

A CORRELATION STUDY BETWEEN STUDENTS' FIRST IMPRESSION TOWARD ENGLISH LESSON AND THEIR ACHIEVEMENTS AT SEMARANG MERCHANT MARINE POLYTECHNIC

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ABSTRAK

Kesan pertama pada umumnya akan memengaruhi hasrat dan minat seseorang tentang suatu hal. Kesan pertama seseorang pada sesuatu tersebut juga akan sulit untuk dilupakan. Pemahaman tersebut menjadi hal yang umum yang akan penulis teliti, terutama dalam pengajaran bahasa Inggris di dunia pendidikan, khususnya di Politeknik Ilmu Pelayaran Semarang. Tujuan dari karya tulis ilmiah ini adalah untuk mengetahui adakah hubungan yang signifikan antara kesan pertama siswa terhadap bahasa Inggris yang tumbuh dari guru mereka dengan prestasi pelajaran bahasa Inggris mereka. Metode pengumpulan data yang digunakan adalah dengan menggunakan angket dan dokumen. Setelah menganalisis kedua instrumen tersebut, penulis menemukan data rata-rata nilai angket adalah 68.85 dan rata-rata nilai prestasi siswa sama dengan 65.42. Kemudian penulis memasukkan data tersebut pada product moment formula dengan hasil 0.192 di bawah nilai tabel $r = 0.297$ dan 0.384 yang berarti bahwa hipotesis nol (H_0) diterima, sedangkan alternatif hipotesis ditolak. Dengan kata lain, "Tidak ada hubungan yang signifikan antara kesan pertama siswa terhadap bahasa Inggris yang tumbuh dari guru dengan prestasi mereka.

Kata Kunci: Kesan pertama, Prestasi

INTRODUCTION

English has become increasingly clear in the years ahead. English will play an important role in communication among various parts at the world so that it becomes an international language. There is no doubt that several countries in the world have made English as one of subjects at schools.

As a matter of fact, English is used by most people over the world. Most information, book or news are usually given in English. Now when we are getting in global age, we find that mastering English becomes more urgent. Undoubtedly, English is a means to survive in the real world when we have to work and communicate with other people in a multilingual working environment. We need to express our idea and feelings freely and spontaneously in a good English. That is why, The Department of Transportation through

Semarang Merchant Marine Polytechnic plans to put English in curriculum.

Blakey¹ state that English for Maritime students is an English language course designed to help non-English speaking cadets and qualified personnel who are studying for professional qualifications at nautical colleges and naval establishments through the world where the medium of English is used.

Meanwhile, the writer often meets students complaining that English lesson is so difficult, and also often reported that many students of Semarang Merchant Marine Polytechnic got low achievement. They often do not know how to communicate in English while they have English lesson class and in the real situation on board ship or port.

These symptoms bring about the writer to notice the English teaching learning process at Semarang Maritime Marine Polytechnic, that

English as a foreign language is presented there. It has been designed for cadets at Maritime colleges, for on-board-training and distant-learning. The program is intended to familiarize anyone who wishes to enter into the maritime world at any level or rank with the specific English terminologies, idioms, and phrases used in their professions.

On the other hand, according to Sardiman², one will be successful if there is a desire in his heart. Furthermore, motivation depends on experience and interest.

In consideration of that symptom and discussion above, the writer intended to seek some way out after proving that there is a correlation between the student's first impression toward English lesson and their achievement.

STATEMENT OF THE PROBLEM

A problem relating to the title is as follows: Is there a significant correlation between the students' first impression toward English lesson given by the lecturer and the student's achievement?

OBJECTIVE OF THE STUDY

The objective of the study can be stated as follows: To find out whether there is a significant correlation between the students' first impression toward English lesson given by the lecturer and the students' achievement.

SIGNIFICANCE OF THE STUDY

The writer really hopes that the study will have some significances, such as:

- a. To grow motivation, if the students realize that they get a good first impression given by their teachers, psychologically they will be excited to study more and more. On the contrary, if they get a bad first impression, it will motivate them to study harder to obtain the better mark.
- b. To help the student to decide their next step. Having understood of their own condition, the students will decide their next step easily with what they should do, should they change their way to study or increasing their intensity. Furthermore, from the achievement which they got, they can choose an appropriate fact to study or to work.

CONCEPTUAL FRAMEWORK

Every Human being has locus of control. However, first impression is a part of intrinsic locus of control which is hard to investigate. If we want to ask our own intrinsic locus of control or others in doing something, it is possible that we would not get satisfying answers. Such question does not have simple answers because people are often unaware at their own intrinsic locus of control, especially first impression in studying. Therefore, the question cannot be answered until we or others think about it for a while.

Therefore, it is essential to discuss about general meaning of the first impression including creating an interesting impression for a positive perception and students' achievement.

General Meaning of First Impression

What do we think when we first see someone? There are two ways in which we can form our first impressions about another person: either consciously or unconsciously.

The conscious impression we make about a person depends on what we look for people. Some may make themselves look at certain aspects of others before they form an impression (www.rbkc.gov.uk/kccmagazine/issues/editorial//firstimpression)³. For example, many people look at other people's faces. A smile can say much about someone and can be appreciated by other as a sign of happiness. A teacher may look at a student's behaviour in class to get an idea of what they are like. The criteria that we use to form from the first impression may lead to false images of people in our minds. It has happened many times to everybody in the world that they have an idea about someone and then realise that they are different from they initially seemed.

The unconscious impressions are the ones we do not realize happening because they are automated; we cannot control them. As we think about all these matters, we realise that there is more to first impression than just the first thoughts we have of others (www.rbkc.gov.uk/kccmagazine/issues/editorial//firstimpression)³.

First impression usually determines desire and interest, and first impression is hard to be forgotten. This is a common understanding, so the writer intends to prove this understanding to overcome the problems faced in teaching English. According to Thornd L. Thorndike, a response is

strengthened if it is followed by pleasure and weakened if it is followed by displeasure. Bigge and Arthur Combs⁴ said that to change another person behavior is necessary somehow to modify his believe or perception (Dimiyati⁵).

One is tend to accept or to refuse based on his regard to the object, be usefull or useless, if he (she) thinks "good for me" he (she) will have a positive attitude to the object. On the contrary, if he (she) thinks "bad for me" he (she) will have a negative attitude to the object (Winkel⁶).

From some theories above, implied that to lead one to certain behavior, we should make the object impress a positive perception in their mind and one of the ways for this reason is that we should grow an interesting impression by amusing and satisfying experience or give explanation of the importance in live. It is aplication to the education, especially in English lesson so that the students are succesfull or get satisfied achievement in learning. In time presented, the teacher should grow an interesting perception to the students' mind by creating an amusing and an exciting impression. In other word, to motivate the students, the teacher should introduce the subject as the matter. Moreover, Harmer⁷ said that one of the main tasks for teachers is to provoke interest and involvement in the subject, even when students are not initially interested in it. It is by their attitude to class participation, their concientiousness, their humour, and their seriousness that they may influence their students. It is by their own behaviour and enthusiasm that they may inspire.

Grasping to the low student's ability in English, the writer is interested to relate with what Winkel stated that recently in the teacher or education employees real either internal and aboard is discussed much about "the crisis of learning motivation". Moreover he added, based on the experience, they came to doubt whether the students still have motivation to study (Winkel)⁶.

Meanwhile, as proposed by Gagne about 8 phases of learning that the first phase is motivation (Bigge)⁴. Here, rising such question: how to begin teaching learning procces with the pupil full of motivation.

In this case, the writer considers that there is a correlation between the teaching learning process and motivation issue because straightly or not the teacher has dominant role to decide the failure or the success of a teaching learning process, especially their way presenting the

subject, methodology or the technique of teaching having much influence to the growing of motivation.

Early impression in its nature is experience. Experience is the stepping stone of perception and where perception as a comprehension of concept is obviously the trigger of motivation. Ultimately, motivation is mover force of behavior.

The students' experience about the way their teacher presented the subject is as a momentary and intensional sense. If in every meeting the students feel satisfied, excited, succeed and so on and it happens repeatedly, in the long run it will construct students imperishable sense or actual stemming or "mood" as a pleasure or positive sense tone toward the subject. This mood will always be brought by the students as the energy to the continual study. In contrast, if they are bored, doubted, failure as a momentary sense repeated in every meeting, it will construct students' displeasure actual stemming or negative mood toward the subject. If the students enter the class with negative mood or even hate to the subject or to the teacher, there is nothing to be hoped from the teaching learning process.

According to Tyson and Carroll⁸, getting an amusing and pleasure impression experience in early time will construct such a concept about the subject, then in turn will be a fix perception. Behavior change occurs when next experience causes one to form new need concept which in turn generates new perception.

Students' Achievement

Teaching learning process gives many changes to the student. Those changes are ceertain abilities in many knowledge which is never had by the students before. Those abilities are achieved from study, yet still an internal abilities form that need to be proved in certain achievement. Achievement study is showed by student based on internal abilities in accordance with instructional goal and result of education. From the achievement study, it can be conclude about ownership of internal ability. To determine student achievement is needed a certain evaluation to measure to what extent instructional goal been gained.

The Statement of Hypothesis

Early discussion states that one will be succesful in studying if there is a desire in him

and motivation issue depends on experience and interest. The relationship between stimulus and response is closer with satisfied interest. In contrast, it is farther or even disappears along with uninterest. That is why, using a certain method to make amusing and exciting learning will help the students' motivation, and at last be able to increase the students' achievement.

Hence, the hypothesis, is there is a positive significant correlation between students' first impression toward English lesson and their achievement.

METHOD OF THE RESEARCH

Design of The Research

In this study, the writer uses a correlation study between the students' first impression toward English lesson and their achievement at Semarang Merchant Marine Polytechnic.

Population and sample

The target population or the actual population is students of Semarang Merchant Marine Polytechnic. The accessible population in this research is first year student of Semarang Merchant Marine Polytechnic which consists of 259 students.

Sample means put on substitute from population being studied (Arikunto)⁹. In this thesis, the sample which the writer will take just two classes, as what Arikunto said if the research subject are more than 100 persons may just taken approximately 10–25 % (Arikunto)⁹. Then the writer will take the sample for about 44 students from those two classes.

Randomly the writer will take 16,9 % percents of the first year students of Semarang merchant marine Polytechnic as the sample that is about 259 students. Since the writer has a problem in gathering 259 students from eight different classes, therefore, the writer then decide to choose two classes as the sample. The class sample must have characteristic of average achievement, neither very high nor very low. To gain the sample for this study, the researcher uses purposive random sampling.

Techniques of Data Collection

Techniques of data collection in this study involve several steps. The first step is construct-

ing the questionnaire. The second step is trying out the questionnaire to examine whether or not it needs improvement. The third step is collecting the questionnaire and analyzing them to know the validity and the reliability of the instruments, and then distributing the questionnaire to the respondents and collecting them and analyzing the results of the questionnaire test.

The next step to get the score of students' achievement, the writer collects documents which represent achievement test at senior high school. These can be collected from 10th to 12th grade class progressive reports. Finally, the writer computes the data.

Techniques of Data Analysis

After getting the data, the writer analyzes them. To analyze the data, the writer uses impression method as stated by J.B. Heaton. According to J.B. Heaton¹⁰, the composition may then be graded according to one the impression methods or the analytic methods. The impression method of marking entails one or more marker awarding a single mark (multiple marking), based on the total impression of the composition as a whole. J.B. Heaton also explained that the weakness of impression method is that it tends to subjective caused by fatigue, carelessness, prejudice, etc.

As correlative study, its aim is to correlate two or more variables and its conclusion is to accept or to reject the hypothesis result. This study aimed to correlate study between the students' first impression toward English lesson and their achievement at Semarang Merchant Marine Polytechnic.

To know whether there is a significant correlation between both of the variables, the writer used statistical method. The data collected during the study were computed through referential statistic using Product-moment formula, as follows:

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

Notes:

x = the devastation of variable x ($x - \bar{x}$)

y = the devastation of variable y ($y - \bar{y}$)

\bar{x} = the mean of variable x

\bar{y} = the mean of variable y

r_{xy} = coefficient of correlation between both of the variables.

As parametrical statistic, the result of computation above (r_{xy}) will be consulted with the significant table of Product-moment r. After consulting r-value, its conclusion is as follows:

1. When r obtained value is greater than r table value, the alternative hypothesis is accepted.
2. When r obtained value is less than r table value, the alternative, the hypothesis is rejected.

RESEARCH FINDING

The data analysis in this study is meant to measure the coefficient of a correlation between the student's motivation toward English lesson and their achievement.

Before the writer presenting the result of the computation of coefficient, the writer presents the impression and achievement of the students.

Questionnaire

Questionnaire is a number of written questions used to get information about their personality or something they know (Arikunto)⁸. To collect the data about student's first impression, the writer uses a questionnaire. The total numbers of the questionnaire items are 15 questions.

After examining the questionnaire test for the study subjects, the writer found data, which presented to what extent motivation toward English lesson grown by the teachers at senior high school and the students' achievement items. The result of achievement items can be seen in Table 1.

The students' impression of questionnaire test can be grouped as the following:

Table 1. The Quality of Students' Impression Questionnaire

Score range	Probable class performance	Frequency
80-100	Good to excellent	6 persons
60-79	Average to good	38 persons
50-59	Poor to average	0 persons
0-49	Poor	0 persons
	Total	44 persons

From the data above, we can conclude that most of students who got the good to excellent were 6 person or 13,6%, and those getting the average to good quality were 38 person or 85,9%.

The average of questionnaire score was 68,85 and when I was consulted with Table 1, the score was in the average to good quality. Students getting the poor to average score was 0 people or 0%, while as those getting the poor was 0 people or 0%.

Achievement Test

As previous explanation that scoring Achievement test from students' achievement in English lesson, the writer uses documents which represent achievement test at senior high school and the writer scored the average score of Achievement test as the Table 2.

From the data above, we can conclude that most of students' who got the average to good quality were 36 person or 81,8%.

The average of achievement score was 65,42. The students who got the poor to average score were 8 person or 18,1% while those getting the poor score was 0 people or 0%. When the average score was consulted with Table 2, the score was in the second quality or in the average to good quality.

Correlation Analysis

As correlation study, the aim of this study is to find out whether there is significant correlation between the students' motivation toward English lesson and their achievement at the first year students of Semarang Merchant Marine Polytechnic.

Correlation value can be positive or negative that can be ranged between -1.00 and 1.00.

The students' achievement test can be grouped as the following:

Table 2. The Students' Achievement Test

Score range	Probable class performance	Frequency
80–100	Good to excellent	—
60–79	Average to good	36 persons
50–59	Poor to average	8 persons
0–49	Poor	0 persons
	Total	44 persons

The negative and positive symbols are meant that the former symbol shows the opposite direction of correlation, while as the later one shows the parallel correlation that plus correlation implies that high score of variable X causes the high score of variable Y or the increasing score X is followed by increasing score Y and negative correlation implies that high score of variable X causes the lower score of variable Y or the increasing score X is followed by decreasing score of score Y .

After getting questionnaire score (see Table 1) and achievement scores (see Table 2) of students, the writer analyzed the data above and computed the data using statistic formula to find out the correlation value between the two variables. Before he used the formula, he needed to find the value of $\sum X = 3029,63$; $\sum Y = 2878,70$; $X = 68.85$; $Y = 65.42$; $\sum X^2 = 212,179.94$; $\sum Y^2 = 190,313.39$; and $\sum XY = 198,723.38$.

Getting those values, to bring in those values into product-moment formula, as follows:

$$\begin{aligned}
 r_{xy} &= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{(44 \times 198723,38) - (3029,63 \times 2878,7)}{\sqrt{\{(44 \times 212179,94) - (3029,63)^2\}\{(44 \times 190313,39) - (2878,7)^2\}}} \\
 &= \frac{22432.839}{\sqrt{13661982089}} \\
 &= \frac{22432.839}{116884.48} = 0,192
 \end{aligned}$$

Testing the Hypothesis

To test the hypothesis whether it is accepted or not, it is worth mentioning that for convenience in carrying out the statistical analysis, the alternative hypothesis (H_a) was changed into the null hypothesis (H_0). There is no significant correlation between motivation toward English lesson and their achievement at the first year students of Semarang Merchant Marine Polytechnic.

The positive coefficient correlation value above (0, 192) implies that there is positive correlation between motivation toward English lesson and their achievement at the first year students of Semarang Merchant Marine Polytechnic.

To test the significance of the correlation value, the writer consulted the value with (d.f) table of product – moment. Before doing it, the writer ought to find out the value of degrees of freedom (d.f). The formula of (d.f) is as follows: $d.f = N - nr$ (N = number of cases; nr = the number of study variable, in this study $nr = 2$).

The obtained value was consulted with the r significant table of product-moment. From the table, we can see that r -value level of the significance at 5% and 1% with $d.f = 44$ are 0.297 and 0.384 respectively. In this study, the writer used $d.f = 44$ because $d.f = 42$ is considered as $d.f = 42$. From the consultation above, the writer found that the r obtained value (0.192) is lower than r table 0.297 and 0.384 which is meant that the null hypothesis (H_0) is accepted, while as the alternative hypothesis is rejected. In the other words, "There is no significant correlation between students' first impression toward English lesson and their achievement at the first year students of Semarang Merchant Marine Polytechnic.

Discussion

Having conducted the data of the research, the writer then, gets possible reason why the result shows that there is no significant correlation between students' first impression and students' achievement. Or in other words, there is no strong correlation. And the reason is the conscious impression we make about a person depends on what we look for people. Some may make themselves look at certain aspects of others before they form an impression (www.rbkc.gov.uk/kccmagazine/issues/editorial//firstimpression). It may influence students to interpret the impression that appears in their minds. The criteria that they use to form from the first impression may lead to false images of people in their minds. It has happened many times to everybody in the world that they have an idea about someone and than realise that they are different from they initially seemed. First impression only happened one time and it could be changed after the first meeting. And the changes could be better or could be worst that can influence their achievement. Based on the theory above, the writer believe that first impression only happens once in life, but it can be changed through the time.

Limitation of The Study

1. The instrument of the research
 - a. respondents were not so careful, so there are several questions which were not answered
 - b. respondents gave unreal answer based on the theory of Arikunto, the instrument used could be one reason why there is no significant correlation between them.
2. The time period is between the happening time of the object of the research and the time of research.

CONCLUSION

As the aims of the study is to find out whether there is a significant correlation between the students' first impression toward English lesson and their achievement at Semarang Merchant Marine Polytechnic, the writer collected data and then computed them.

When both the average questionnaire and achievement score of students are consulted with the data, they are in the average to good quality.

Although there is no significant correlation between questionnaire test and achievement test, in much they are at the same level, but their difference is little. Its conclusion is average questionnaire score is higher than the average of achievement scoring.

Since the coefficient correlation value is 0.192 while the r table of 95% and 99% are 0.297 and 0.384 for d.f = 42, it implies that there is no significant correlation between the students' motivation toward English lesson and their achievement at Semarang Merchant Marine Polytechnic.

SUGGESTION

Based on the result of the study, the writer would like to offer some suggestions to be considered in improving the students' first impression toward English lesson and their achievement at Semarang Merchant Marine Polytechnic. The following suggestion is especially addressed to those who are interested in teaching or learning English:

1. The English teachers is better to teach the students how to study English effectively and how to give the students motivation toward English lesson and their better achievement.
2. The teacher is better to always select the proper subject matter and to arrange its presentation on the basis of the current store of ideas in the student's mind. If the new material involves ideas with a natural affinity for those who already present, the student will feel interest.
3. It is better try to run a happy ship. Make the classroom atmosphere as pleasant as possible. Try to make what you have to teach to be more attractive.
4. It is better to be enthusiasm about what you teach and show your enthusiasm in your teaching. If you do, it may rub off the pupils.

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