

Sardiman (2014) mentions several functions of motivation, namely as follows:

- 1) It was encouraging humans to act as movers or motors that release energy. In this case, it is the driving force behind every activity to be carried out.
- 2) Determine the course of action to be taken toward the desired outcome. Thus, motivation can provide direction and activities that the formulation of its objectives must carry out.
- 3) Actions are deciding what steps must be taken that are harmonious to achieve the goal while excluding activities that are not useful for that purpose.

c. Indicators of learning motivation

According to Dimiyati and Mudjiono (2010), indicators of learning motivation include:

- 1) The ideals or aspirations of students
- 2) Student aptitude
- 3) Student condition
- 4) Students' environmental conditions
- 5) Dynamic elements in learning
- 6) The teacher's efforts to teach students

According to Sardiman (2016), several elements that support learning motivation include the following:

- 1) Devoted to the task at hand
- 2) Tenacious in facing difficulties (don't give up easily)
- 3) Show interest in various problems
- 4) Prefer to work independently
- 5) Don't get bored quickly with routine tasks
- 6) Can defend his opinion
- 7) Don't give up quickly on what you believe in
- 8) Enjoy finding and solving problems

Therefore, it can be concluded, broadly based on the dimensions, that there are several indicators of learning motivation, namely: Needs, Awards, Family, Friends, and Facilities.

Based on the explanation above, student motivation affects the student's learning process in achieving success. Motivation encourages and directs students in learning. With the growth of self-learning motivation, students are motivated to achieve their goals and achieve maximum achievement.

3. Learning Discipline

Discipline is the practice of training people to obey rules by using punishment to correct disobedience. Discipline comes from the Latin word *discern*, which means learning. From this word arises the word *discipline*, which means teaching or training. According to Singodimedjo (2016), discipline is a person's willingness and willingness to obey the regulations around him. Sutrisno (2016) states that discipline is a person's behaviour by existing rules and procedures, whether written or not. According to Sumarmo (2008), discipline is obedience, and obedience arises from the person's awareness and encouragement.

Learning effectively and efficiently can be done by disciplined students. Students with discipline in their learning will try to organize and use strategies and learning methods that are right for them. So the awareness of personal responsibility and the belief that education is for self-interest is done alone and does not depend on other people's fate. Not all students are aware of the discipline of learning. There must be some students who don't care and even break the rules.

a. Learning discipline functions

According to Maman Rachman (2013), discipline has several functions, namely:

- 1) Encourage the development of non-deviant behaviour.
- 2) Assist students in understanding and adapting to environmental demands
- 3) Keep students from engaging in activities that are prohibited at school.
- 4) Encourage students to do good and right things
- 5) Learners benefit themselves and their surroundings by learning.
- 6) How to adapt to changing environmental conditions
- 7) Healthy habits that benefit both the mind and the environment
- 8) To regulate the balance of one individual with another individual.

b. Learning discipline indicators

According to Moenir (2010), the indicators of learning discipline are as follows:

- 1) Be punctual in your learning.
- 2) Do not leave the class/skip class during lessons.
- 3) Complete the task within the time limit.
- 4) Obeyable and not in violation of the applicable regulations
- 5) Being willing to study.
- 6) He does not expect others to work for him.
- 7) Does not like to lie.

- 8) Pleasant behaviour, such as not cheating, not making noise, and not disturbing other people who are studying

4. Parents' attention

The role of parents is crucial for student progress, especially in achieving student achievement. Because the family is a medium of learning for the first time, Parents are the first to teach something to their children and introduce new things with their ways of thinking and attention. According to Slameto (2010), attention is an activity carried out by a person about the selection of stimuli from the environment. A supportive environment is expected to lead students to a better step. According to Dakir in Sukarni (2018), attention is the activity of increasing awareness of all the functions of the soul that are mobilized in focusing on things, both inside and outside the individual. A similar opinion was also expressed by Slameto (2010) that attention is an activity carried out by a person concerning the selection of stimuli from the environment.

Parental attention in terms of the emergence of attention Walgito (2004) has distinguished between two, namely, spontaneous attention and non-spontaneous attention. Spontaneous attention is attention that arises itself spontaneously and is closely related to individual interests. Meanwhile, non-spontaneous attention is attention that occurs intentionally because there must be a will to cause it. So that parents can see the development of students' abilities at home and school, the attention given will positively impact students' learning activities, so it also affects the achievement of student success.

a. Parents' attention function

The attention of parents has its role in the self-development of students; as for the function of the part of parents that Yusuf Gunawan, namely conveyed:

- 1) so that children understand themselves and their environment.
- 2) Teach children to make wise choices, decisions, and plans for their lives.
- 3) Encouraging children to develop their skills and abilities
- 4) Manage children's daily activities and act wisely.

According to Oemar Hamalik (2011), the function of parental attention is:

- 1) For children to be responsible
- 2) so that the potential of children develops optimally.
- 3) To be able to guide children in their future preparations

b. Indicators of parental attention

Ahmadi and Supriyono (2008) said that parents who pay less or no attention to their children's education, for example, are indifferent and do not pay attention to learning progress, which will hinder children's learning activities and affect student achievement. Here are some indicators of parental attention:

- 1) Provision of learning facilities for students, examples of facilities and infrastructure for students in learning.
- 2) Encouraging students to participate in learning activities

- 3) Assisting students who are having difficulty with their learning activities.
- 4) Keep track of students' abilities and learning progress.
- 5) Manage students' time in learning activities

According to Djamarah & Zain (2013), indicators of parental attention are:

- 1) Give a reward (award)
- 2) Give punishment (punishment)
- 3) Provide an example
- 4) Provide guidance and help with difficulties
- 5) Meet the learning needs of children.

B. Previous Related Studies

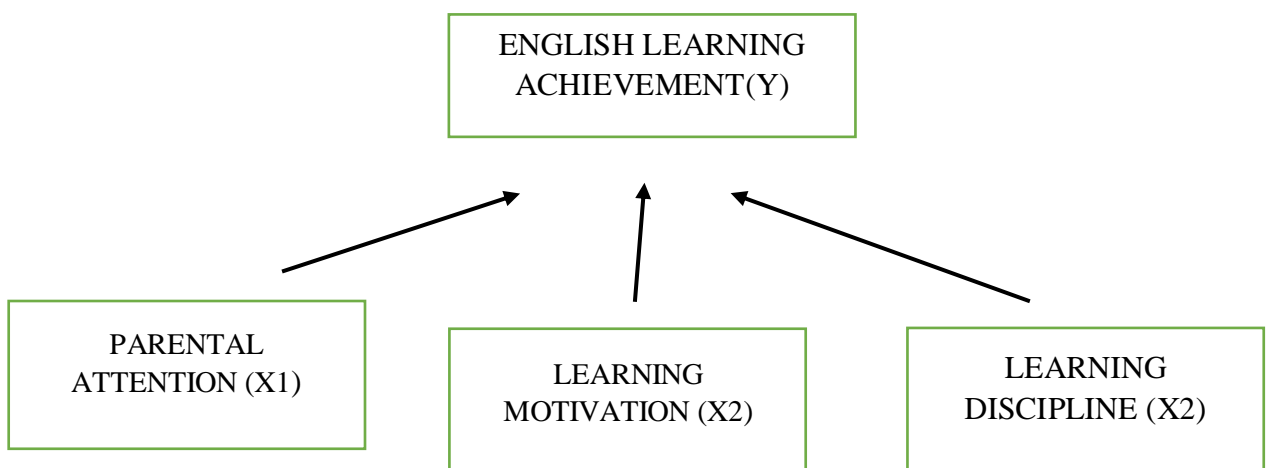
Several studies about the effect of parent attention, learning motivation, and learning discipline on English Learning achievement can support this research. First is Puji Suyata Sukadman (2019) and the title is The effect of parent attention and learning discipline on the English learning achievement in Junior High School. The aim of this study was describe the effect of parent attention and learning discipline on the English learning achievement in junior high school. And the second related study by fitri ainurrohmah (2020) and the title is the influence of mtivation, learning discipline, teacher competence and parent support on academic achievement. The aim of this study was knowing the effect of motivation, learning discipline, teacher competance and parent support on student academic. The result of this study was there are positif

influence of motivation, human resource competencies to student achievement. But there is negative influence of parent attention.

C. Thinking frame work

According to Winarni (2011), the framework of thinking is a rational and logical explanation given by a researcher to the subject or object of his research. In this case, student achievement is influenced by internal and external factors that are needed for student success. Within this research framework, there are two variables, namely the independent variable and the dependent variable. The independent variable is also called the independent variable, meaning the variable that has an influence on other variables.

In this study, the independent variables consist of learning motivation (X1), learning discipline (X2), and parental attention (X3). The dependent variable is the variable that is influenced by the independent variable. This study's dependent variable is English learning achievement (Y). So, this framework becomes the basis for explaining the influence of motivation, learning discipline, and parental attention on learning achievement at SMP Muhammadiyah PK Kottabarat Surakarta.



C. HYPOTHESES

A hypothesis is a powerful tool in scientific inquiry. It enables and researcher to related the observation to theory. According to Sugiyono (2012) hypothesis is a tempoty answer to the research problem formulation, when the research problem formulation has been stated in the form of the statement sentence. Based on the problems and theoretical studies above, the research hypothesis is formulated as follows:

1. H_a : There is any significant correlation between parent attention (X1) and English learning achievement (Y)

H_0 : There is no significant correlation between parent attention (X2) and English learning achievement (Y)

2. H_a : There is any significant correlation between learning motivation (X2) and English learning achievement (Y)

H_0 : There is no significant correlation between learning motivation (X2) and English learning achievement (Y)

3. H_a : There is any significant correlation between learning discipline (X3) and English learning achievement (Y)

H_0 : There is no significant correlation between learning discipline (X3) and English learning achievement (Y)

4. H_a : There is any significant correlation between parent attention, learning motivation and learning discipline and English learning achievement (Y)

H_0 : There is no significant correlation between parent attention, learning motivation and learning discipline and English learning achievement (Y).

CHAPTER III

RESEARCH METHODOLOGY

A. Research method

This Research used correlation research analysis with the uses of quantitative approach. According to Sugiyono (2012) quantitative is a research method that the data is a form of number and analysis by statistic research". This research is also called the scientific method because it meets scientific principles, namely concrete, objective, measurable, rational, and systematic. The researcher used correlation because the research wants to describe the significant correlation between learning motivation, learning discipline and parent attention in eight grade student of SMP Muhammadiyah PK Kottabarat Surakarta.

B. Population and Research Sample

According to Sugiyono (2017), "population" is an area of object generation with specific qualities and characteristics determined by researchers to be studied and then concluded. The population in this study is students in eight grade of the SMP Muhammadiyah PK Kottabarat Surakarta.

The sample is part of the population that is expected to represent the research population. Sugiyono (2017) said that the sample is part of the number and characteristics of the population. According to Arikunto (2010), the sample is part or representative of the population being studied and

043 represents the characteristics of the population. This Research use *purposive* sampling. Purposive sampling is a technique to determine the sample with a certain aim in accordance to needs of the researcher with the certain characteristic. The sample characteristics were as follow :

- a. Teacher recommended doing treatment to the class of VIII A
- b. The class was intended for good learners and has good motivation and learning discipline especially in learning English.

As a result, the sample in this study was the entire population of 31 students.

C. Setting of this Research

1. Place of this research

This research was conducted at SMP Muhammadiyah PK Kotta Barat Surakarta, concerning that SMP Muh PK is one of the favourite private schools with excellent language quality.

2. Time of research

This research was carried out for nine months which is described in the following table:

Activity	2022								
	march	april	may	june	july	agst	sept	oct	nop
Proposal preparation									
Proposal seminar									
Research									
Write the research									

D. Variable

This research used a quantitative method to explain the correlation between the variables to be studied. There are two types of variables, namely independent variables and dependent variables. The independent variable means that it has an affects on other variables. And the dependent variable is the variable that is influenced by other variables. This study's independent variables consisted of learning motivation, discipline, and parental attention. Meanwhile, the dependent variable is English learning achievement. To avoid errors in interpretation, it is necessary to define operational variables as follows:

1. Learning motivation

Motivation is a condition that moves as encouragement in students to achieve goals (Wibowo and Marzuki, 2015). In this study, the indicators used about Uno (2008) include:

- a) There is a desire to succeed
- b) There is an incentive to learn
- c) There are hopes and dream
- d) There is an award for learning
- e) There are exciting activities to learn
- f) There is a conductive environment

2. Learning Discipline

Discipline is very important to streamline students' time. Sumarmo (2008) states that discipline is obedience that arises because of awareness and encouragement in the person. The learning discipline indicators used in this study refer to Moenir (2010), namely:

- a) Punctual in learning.
- b) Do not leave class or skip class during lessons.
- c) Complete the task according to the time set.
- d) Obey and do not go against the applicable regulations.
- e) Do not be lazy to study.
- f) Is not asking other people to work for him.
- g) Do not like to lie.
- h) Pleasant behavior, such as not cheating, not making a fuss, and not disturbing other people who are studying

3. Parental Attention

Parental attention is important for students in achieving English learning achievement. The active role of parents greatly determines the progress of students. Parental attention is a person's activity concerning the selection of stimuli that come from their environment

(Slameto, 2010). According to Djamarah & Zain (2013), the indicators that are used as a reference in this study are:

- a) Give a reward (an award).
- b) Give punishment (punishment)
- c) Give examples
- d) provide guidance and help with their difficulties.
- e) meet the learning needs of children

4. English Learning Achievement

As proposed by Susanto (2014), English learning achievement is a change that occurs in students, both changes involving cognitive, affective, and psychomotor aspects of the process of English learning activities. In this study, the data used is the final grade documents of students at the SMP Muhammadiyah PK Kottabarat Surakarta. In this research, the indicators refer to Muhibbin (2013), namely:

- a) Observation, memory, understanding, application, analysis, and synthesis of students
- b) Acceptance, welcome, appreciation, internalization, and characterization.
- c) Movement and action skills, verbal and nonverbal expression skills.

E. Data Collection Techniques

Data collection techniques in research are very important and must be considered in finding data. Judging from the source, according to Sugiyono (2017), it is divided into primary data and secondary data.

1. Primary data is obtained directly by researchers through interviews, observations and questionnaires distributed to respondents.
2. Secondary data, namely data obtained indirectly by researchers, was obtained through literature studies, books, literacy programs, and articles containing data that support research.

The data collection techniques used in this study are:

a. Questionnaire

A questionnaire is a data collection technique that contains a list of questions from the desired variable that will be submitted to the respondent to be answered in writing. Sugiyono (2017) suggests that the questionnaire is a data collection technique that gives respondents a set of questions to answer. Questionnaires can be closed or open questions and offered to respondents directly. This research uses closed questionnaires, which means that questionnaires are given to get information from the student directly

without any assistance. This questionnaire was used to find data about motivation, learning discipline, and parents' attention to learning achievement in SMP Muhammadiyah PK Kottabarat Surakarta.

b. Documentation

According to Arikunto (2016), documentation is a method of finding data about things or variables in the form of notes, transcripts, books, inscriptions, minutes, meetings, agendas, and so on. This collection technique supports researchers by recording data that support research. This technique is effortless because the data will not change if an error occurs. This data collection is carried out systematically to obtain data about the general description and student achievement in the SMP Muhammadiyah PK Kottabarat Surakarta.

F. Research Instruments

Research instruments are measuring instruments that can be used by researchers in collecting data to assist and facilitate the collection of research data. So the instrument of this study was a questionnaire made by the researcher himself. Sugiyono (2014) suggests that the research instrument is a data collection tool for observing natural and social phenomena.

In this research, using a Likert scale. The Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about a social phenomenon. So the answers to the questionnaire were given a score using a Likert scale as follows:

1. Always : 4 score
2. Often : 3 score
3. Sometimes : 2 score
4. Never : 1 score

The instruments of this research are learning motivation, learning discipline, parental attention and English learning achievement. The questionnaire grid is arranged based on the indicators of each variable. The instrument is as follows :

a. Blueprint learning motivation

The research instrument for assessing learning motivation is based on indicators according to Uno (2008), namely:

Table 3.5.1 blueprint Learning motivation

Variable	Indikator	Number	Total
Learning Motivation	There is a desire to succeed	1,2,3,4,5,6	6
	There is an incentive to learn		

	There are hopes and dream		
	There is an award for learning		
	There are exciting activities to learn		
	There is a conducive environment		

b. Blueprint learning discipline

In Agus Wibowo's book, with the title character education strategy to build the character of a civilized nation, he suggests indicators of learning discipline, namely:

Table 3.5.2 blueprint Learning Discipline

Variable	Indikator	Number	total
Learning discipline	Get used to being on time in the present and finish the task	1,2,3,4,5,6,7,8	8
	Get used to comply the rule		

c. Blue print parent attention

In this research on the indicators of parents' attention, this study refers to Slameto's 2011 opinion, namely:

Table 3.5.3 Blueprint parent attention

Variable	Indikator	Number	Total
Parent attention	Give an attention	1,2,3,4,5,6	6
	Recognize learning difficulties		
	Provide learning facilities		

d. Blueprint Learning achievement

According to Muhibbin syrah (2013), there are several indicators to determine student learning achievement, including:

Table 3.5.4 Blueprint Learning achievement

Variable	Indikator	Number	Total
----------	-----------	--------	-------

Learning achievement	In term of observing, memorizing, and understanding analysis	1,2,3	3
	In term of acceptance, self-appreciation, self-internalization.		
	In term of skill, move and act		

G. Research Data Quality test

1. Validity test

Sugiyono (2017) shows the accuracy between the data on the object and the data collected by the researcher. To find the validity of the items, we correlate the item scores with the totals of those items. A validity test is conducted to determine whether the data obtained after the research is valid with the measuring instrument used. The technique used to measure the validity of the questions is the product-moment correlation technique with rough numbers.

The Formula is:

$$r_{xy} = \frac{n (\sum XY) - (\sum X) (\sum Y)}{\sqrt{(n \cdot \sum X^2 - (\sum X)^2)(n \cdot \sum Y^2 - (\sum Y)^2)}}$$

Description: r_{xy} = correlation coefficient

x = the number of item scores obtained by the trial

Y= total score of items obtained by respondents

n = number of respondents

The decision to test the validity of the instrument is:

- a) The statement item is said to be valid if $r_{\text{count}} > r_{\text{table}}$
- b) The statement item is said to be invalid if $r_{\text{count}} < r_{\text{table}}$

2. Reliability Test

A reliability test is used to see whether the measuring instrument used shows consistency in measuring the same symptoms. The purpose of the reliability test is to determine whether the questionnaire used in this study shows the accuracy, texture, and reliability level even though it has been used twice or more other times. Reliability tests were carried out on statement items in the questionnaire declared valid. According to Sugiyono (2014), instrument reliability is defined as an instrument that produces the same data when used several times to measure the same object. Measurement results with a high level of reliability will be able to provide reliable results. The method used in this study is the Cronbach Alpha statistical test, a construct or variable declared loyal if the Cronbach alpha value is > 0.6 (Ghozali, 2013).

$$r_{xy} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_1^2} \right]$$

Description: r_{xy} : instrument reliability

k : the number of questions

$\sum\sigma_b^2$: number of item variance

σ_1^2 : total variance

H. Data analysis

In this research, several analyzes were met before testing the hypothesis. To meet these requirements, normality and correlation tests were needed.

1. Normality test

A normality test aims to determine the data distribution in the variables used in the study. The data's normality can be seen using the Shapiro-Wilk normal test. The data in the variable is normally distributed if it has a significant value > 0.05 (Sujarweni, 2019). The way of decision making in this test is:

- a. If the significance value is > 0.05 , then the data is normally distributed.
- b. If the significance value is < 0.05 , then the data is not normally distributed.

2. Linearity test

This linearity test is intended to determine the form of the relationship between independent variable and dependent variable. This linearity test in this implementation uses analysis of variance through the SPSS. The way of decision making in this test are:

- a. If the significance value is > 0.05 , then the correlation is linear
- b. If the significance value is < 0.05 , then the correlation is not linear

I. Hypothesis testing

After normality and linearity test, then tested the hypothesis using correlation analysis. Hypothesis analysis this research use product moment correlation and multiple linear test.

1. Test product moment

Person correlation or also known as product moment correlation is a statistical test tool used to test the associative hypothesis (relationship test) of two variables, which can be on an interval scale. This correlation with Pearson requires the data to be normally distributed. The formula used is as follows:

$$r_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Description : r = person r correlatiant

n = sample total

2. Multiple correlation

Multiple correlation analysis is used to determine the closeness of combined relationship between the independent

variable and dependent variable. The significant test uses the correlation coefficient significance table at the level of 0.05 and 0.01 at various degrees of freedom, so the degrees of freedom (df) are $n-m$. then it is compared between R and the critical value or R in table. This double correlation calculation is assisted by using the SPSS.

CHAPTER IV

FINDING AND DISCUSSION

A. Research finding

In this chapter, the Researcher will show the finding of the study. The result in this thesis is taken from the beginning to the last of the research, by doing questionnaire to the eight grade student in SMP Muh PK KottaBarat Surakarta.

1. Description and object of research

SMP Muh PK is one of the favorite private schools in the city of Solo which was established in 2010. This school has a special program in English and Arabic. This school is also a pioneer of schools that use the Sharia curriculum. This school is a school that develops an integrated education model by prioritizing the foundations of aqidah, worship and morals. There are 15 classes starting from grades 7, 8, and 9. In grade 8 there are classes A, B, C, D, E and for this research using class 8A.

2. General data of respondents

This study raises the issue of the effect of learning motivation, learning discipline and parental attention on students' learning achievement in English. Researchers distributed 31 questionnaires and returned as many as 28 questionnaires. The return rate for the questionnaire is 90%. Details regarding the results of sending and returning this questionnaire are shown in the following table:

Tabel 4.2.1 Questionnaire distribution

Description	Total
Distribution questionnaires	31
Questionnaire did not return	3
Response rate	90 %
usable response rate	90 %

The respondents who had filled out the questionnaire were then identified by gender. Based on the identification by gender, the distribution of male and female students can be seen, the results of which can be seen in the following table:

Tabel 4.2.2 Gender classification

Gender	Frequency
Male	9
Female	19

Based on the data above, it can be concluded that the total of female respondents who participated was more than 19 respondents compared to 9 male respondents. This is inseparable because the female students is more than male.

3. Data analyzed

The data analyzed in this Research are: learning motivation, learning discipline, parent's attention and English learning achievement. The data of each variable which is used in this research are:

a. Learning Motivation

The data of Learning motivation was collected by using questionnaire and computed by SPSS For windows. The questionnaire consists of 8 items which are valid. The respondent who did the test are 28 students at VIIIA of SMP Muh PK Kottabarat Surakarta as the sample of this research. The data of learning motivation below:

Table 4.3.1 Statistic learning motivation

From table 4.3.1 know that maximum learning	N	Valid	28	the data in above, it is the score of
		Missing	0	
	Mean		24.64	
	Median		25.00	
	Mode		23	
	Range		14	
	Minimum		18	
	Maximum		32	
	Sum		690	
	Percentiles	25	23.00	
	50	25.00		
	75	26.75		

achievement is 32 and minimum score is 18. The range of Learning motivation is 14. The mean is 24.64 and the sum of the

data is 690. The Median of this variable is 25. To determine the level of learning motivation, 5 categories are used, namely very low, low, moderately low, high, and very high. To determine the number of intervals, the formula is used, namely the number of classes = $1 + 3.3 \log n$, where n is the total of respondents or samples. From these calculations, it is known that $n = 28$, so that $K = 1 + 3.3 \log 28 = 5.7$ is rounded to 5. Meanwhile, to determine the length of the class, the formula is

$$I = \frac{R}{M} = \frac{14}{5} = 2.8 \text{ rounded up to } 3.$$

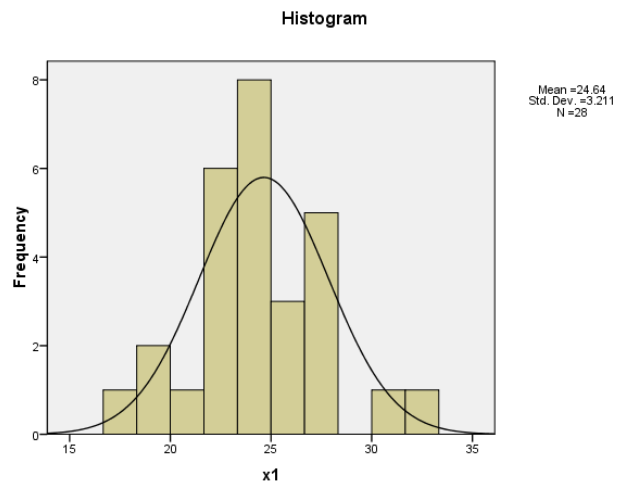
$$M = 5$$

To find out the process of calculating the data description, distribution tables and histograms can be arranged as follows:

Table 4.3.2 Distribution table

NO	Score	Absolut	Relative
1	18-20	3	11%
2	21-23	7	25%
3	24-27	14	50%
4	28-31	3	11%
5	32-35	1	3%
Total		28	100%

Table 4.3.3 Histogram



From the data above, it can be obtained the qualifications and intervals as well as the X_1 variable data score (Learning Motivation) as follows:

Table 4.3.4 interval

Interval	Qualification
18-20	Very low
21-23	Low
24-27	Moderately low

28-31	High
32-35	Very high

From the data discrimination above, the mean of learning motivation is 24.64. This means that the learning motivation of class VIIIA students at SMP Muh PK Kotta Barat has a moderately low qualification learning motivation.

b. Learning Discipline

The data of Learning discipline was collected by using questionnaire and computed by SPSS For windows. The questionnaire consists of 8 items which are valid. The respondent who did the test are 28 students at VIIIA of SMP Muh PK Kottabarat Surakarta as the sample of this research. The data of Learning motivation can be seen:

Table 4.3.5 Statistic learning discipline

N	Valid	28
	Missing	0
Mean		22.04
Median		22.00
Mode		21 ^a
Variance		14.110
Range		15
Minimum		13
Maximum		28
Sum		617
Percentiles	25	20.25
	50	22.00
	75	24.00

a. Multiple modes exist. The smallest value is shown

From the data in table 4.3.5 above, it is know that the maximum score of learning achievement is 28 and minimum score is 13. The range of Learning motivation is 15. The mean is 22.04 and the sum of the data is 617. The Median of this variable is 22. To determine the level of learning achievement, 5 categories are used, namely very high, high, moderately high, low, very low. To determine the number of intervals, the formula

is used, namely the number of classes = $1 + 3.3 \log n$, where n is the number of respondents or samples. From these calculations it is known that $n = 28$, so that $K = 1 + 3.3 \log 28 = 5.7$ is rounded to 5. Meanwhile, to determine the length of the class with the formula, namely

$$I = \frac{R}{M} = \frac{15}{5} = 3.$$

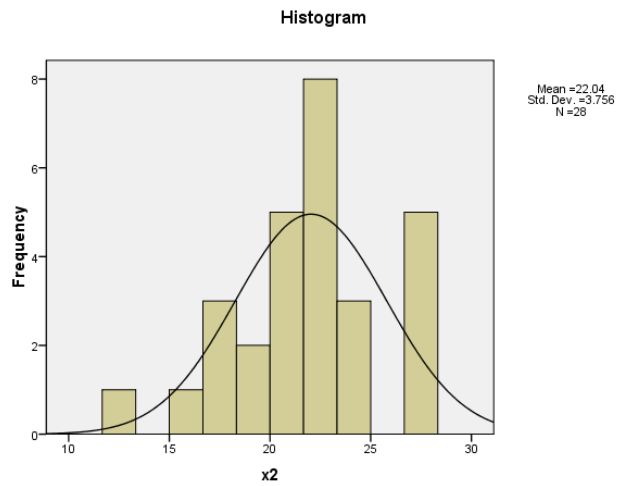
$$M = 5$$

To find out the process of calculating data descriptions, distribution tables and histograms can be arranged as follows:

Table 4.3.6 distribution

NO	Score	Absolut	Relative
1	13-16	2	7%
2	17-20	5	18%
3	21-24	15	54%
4	25-28	3	10%
5	29-32	3	11%
Total		28	100%

Table 4.3.7 histogram



From the data above, it can be obtained qualifications and intervals as well as data scores for the variable X₂ (Learning discipline) as follows:

Table 4.3.8 interval learning discipline

Interval	Qualification
13-16	Very low
17-20	Low
21-24	Moderately low
25-28	High
29-32	Very high

From the data discrimination above, the mean of learning motivation is 22.04. This means that the learning achievement of class VIIIA students at SMP Muh PK Kotta Barat has a moderately low learning motivation.

c. Parent attention

The data of parent attention was collected by using questionnaire and computed by SPSS For windows. The questionnaire consists of 8 items which are valid. The respondent who did the test are 28 students at VIIIA of SMP Muh PK Kottabarat Surakarta as the sample of this research. The data of parent attention can be seen in 4.3.9:

Table 4.3.9 Statistic parent attention

N	Valid	28
	Missing	0
Mean		20.11
Median		20.00
Mode		22
Std. Deviation		2.910
Variance		8.470
Range		13
Minimum		14
Maximum		27
Sum		563
Percentile 25		18.25
s	50	20.00
	75	22.00

From the data in table 4.5 above, it is know that the maximum score of parent attention is 27 and minimum score is 14. The range of Learning motivation is 13. The mean is 20.11 and the sum of the data is 563. The Median of this variable is 20. To determine the level of parental attention, 5 categories are used, namely very high, high, high enough, low, very low. To determine the number of intervals, a formula is used, namely the number of classes = $1 + 3.3 \log n$, where n is the number of

respondents or samples. From these calculations it is known that $n = 28$, so that $K = 1 + 3.3 \log 28 = 5.7$ is rounded to 5. Meanwhile, to determine the length of the class with the formula, namely

$$I = \frac{R}{M} = \frac{13}{5} = 2.6 \text{ rounded up to } 3$$

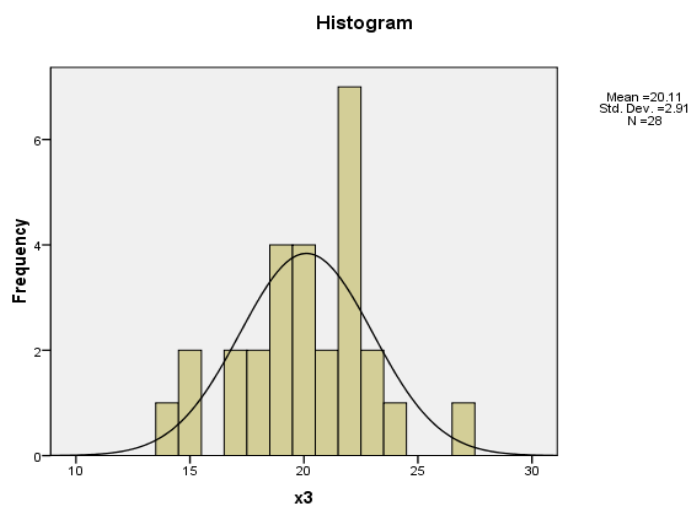
M = 5

To find out the process of calculating data descriptions, distribution tables and histograms can be arranged as follows:

Table 4.3.10 distribution statistic

NO	Skor	Absolut	Relative
1	14-17	5	18%
2	18-21	12	43%
3	22-25	9	32%
4	26-29	1	4%
5	30-33	1	4%
Total		28	100%

Table 4.3.11 histogram



From the data above, it can be obtained qualifications and intervals as well as the data score of the X_3 variable (parental attention) as follows:

Table 4.3.12 interval

Interval	Qualification
14-17	Very low
18-21	low
22-25	Moderately
26-29	high
30-33	Very high

From the data discrepancy above, the mean of learning motivation is 20.11. This means that students of class VIIIA at SMP Muh PK Kotta Barat have Low parent attention.

d. English learning achievement

The data of English learning achievement was collected by using questionnaire and computed by SPSS For windows. The questionnaire consists of 8 items which are valid. The respondent who did the test are 28 students at VIIIA of SMP Muh PK Kottabarat Surakarta as the sample of this research. The data of English learning achievement can be seen in 4.3.13:

Table 4.3.13 statistic of English achievement

N	Valid	28
	Missing	0
Mean		87.36
Median		92.00
Mode		94
Range		62
Minimum		38
Maximum		100
Sum		2446
Percentiles	25	88.00
	50	92.00
	75	94.00

From the data in table 4.8 above, it is know that the maximum score of parent attention is 100 and minimum score is 38. The range of Learning motivation is 62. The mean is 87.36

and the sum of the data is 2446. The Median of this variable is 92. To determine the level of learning achievement, 5 categories are used, namely very high, high, moderately high, low, very low. To determine the number of intervals, the formula is used, namely the number of classes = $1 + 3.3 \log n$, where n is the number of respondents or sample. From these calculations it is known that $n = 28$, so that $K = 1 + 3.3 \log 28 = 5.7$ is rounded to 5. Meanwhile, to determine the length of the class with the formula, namely

$$I = \frac{R}{K} = \frac{62}{5} = 12$$

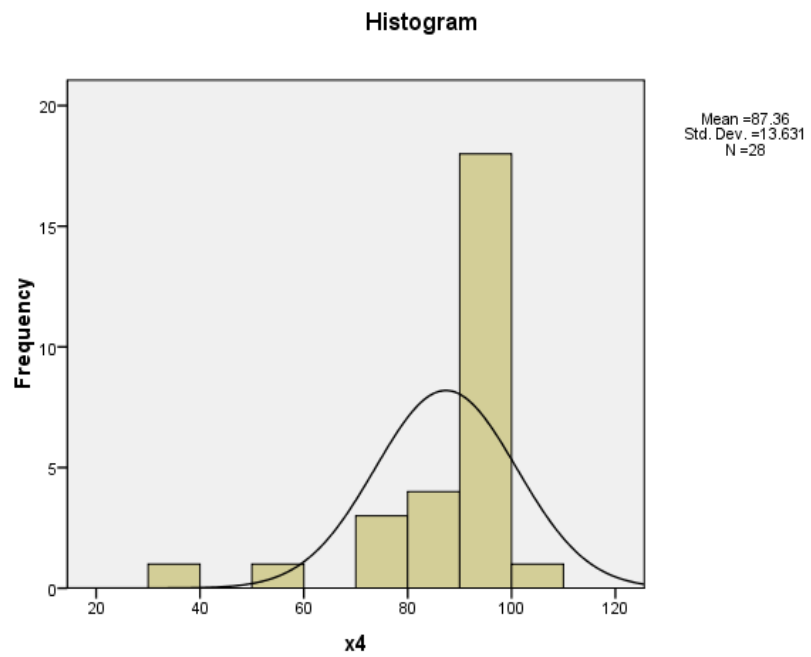
M 5

To find out the process of calculating data descriptions, distribution tables and histograms can be arranged as follows:

Table 4.3.14 Distribution statistic

NO	Skor	Absolut	Relative
1	38-50	1	4%
2	51-63	1	4%
3	64-76	2	7%
4	77-89	5	18%
5	90-102	19	67%
Total		28	100%

Table 4.3.15 histogram



From the data above, it can be obtained qualifications and intervals as well as data variable Y score (English learning achievement) as follows:

Table 4.3.14 Interval

Interval	Qualification
38-50	Low
51-63	Very low
64-76	Moderately low

77-89	High
90-102	Very high

From the data discrimination above, the mean of English learning achievement is 87.4. This means that the English learning achievement of class VIIIA students at SMP Muh PK Kotta Barat has high English learning achievement.

4. Instrument Test

The instrument test was carried out on the indicators of each variable in order to know the level of validity and reliability of the indicators as a variable measuring instrument. The instrument test consists of validity and reliability tests:

a. Validity Test

Validity test was conducted to measure whether or not the indicators of each variable were valid. The test is done by comparing r count and r table. The calculated r value is the result of the correlation of respondents' answers to each question in each variable that is analyzed with the SPSS program and the output is called corrected item correlation. Meanwhile, to get the r table, it is done by using the r product moment table, which is to determine $\alpha = 0.05$ then $n = 28$. In finding the r table, the formula $df = n - 2$ is used so that the two-sided r table value is 0.388. The level of validity of the indicator or

questionnaire can be determined, if $r \text{ count} > r \text{ table} = \text{valid}$ and $r \text{ count} < r \text{ table} = \text{invalid}$. The complete validity test results can be seen in the following table:

Table 4.3.3 validity test

Variabel	Indicator Number	R count	R table	Discription
Leaning motivation	1	0,478	0,388	valid
	2	0,464		
	3	0,502		
	4	0,596		
	5	0,624		
	6	0,632		
	7	0,410		
	8	0,660		
Learning discipline	1	0,892	0,388	valid
	2	0,582		
	3	0,812		
	4	0,714		
	5	0,709		
	6	0,780		
	7	0,394		
Parent attention	1	0,455	0,388	valid
	2	0,636		

	3	0,718		
	4	0,721		
	5	0,437		
	6	0,446		
	7	0,471		

The validity test table shows that the r count for each indicator variable of motivation, learning discipline, parental attention and learning achievement is greater than the value of r table. Thus the indicator or questionnaire used by each variable is declared valid to be used as a variable measuring instrument.

b. Reliability Test

Reliability test is used to determine whether the indicators or questionnaires used can be trusted or reliable as a variable measuring instrument. The reliability of an indicator or questionnaire can be seen from the value of cronbach's alpha (α), if the value of cronbach's alpha > 0.60 then the indicator or questionnaire is reliable, whereas if the value of cronbach's alpha < 0.60 then the indicator or questionnaire is not reliable. Overall, the results of the reliability test can be seen in the following table:

Table 4.3.4 reability test

Variabel	Chrounbach's Alpha	Standart Reability	Discription
Learning motivation	0,728	0,6	Reliable

Lerning discipline	0,770	0,6	Reliable
Parent attention	0,720	0,6	Reliable

Cronbach's alpha value of all variables is greater than 0.60 so it can be concluded that the questionnaires used for learning motivation variables, learning discipline, parental attention and learning achievement are declared reliable or can be trusted as a variable measuring tool.

5. Classic assumption test

a. Normality Test

The normality test in the regression model was carried out to test whether the residual values were normally distributed or not. A good regression model is to look at the residual values that are normally distributed. The normality test method is the Shapiro Wilk method. The test criteria are as follows:

- If the significance value > 0.05 then the data is normal distribution.
- If the significance value < 0.05 then the data is not normally distributed

Table 4.3.5 Tests of Normality X1

	Shapiro-Wilk		
	Statistic	df	Sig.
X1	.960	28	.357

a. Lilliefors Significance Correction

Table 4.3.6 Tests of Normality X2

	Shapiro-Wilk		
	Statistic	df	Sig.
x2	.959	28	.334

a. Lilliefors Significance Correction

Table 4.3.7 Tests of Normality X3

	Shapiro-Wilk		
	Statistic	df	Sig.
x3	.971	28	.618

a. Lilliefors Significance Correction

Table 4.3.8 Tests of Normality Y

	Shapiro-Wilk		
	Statistic	df	Sig.
Y	.946	28	.153

a. Lilliefors Significance Correction

Based on the table, it can be seen that the value of sig. learning motivation is $0.357 > 0.05$, the value is sig. learning discipline that is $0.334 > 0.05$, the value of sig. parent attention is $0.618 > 0.05$ and the value of sig. learning achievement is $0.153 > 0.05$ so it can be concluded that this study is normally distributed or the residuals are normally distributed.

2. Linearity test

The purpose of this test is to find out whether the independent variable and the dependent variable have a linear effect or not. The criteria for tasting linearity is if $F_{\text{count}} < F_{\text{table}}$ in the significance level of 0.05, then the relationship between independent variable and dependent variable is linear. The summary result of this linearity test are presented as follow :

Variable	df	F value		Sig.	Description
		count	Table		
Learning motivation	11:15	1,874	2,06	0,128	linear
Learning discipline	11:15	1,413	2,06	0,262	linear
Parent attention	11:15	1,874	2,06	0,128	linear

The result of the linearity test above, show that $F_{\text{count}} < F_{\text{table}}$, in learning motivation variable ($1,874 < 2,06$) and the significance variable $0,128 > 0,05$; the $F_{\text{count}} < F_{\text{table}}$ in learning discipline variable ($1,413 < 2,06$) and the significance variable $0.262 > 0,05$; the $F_{\text{count}} < F_{\text{table}}$

table in parent attention variable ($1,874 < 2,06$) and the significance variable $0,128 > 0,05$. So those three variable is linear.

3. Hypotesis test

Hypothesis tasting in this study was carried out using the product moment correlation analysis technique from Karl Person for the first, second and third hypothesis and the fourth hypothesis use multiple correlation analysis technique were used with three independent variable. An explanation of the result of this hypothesis tasting in this study are:

a. Hypothesis 1

The first hypothesis test is ‘there is any significant correlation between learning motivation and English learning achievement in SMP Muh PK Kotta barat Surakarta’. The basic for decision use correlation coefficient (r_{xy}).

If the correlation coefficient is positive, it can be seen there is positive correlation between independent and dependent variable. Meanwhile, to test the significance is to compare the value with a significance level of 5%. If the significance r count value is greater than the r table value is significance, but if r count less than r table the correlation is not significance. To test that hypothesis use product moment correlation from karl person :

Table 4.3.1 correlation learning motivation and English achievement

Variable	r-count	r-table	Sig.
Learning motivation and English achievement	0.424	0.374	0.025

Based on data above, it can be conclude that the value of r count is greater than r table ($0,424 > 0,374$) which the sig. 0,025 which mean less than 0,05 ($0,025 < 0,05$). Based on the result, the first hypothesis in this study is **accepted**. Product moment correlation analysis result show that there is significance correlation between learning motivation and English learning achievement in SMP Muh PK Kotta barat Surakarta.

b. Hypothesis 2

The second hypothesis test is ‘there is any significant correlation between learning discipline and English learning achievement in SMP Muh PK Kotta barat Surakarta’. The basic for decision use correlation coefficient (r_{xy}).

If the correlation coefficient is positive, it can be seen there is positive correlation between independent and dependent variable. Meanwhile, to test the significance is to compare the value with a significance level of 5%. If the significance r count value is greater than the r table value is significance, but if r count less than r table the correlation is not significance. To test that hypothesis use product moment correlation from karl person :

Table 4.3.2 correlation learning discipline and English achievement

Variable	r-count	r-table	Sig.
Learning discipline and English achievement	0.477	0.374	0.010

Based on data above, it can be conclude that the value of r count is greater than r table ($0,477 > 0,374$) which the sig. 0,010 which mean less than 0,05 ($0,010 < 0,05$). Based on the result, the second hypothesis in this study is **accepted**. Product moment correlation analysis result show that there is significance correlation between learning discipline and English learning achievement in SMP Muh PK Kotta barat Surakarta.

c. Hypothesis 3

The third hypothesis test is ‘there is any significant correlation between parent attention and English learning achievement in SMP Muh PK Kotta barat Surakarta’. The basic for decision use correlation coefficient (r_{xy}).

If the correlation coefficient is positive, it can be seen there is positive correlation between independent and dependent variable. Meanwhile, to test the significance is to compare the value with a significance level of 5%. If the significance r count value is greater than the r table value is significance, but if r count less than r table the correlation is not significance. To test that hypothesis use product moment correlation from karl person :

Table 4.3.3 correlation parent attention and English achievement

Variable	r-count	r-table	Sig.
Parent attention and English achievement	0.522	0.374	0.004

Based on data above, it can be conclude that the value of r count is greater than r table ($0,522 > 0,374$) which the sig. 0,004 which mean less than 0,05 ($0,004 < 0,05$). Based on the result, the third hypothesis in this study is **accepted**. Product moment correlation analysis result show that there is significance correlation between parent attention and English learning achievement in SMP Muh PK Kotta barat Surakarta.

d. Hypothesis 4

The fourth hypothesis use multiple correlation. That is “there are any significant correlation between leaning motivation, learning discipline and parent attention in English learning achievement at SMP Muh Pk Kotta barat surakarta.

The basic for decision uses coefficient correlation ($r_{x_1 x_2 x_3 y}$). If the correlation coefficient is positive correlation between independent and dependent variable. Meanwhile, to test the significance is to compare the value with a significance level of 5%. If the significance r count value is greater than the r table value is significance, but if r count less than r table the correlation is not significance. To test that hypothesis use product moment correlation from karl person. To summary the result of multiple correlation analysys in this study. This can be see following table:

Table 4.3.4 multiple correlation

R count	R table	Sig.	R ²
0,114	0,374	0,004	0,013

The statistic result use multiple correlation as follow:

$$R^2 = 0,013$$

The result of R² is 0,013 it show that 1,3% from English learning achievement influence by learning motivation, learning discipline and parent attention. Based the data above show that R count > R table (0,114>0,374) its mean that the fourth hypothesis is **reject**.

This show that there is no significant correlation between leaning motivation, learning discipline, parent attention to English learning achievement. The variable learning motivation to English achievement, leaning discipline to English achievement, parent attention to English achievement have pure correlation without going through the relation variable.

B. Discussion

This research was conducted to find out is there any significance correlation between learning motivation, learning discipline and parent attention in English learning motivation at SMP Muh PK Kottabarat Surakarta. The population of this study were students of class VIII A with a total students are 28. Based on the correlation test and discussion of each variable, it can be concluded that:

1. There is a correlation between learning motivation and English learning achievement.

Correlation 1 states that learning motivation is positively related to student achievement. Based on the results of the analysis using SPSS, the correlation results obtained are $0.425 > 0.374$ and the sig value. $0.025 < 0.05$. So H_0 is rejected and H_a is accepted, which means that there is a correlation between the variable learning motivation (X1) and English learning achievement (Y). It's show that the greater motivation that received by student and the achievement will be better. Judging from the result of the learning motivation to English achievement is in moderately low qualification (50%), its mean that the low motivation received by student to improve their English achievement. Learning motivation has a major role in getting good English achievement, because by good motivation will creates good mindset. Motivation can obtain by ourself or from others people. This study is consistent with the results of research conducted by Cleopatra (2015) that learning motivation has a positive effect and is related to learning achievement, this is in line with Muliani's research (2015) which concludes that learning motivation is related and has a positive effect on learning achievement. Learning motivation variable has a value of sig. $0.025 < 0.05$ and has a correlation value of $0.422 > 0.374$. So it can be concluded that the variable of learning motivation (X1) has a correlation with English achievement (Y). This is due to the seriousness of students in doing the tasks given and the

activeness of students in the teaching and learning process. So that it motivates students to get good results.

Thus, Hypothesis 1 which states that learning motivation is correlated with learning achievement is proven

2. There is a correlation between learning discipline and English achievement.

Correlation 2 states that learning motivation is positively related to student achievement. Based on the results of the analysis using SPSS , the correlation results obtained are $0.477 > 0.374$ and the sig value. $0.010 < 0.05$. So H_0 is rejected and H_a is accepted, which means that there is a correlation between the variable learning discipline (X2) and English learning achievement (Y). It's show that the greater learning discipline that received by student and the achievement will be better. Judging from the result of the learning motivation to English achievement is in moderately low qualification (54%), its mean that the low discipline received by student to improve their English achievement. Learning discipline is very important for creating good achievement, because if they have good learning discipline they can manage their time to study or doing other work. This study is consistent with research from Fath (2015) which states that learning discipline has a positive effect on learning achievement, besides the opinion of Kambuaya (2015) also argues that learning discipline is positively related to learning achievement.

Learning discipline variable has sig value. $0.010 < 0.05$ and a correlation value of $0.477 > 0.373$ so that this variable has a correlation between learning discipline (X2) and English learning achievement (Y). This is because students have a sense of responsibility towards their obligations, namely learning. Discipline of learning will also create exemplary students and achievers because they have the responsibility to do all things.

Thus hypothesis 2 which states that learning discipline has a correlation with English learning achievement

3. There is a relationship between parent attention and English achievement.

Correlation 3 states that learning motivation is positively related to student achievement. Based on the results of the analysis using SPSS, the correlation results obtained are $0.522 > 0,374$ and the sig value. $0.004 < 0.05$. So H_0 is rejected and H_a is accepted, which means that there is a correlation between the variable parent attention (X3) and English learning achievement (Y). It's show that the greater parent attention that received by student and the achievement will be better. Judging from the result of the parent to English achievement is in low qualification (43%), its mean that the low parent attention and parent support to received by student to improve their English achievement. Most of parent so busy with their job and they just push a student to get good score but they forget that they must give an attention and support for the children. This research is in line with research from Ningsih (2016) which concluded

that parental attention has a positive correlation with student achievement.

4. There are any significance correlation between learning motivation, learning discipline and parent attention to English learning discipline.

Correlation 4 state that there are no significance correlation between learning motivation, learning discipline and parent attention in English learning achievement at SMP Muh PK Kottabarat Surakarta simultaneously. This is show from coefficient correlation that R is 0,114 it is less that r table ($0,114 < 0,374$) it's mean that not all high learning motivation have high learning discipline and have supportive parent to get high English achievement. Some student have high motivation from their parent support and them self but they don't have learning discipline and they get good English learning achievement.

Learning motivation variable correlated with English achievement without being related to learning discipline and parent attention. Parent attention variable correlated with English achievement without being related to learning motivation and parent attention. Parent attention correlated with English achievement without being related to learning motivation and learning discipline.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that has been done with the results of the analysis and discussion described in the previous chapter, it can be concluded that:

1. Based on the analysis There is significance correlation between learning motivation to English learning achievement in SMP Muh PK Kotta barat Surakarta. Its show that r count is bigger than r table ($0,424 > 0,374$) and the significance value less than 0,05 ($0,025 > 0,05$).
2. Based he analysis There is significance correlation between learning discipline to English learning achievement in SMP Muh PK Kotta barat Surakarta. Its show that r count is bigger than r table ($0,477 > 0,374$) and the significance value less than 0,05 ($0,010 > 0,05$).
3. Based he analysis There is significance correlation between parent attention to English learning achievement in SMP Muh PK Kotta barat Surakarta. Its show that r count is bigger that r table ($0,522 > 0,374$) and the significance value less than 0,05 ($0,004 > 0,05$).
4. Based the analysis There is no significance correlation between learning motivation, learning discipline and parent attention to English learning achievement in SMP Muh PK Kotta barat

Surakarta. Its show that r count is greater than r table less than r count ($0,114 < 0,374$).

Thus, the correlation of learning motivation, learning discipline and parent attention will affect student English achievement.

B. Suggestion

Based on the conclusions above, the suggestions that can be conveyed are:

1. For the next Research

It is hoped that the next research will produce the same research results, and be much more able to develop various kinds of assumptions with several citations. Learning achievement is not only influenced by learning motivation, learning discipline, parent attention but also many other internal and external factors that can make students have good learning achievements.

2. For parents

Parents also have an important role in achieving good achievement, they must also support and discipline learning patterns so that they can be more responsible and more active in learning and also active. As a parent, you must also be able to handle what the child does at home, so that there is cooperation between teachers and parents to achieve good achievements. Students have a lot of potential that must be supported so that

students can develop according to their talents. Reward or praise is also needed by children when they get bad grades in order to motivate children to study harder. Not demanding and embracing children is a way that greatly affects the development of children's abilities. And don't forget to always give direction to students to always be responsible with their study time.

3. For Student

Awareness and learning needs are very important for student progress. Therefore, students must also understand the importance of discipline in managing time and have a passion for learning and improve learning achievement. Have the initiative to learn the material to be delivered or ask the teacher for help to help solve learning problems. And be more confident about the answers you already have. Students must also have goals and life goals, so that they can trigger the spirit of learning

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APPENDIX 1

QUISSIONNAIRE

ANGKET PENELITIAN

I. PENGANTAR

1. Angket ini digunakan untuk mengetahui hubungan antara perhatian orangtua, motivasi belajar dan disiplin belajar terhadap prestasi belajar siswa
2. Pengisian angket ini tidak mempengaruhi nilai siswa pada mata pelajaran apapun
3. Isi angket dengan sejujur-jujurnya
4. Periksa kembali sebelum angket diserahkan

II. PETUNJUK PENGISIAN ANGKET

1. Berdoa sebelum mengisi angket dibawah ini!
2. Tulis identitas secara lengkap terlebih dahulu
3. Baca angket dibawah ini dengan seksama dan jawablah sesuai keadaan yang sebenarnya!
4. Beri tanda (√) pada kolom jawaban yang sudah disediakan!
5. Jika ingin mengganti jawaban baru, berilah garis mendatar pada jawaban sebelumnya (=) kemudian beri tanda (√) pada jawaban yang baru

III. IDENTITAS RESPONDEN

Nama :

Kelas :

No Absen :

Surakarta, 2022

Responden,

(.....)

A. Angket perhatian orangtua

NO	PERTANYAAN	PILIHAN JAWABAN
----	------------	-----------------

		Selalu	Sering	Kadang kadang	Tidak pernah
1	Orangtua membantu saat mengalami kesulitan dalam belajar				
2	Orangtua memberikan nasehat kepada saya untuk belajar dengan rajin				
3	Orangtua menanyakan PR dan nilai ulangan kepada saya				
4	Orangtua menegur saat saya tidak belajar				
5	Orangtua memberikan pujian dan hadiah ketika saya mendapat nilai yang bagus				
6	Orangtua memarahi dan memberikan hukuman ketika nilai saya jelek				
7	Orangtua selalu membelikan buku dan alat tulis yang saya butuhkan				

B. Angket motivasi belajar

NO	PERTANYAAN	PILIHAN JAWABAN			
		Selalu	Sering	Kadang kadang	Tidak pernah
1	Saya hadir disekolah sebelum jam pelajaran dimulai				
2	Jika saya malas, saya bolos sekolah				
3	Saya tetap mengikuti jam pelajaran, siapapun gurunya				
4	Saya belajar diluar jam sekolah saat ada tugas dan ulangan saja				
5	Jika ada soal yang sulit, saya akan berusaha mencari jawaban yang tepat				
6	Saya bertanya kepada guru mengenai pelajaran yang belum paham				
7	Saya sering mengantuk ketika guru menerangkan di depan kelas				

C. Angket disiplin belajar

NO	PERTANYAAN	PILIHAN JAWABAN
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		Selalu	Sering	Kadang kadang	Tidak pernah
1	Saya mengerjakan semua tugas yang diberikan guru				
2	Saya selalu menyiapkan buku pada malam hari sebelum sekolah				
3	Saya selalu mentaati peraturan sekolah				
4	Saya selalu mengenakan seragam yang ditetapkan				
5	Saya selalu berusaha jika menemukan soal yang sulit				
6	Saya menyelesaikan tugas tepat waktu				
7	Saya selalu menghargai waktu belajar				
8	Saya tetap berangkat sekolah saat hujan				

APENDIX 2

OUTPUT OF DATA

1. LEARNING MOTIVATION

NO	Name	Gender	Learning motivation (X1)								Total
			x1.1	x1.2	x1.3	x1.4	x1.5	x1.6	x1.7	x1.8	
1	Aji muhamad Raihan	1	1	4	3	3	2	3	4	3	23
2	Alifia putri Noveria	2	4	4	3	3	2	3	4	3	26
3	Almadina syafira imron	2	4	4	2	3	2	3	2	3	23
4	Amanda azka mardhiyana	2	3	4	3	3	2	3	4	3	25
5	Anindya Rasya utama	2	4	4	3	3	2	2	3	3	24
6	Anya parisya rivendra	2	4	4	3	2	2	2	4	3	24
7	Arkan danendra	1	3	4	3	3	3	2	3	2	23
8	Attar Ibrahim aquilla W	1	4	4	3	4	4	4	4	4	31
9	Azahra laila khair S	2	4	4	2	4	4	2	4	1	25
10	Azka Ahmad Fairuz	1	4	4	3	3	3	3	4	3	27
11	Bara kaori satya maharani	2	4	4	1	2	2	1	4	1	19
12	Catalunya sukti rukmi	2	2	4	2	3	2	2	3	3	21
13	Faris Laduni makarim	1	4	4	3	4	3	3	2	4	27
14	Fayzan reza hanif	1	4	4	3	2	2	3	4	3	25
15	Kayla Zanuba Faisal	2	4	4	2	4	3	1	4	3	25
16	Keyra Evelyn	2	3	2	2	4	3	2	4	3	23
17	Mailahana	2	4	4	3	2	2	3	2	3	23
18	Khadija Subagyo	2	4	4	4	4	4	4	4	4	32
19	Mathari Aisya	2	4	4	2	4	3	3	4	3	27
20	Muhammad Danish arfa	1	3	3	4	4	3	2	3	3	25
21	Naura Zharifa	2	4	3	3	3	2	2	4	2	23

22	Rafi' putra suminaro	1	4	4	4	4	4	2	3	3	28
23	Raina Haidee lavinia musa	2	4	4	3	4	2	2	4	3	26
24	Raissa Najwa salsabilla	2	4	4	2	4	3	3	4	2	26
25	Rania Nabila Harfadh	2	4	3	3	3	2	3	3	3	24
26	Sabella Letiza Orvalla	2	2	3	2	3	3	1	3	2	19
27	Samudra makelo putra	1	3	2	3	2	2	2	2	2	18
28	Valisha aura shofi salsabila	2	4	4	3	3	4	2	4	4	28
		28	100	104	77	90	75	68	97	79	690

2. LEARNING DISCIPLINE

NO	Nama siswa	Gender	Learning discipline (X2)							Total
			x2.1	x2.2	x2.3	x2.4	x2.5	x2.6	x2.7	
1	Aji muhamad Raihan	1	3	4	3	4	3	2	2	21
2	Alifia putri Noveria	2	3	4	3	4	3	2	2	21
3	Almadina syafira imron	2	3	3	4	4	3	2	4	23
4	Amanda azka mardhiyana	2	3	1	2	4	3	3	3	19
5	Anindya Rasya utama	2	3	3	4	4	2	3	4	23
6	Anya parisya rivendra	2	3	2	3	4	2	3	4	21
7	Arkan danendra	1	3	3	3	3	3	3	3	21
8	Attar Ibrahim aquilla W	1	4	4	4	4	4	4	4	28
9	Azahra laila khair S	2	4	2	4	4	4	2	4	24
10	Azka Ahmad Fairuz	1	3	2	3	4	2	3	3	20

11	Bara kaori satya maharani	2	2	2	2	2	2	2	4	16
12	Catalunya sukti rukmi	2	3	2	4	4	3	2	4	22
13	Faris Laduni makarim	1	3	2	4	4	3	3	4	23
14	Fayzan reza hanif	1	3	4	4	4	3	3	4	25
15	Kayla Zanuba Faisal	2	3	3	3	4	2	2	4	21
16	Keyra Evelyn	2	4	4	3	4	4	4	4	27
17	Mailahana	2	2	2	2	3	2	2	4	17
18	Khadija Subagyo	2	3	2	3	4	3	3	4	22
19	Mathari Aisya	2	3	3	3	4	3	3	4	23
20	Muhammad Danish arfa	1	3	3	2	2	2	2	4	18
21	Naura Zharifa	2	3	3	4	4	4	3	1	22
22	Rafi' putra suminaro	1	4	2	4	4	2	4	4	24
23	Raina Haidee lavinia musa	2	4	4	4	4	4	3	4	27
24	Raissa Najwa salsabilla	2	4	4	4	4	4	4	4	28
25	Rania Nabila Harfadh	2	3	4	3	3	3	3	4	23
26	Sabella Letiza Orvalla	2	2	3	2	2	3	2	3	17
27	Samudra makelo putra	1	2	2	2	2	2	1	2	13
28	Valisha aura shofi salsabila	2	4	4	4	4	4	4	4	28
		28	87	81	90	101	82	77	99	617

3. PARENT ATTENTION

NO	Nama siswa	Gender	Parent attention (X3)							total
			x3.1	x3.2	x3.3	x3.4	x3.5	x3.6	x3.7	
1	Aji muhamad Raihan	1	2	4	4	4	2	1	2	19
2	Alifia putri Noveria	2	2	4	4	4	2	4	3	23
3	Almadina syafira imron	2	2	2	2	2	2	2	2	14
4	Amanda azka mardhiyana	2	2	3	4	4	3	3	4	23
5	Anindya Rasya utama	2	2	3	3	3	2	2	3	18
6	Anya parisya rivendra	2	3	3	3	3	4	2	4	22
7	Arkan danendra	1	3	3	3	3	3	3	4	22
8	Attar Ibrahim aquilla W	1	4	4	4	4	4	3	4	27
9	Azahra laila khair S	2	3	4	4	3	3	1	4	22
10	Azka Ahmad Fairuz	1	3	3	2	3	2	2	4	19
11	Bara kaori satya maharani	2	2	3	4	2	4	2	3	20
12	Catalunya sukti rukmi	2	2	3	1	3	3	1	4	17
13	Faris Laduni makarim	1	3	4	3	3	3	2	3	21
14	Fayzan reza hanif	1	2	4	3	3	2	2	4	20
15	Kayla Zanuba Faisal	2	2	3	2	2	2	1	3	15
16	Keyra Evelyn	2	1	3	4	4	2	4	4	22
17	Mailahana	2	2	3	2	2	4	1	4	18
18	Khadija Subagyo	2	4	3	2	3	4	1	4	21
19	Mathari Aisya	2	3	4	2	2	4	1	4	20
20	Muhammad Danish arfa	1	2	3	2	2	2	2	4	17
21	Naura Zharifa	2	2	4	4	4	2	3	3	22

22	Rafi' putra suminaro	1	4	3	3	2	2	2	4	20
23	Raina Haidee lavinia musa	2	2	3	2	3	3	2	4	19
24	Raissa Najwa salsabilla	2	4	4	4	3	4	1	4	24
25	Rania Nabila Harfadh	2	3	4	4	4	2	1	4	22
26	Sabella Letiza Orvalla	2	2	3	3	2	2	3	4	19
27	Samudra makelo putra	1	2	3	2	2	1	2	3	15
28	Valisha aura shofi salsabila	2	3	4	4	4	2	1	4	22
		28	71	94	84	83	75	55	101	563

4. SCORE ENGLISH LEARNING ACHIEVEMENT

NO	Nama siswa	Gender	score
1	Aji muhamad Raihan	1	92
2	Alifia putri Noveria	2	92
3	Almadina syafira imron	2	98
4	Amanda azka mardhiyana	2	94
5	Anindya Rasya utama	2	76
6	Anya parisya rivendra	2	96
7	Arkan danendra	1	94
8	Attar Ibrahim aquilla W	1	100
9	Azahra laila khair S	2	94
10	Azka Ahmad Fairuz	1	94
11	Bara kaori satya maharani	2	92
12	Catalunya sukti rukmi	2	96
13	Faris Laduni makarim	1	94

14	Fayzan reza hanif	1	90
15	Kayla Zanuba Faisal	2	88
16	Keyra Evelyn	2	88
17	Mailahana	2	92
18	Khadija Subagyo	2	94
19	Mathari Aisya	2	94
20	Muhammad Danish arfa	1	78
21	Naura Zharifa	2	88
22	Rafi' putra suminaro	1	38
23	Raina Haidee lavinia musa	2	94
24	Raissa Najwa salsabilla	2	94
25	Rania Nabila Harfadh	2	70
26	Sabella Letiza Orvalla	2	54
27	Samudra makelo putra	1	90
28	Valisha aura shofi salsabila	2	82
		28	2446

APPENDIX 3

VALIDITY AND REABILITY

VALIDITY LEARNING MOTIVATION

Correlations

	x1.1	x1.2	x1.3	x1.4	x1.5	x1.6	x1.7	x1.8	X1
x1.1 Pearson Correlation	1	,279	,067	,100	,191	,186	,162	,113	,478*
Sig. (2-tailed)		,150	,735	,613	,331	,342	,411	,568	,010
N	28	28	28	28	28	28	28	28	28
x1.2 Pearson Correlation	,279	1	,000	,060	,114	,268	,247	,206	,464*
Sig. (2-tailed)	,150		1,000	,763	,563	,168	,205	,294	,013
N	28	28	28	28	28	28	28	28	28
x1.3 Pearson Correlation	,067	,000	1	,107	,188	,401*	-,084	,530**	,502**
Sig. (2-tailed)	,735	1,000		,586	,337	,034	,671	,004	,006
N	28	28	28	28	28	28	28	28	28
x1.4 Pearson Correlation	,100	,060	,107	1	,645**	,154	,169	,264	,596**
Sig. (2-tailed)	,613	,763	,586		,000	,433	,391	,174	,001
N	28	28	28	28	28	28	28	28	28
x1.5 Pearson Correlation	,191	,114	,188	,645**	1	,113	,216	,211	,624**
Sig. (2-tailed)	,331	,563	,337	,000		,568	,270	,282	,000
N	28	28	28	28	28	28	28	28	28
x1.6 Pearson Correlation	,186	,268	,401*	,154	,113	1	,136	,555**	,632**
Sig. (2-tailed)	,342	,168	,034	,433	,568		,489	,002	,000
N	28	28	28	28	28	28	28	28	28

x1.7	Pearson Correlation	,162	,247	-,084	,169	,216	,136	1	-,002	,410*
	Sig. (2-tailed)	,411	,205	,671	,391	,270	,489		,991	,030
	N	28	28	28	28	28	28	28	28	28
x1.8	Pearson Correlation	,113	,206	,530**	,264	,211	,555**	-,002	1	,660**
	Sig. (2-tailed)	,568	,294	,004	,174	,282	,002	,991		,000
	N	28	28	28	28	28	28	28	28	28
X1	Pearson Correlation	,478*	,464*	,502**	,596**	,624**	,632**	,410*	,660**	1
	Sig. (2-tailed)	,010	,013	,006	,001	,000	,000	,030	,000	
	N	28	28	28	28	28	28	28	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

VALIDITY LEARNING DISCIPLINE

Correlations

	x2.1	x2.2	x2.3	x2.4	x2.5	x2.6	x2.7	x2
x2.1 Pearson Correlation	1	,406*	,700**	,653**	,631**	,718**	,309	,892**
Sig. (2-tailed)		,032	,000	,000	,000	,000	,110	,000
N	28	28	28	28	28	28	28	28
x2.2 Pearson Correlation	,406*	1	,341	,155	,516**	,316	-,019	,582**
Sig. (2-tailed)	,032		,076	,432	,005	,101	,924	,001
N	28	28	28	28	28	28	28	28
x2.3 Pearson Correlation	,700**	,341	1	,725**	,518**	,501**	,213	,812**
Sig. (2-tailed)	,000	,076		,000	,005	,007	,277	,000
N	28	28	28	28	28	28	28	28
x2.4 Pearson Correlation	,653**	,155	,725**	1	,407*	,518**	,113	,714**
Sig. (2-tailed)	,000	,432	,000		,031	,005	,565	,000
N	28	28	28	28	28	28	28	28
x2.5 Pearson Correlation	,631**	,516**	,518**	,407*	1	,453*	-,054	,709**
Sig. (2-tailed)	,000	,005	,005	,031		,015	,787	,000
N	28	28	28	28	28	28	28	28
x2.6 Pearson Correlation	,718**	,316	,501**	,518**	,453*	1	,318	,780**

	Sig. (2-tailed)	,000	,101	,007	,005	,015		,099	,000
	N	28	28	28	28	28	28	28	28
x2.7	Pearson Correlation	,309	-,019	,213	,113	-,054	,318	1	,394*
	Sig. (2-tailed)	,110	,924	,277	,565	,787	,099		,038
	N	28	28	28	28	28	28	28	28
x2	Pearson Correlation	,892**	,582**	,812**	,714**	,709**	,780**	,394*	1
	Sig. (2-tailed)	,000	,001	,000	,000	,000	,000	,038	
	N	28	28	28	28	28	28	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

VALIDITY PARENT ATTENTION

Correlations

	x3.1	x3.2	x3.3	x3.4	x3.5	x3.6	x3.7	x3
x3.1	1	,305	,099	,032	,421*	-,194	,168	,455*
	Sig. (2-tailed)	,115	,616	,873	,026	,322	,392	,015
	N	28	28	28	28	28	28	28
x3.2	Pearson Correlation	,305	1	,562**	,532**	,070	,019	,191
	Sig. (2-tailed)	,115		,002	,004	,722	,922	,330
	N	28	28	28	28	28	28	28

x3.3	Pearson Correlation	,099	,562**	1	,644**	,045	,442*	-,057	,718**
	Sig. (2-tailed)	,616	,002		,000	,821	,019	,775	,000
	N	28	28	28	28	28	28	28	28
x3.4	Pearson Correlation	,032	,532**	,644**	1	-,074	,433*	,236	,721**
	Sig. (2-tailed)	,873	,004	,000		,707	,021	,227	,000
	N	28	28	28	28	28	28	28	28
x3.5	Pearson Correlation	,421*	,070	,045	-,074	1	-,139	,396*	,437*
	Sig. (2-tailed)	,026	,722	,821	,707		,481	,037	,020
	N	28	28	28	28	28	28	28	28
x3.6	Pearson Correlation	-,194	,019	,442*	,433*	-,139	1	,000	,446*
	Sig. (2-tailed)	,322	,922	,019	,021	,481		1,000	,017
	N	28	28	28	28	28	28	28	28
x3.7	Pearson Correlation	,168	,191	-,057	,236	,396*	,000	1	,471*
	Sig. (2-tailed)	,392	,330	,775	,227	,037	1,000		,011
	N	28	28	28	28	28	28	28	28
x3	Pearson Correlation	,455*	,636**	,718**	,721**	,437*	,446*	,471*	1
	Sig. (2-tailed)	,015	,000	,000	,000	,020	,017	,011	
	N	28	28	28	28	28	28	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

REABILITY LEARNING MOTIVATION

Reliability Statistics

Cronbach's Alpha	N of Items
,729	9

REABILITY LEARNING DISCIPLINE

Reliability Statistics

Cronbach's Alpha	N of Items
,770	8

REABILITY PARENT ATTENTION

Reliability Statistics

Cronbach's Alpha	N of Items
,720	8

NORMALITY TEST LEARNING MOTIVATION

Learning Motivation Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
X1	.960	28	.357

a. Lilliefors Significance Correction

NORMALITY TEST LEARNING DISCIPLINE

Learning discipline tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
x2	.959	28	.334

a. Lilliefors Significance Correction

NORMALITY TEST PARENT ATTENTION

	Shapiro-Wilk		
	Statistic	df	Sig.
x3	.971	28	.618

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

NORMALITY TEST ENGLISH LEARNING ACHIEVEMENT

English learning achievement Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Y	.946	28	.153

a. Lilliefors Significance Correction

APPENDIX 4

CORRELATION TEST

CORRELATION LEARNING MOTIVATION

		Y	X1
Y	Pearson Correlation	1	.424*
	Sig. (2-tailed)		.025
	N	28	28
X1	Pearson Correlation	.424*	1
	Sig. (2-tailed)	.025	
	N	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

CORRELATION LEARNING DISCIPLINE

		Y	x2
Y	Pearson Correlation	1	.477*
	Sig. (2-tailed)		.010
	N	28	28
x2	Pearson Correlation	.477*	1
	Sig. (2-tailed)	.010	
	N	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

CORRELATION PARENT ATTENTION

		Y	x3
Y	Pearson Correlation	1	.522**
	Sig. (2-tailed)		.004
	N	28	28
X3	Pearson Correlation	.522**	1
	Sig. (2-tailed)	.004	
	N	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

Multiple correlation

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	x3, x1, x2 ^a		Enter

a. All requested variables entered.

b. Dependent Variable: y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,114 ^a	,013	-,110	14,363

a. Predictors: (Constant), x3, x1, x2

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	65,005	3	21,668	,105	,956 ^a
	Residual	4951,424	24	206,309		
	Total	5016,429	27			

a. Predictors: (Constant), x3, x1, x2

b. Dependent Variable: y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	74,641	23,763		3,141	,004
	x1	,152	1,126	,036	,135	,894
	x2	,059	,976	,016	,061	,952
	x3	,381	1,127	,081	,338	,738

a. Dependent Variable: y

APPENDIX 5

PICTURE AND

DOCUMENTATION

1. SCHOOL CONDITION AND STUDENT CLASS CONDITION



