THE CORRELATION OF STUDENTS' MOTIVATION AND ENGLISH LEARNING ACHIEVEMENT

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Abstract

The objective of this study was to figure out whether there is any correlation between students' motivation and English learning achievement at Grade XI Madrasah Aliyah Negeri 1 Kota Bengkulu. In this research, the researcher used Correlational research in a quantitative design. In correlational method, the researcher used the correlation statistical test to describe and measure between two variables. The population of this study was the whole students of XI grade MAN 1 Bengkulu City with total students 355. The researcher took all of population as the sample of the research. Therefore, the sample of this research was about 350 students at eleventh grade MAN Model Bengkulu. To obtain the data, the researcher used questionnaire and documentation as the instruments of this research. The questionnaire of students' motivation was adopted from The Attitude / Motivation Test Battery by R. C. Gardner cited in (Rafasah, 2019). Moreover, the students' learning achievement was identified by collecting the students' English score in UTS or UAS or daily test. After collecting and analyzing the data, the researcher found that the sign. (2-tailed) Pearson correlation = 0.00 > 0.05 which means that there was a correlation between students' motivation and English learning achievement at XI A students of SMAN 1 Kota Bengkulu. The researcher suggested for English teachers in developing some strategies to facilitate the students to have a good motivation. The researcher also suggested for the students to be more active in practicing English even though this research findings showed that the students' motivation was good.

Keywords: The Correlation, Students' Motivation, English Learning Achievement

INTRODUCTION

The objective of English language learning above can be seen through the students' learning achievement. There are some factors that influence the students' achievement in teaching learning process, they are : students' learning skills, parental background, peer influence, teachers' quality, and learning infrastructure, and students' motivation (Shakeel & Peterson, 2020). Motivation is positive energy that keeps students reaching better achievement in learning process. This statement is supported by Paul cited in (Husna & Murtini, 2019) that motivation is the process whereby goal-directed activity is instigated and sustained. Motivation is what

stimulates students to acquire, transform and use knowledge. Students' motivation in learning is naturally students' desire to participate in the learning process. Although students may be equally motivated to perform a task, the sources of their motivation may be different. According to (Christiana, 2009) Motivation is an essential factor that plays a major role in achieving many fundamental goals in a students' academic life.

In language learning, the most significant factor which is influencing the students' success or failure is students' motivation. In second language learning, motivation is extremely important and it is certainly crucial to understand what the students' motivations are. It can be concluded that motivation cannot be separated in learning English, because students' success or failure depends on the students' motivation level. When students are motivated in learning English, although they feel it is hard or difficult to learn, they will try to understand it well. On the other side, when the students are not motivated, although they feel it is difficult they do nothing in learning the subject and it will influence their success. It seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success (Harmer, 2005). Intrinsic motivation is type of motivation that comes from the inside of the students. The students enjoy to Learning English because their own pleasure and their own desire in order to achieve their goal. While extrinsic motivation is type of motivation that comes from the outside of students or influence by others, it is like parents, friends or society (Dornyei in Rafasah, 2019). Both of them are important to stimulate the more motivating learning atmosphere and it will affect students' attitude and achievement.

Based on the researcher preliminary study at XI grade students of MAN 1 Bengkulu City on February 25th 2022, the researcher asked the English teacher who taught at XI grade students. The teacher said that the mostly the students got less motivation to learn English by online rather than face to face learning. The teacher admitted that the students' motivation to learn English on pandemic era is less than before the pandemic. The English teacher also said that recently the students at MAN 1 Kota Bengkulu got less motivation to speak English in the classroom. Another issue related to the students' lack of motivation in learning English because they think that English is not their major subject, but in their reality after they graduated from their school, they need English to support their career ortheir further education. Regarding to the issues above, the researcher conducted a correlation study between the student's motivation and English learning achievement at MAN 1 Bengkulu entitled "**The Correlation of Students' Motivation and English Learning Achievement at Grade XI Madrasah Aliyah Negeri 1 Kota Bengkulu**".

RESEARCH METHODOLOGY

Design

In this research, the researcher used Correlational research in a quantitative design. In correlational method, the researcher used the correlation statistical test to describe and measure between two variables. In this research, the researcher would like to see the possibility of correlation between the students" motivation as independent variable (X variable) and their achievement in studying English as dependent variable (Y variable).

Population and Sample

The population of this study was the whole students of XI grade MAN 1 Bengkulu City with total students 355. The researcher took all of population as the sample of the research. Therefore, the sample of this research was about 355 students at eleventh grade MAN Model Bengkulu. The researcher applied total sampling technique in determining the sample of this research since the researcher only used two variables in this research. Therefore, it needs big size of sample to get more data related to this research.

Instrumentation

To obtain the data, the researcher used questionnaire and documentation as the instruments of this research. The questionnaire of students' motivation was adopted from The Attitude / Motivation Test Battery by R. C. Gardner cited in (Rafasah, 2019) which modified by the researcher. Moreover, the students' learning achievement was identified by collecting the students' English score in UAS.

Technique of Collecting Data

There were five steps to collect the data: (1) Preparing the instrument; (2) Coming to class and asking the students to fulfill 20 items of motivation questionnaire; (3) Interpreting and displaying the findings by analyzing the result of each item; (4) Drawing the conclusion; and (5) Writing the final report. The questionnaire was below.

Table 1. Questionnaire of Students' Motivation

No	Items	Response			
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
	Intrinsic Motivation				
1	I like English				
2	I enjoy the English class				
3	I want to be able to communicate in English				
4	I think learning English is easy				
5	I`d like to use the English that I have learned				
6	I think speaking in English is important nowadays				
7	I think speaking in English will help me to find a job				
8	I`m nervous when I answer or Igiven a presentation in English class				
9	I am somehow always anxious about English class				
10	Learning English will let me participate more freely in the activities of other cultural groups				
11	My curiosity towards the new English word is very high				
	Extrinsic Motivation				

12	My parents consider English is very important to learn				
13	I`m studying English because it 's a compulsory subject in the university				
14	I always pay attention to friends who fluently speak English				
15	Jealous of seeing friends who are active in English so I was encouraged to learn English				
16	I love to learn English because I like the songs speak English.				
17	I am very happy to read stories in English				
18	Social media is full of English nowadays				
19	I get worried when I`m doing worse than my classmates in English class				
20	I want to travel arund the world				

With the scale of questionnaire measurement as follows:

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

Technique of Analysis Data

To calculate the data of questionnaire, the researcher used the simple statistic formula. In order to answer research question, the researcher used the Correlation Product Moment to measure the students" score and to find out the correlation between students" motivation and their achievement in learning English. The researcher did description analysis to describe the data statistically. The technique on data analysis used correlation technique from Pearson Product Moment. The researcher used SPSS Versi.20 to calculate the correlation between the variables of this research.

FINDINGS AND DISCUSSION

Findings

The statistical analysis description of this research was divided into four kinds of analysis, namely; normality test, linearity test, and pearson correlation test. All of the test was analyzed by using SPSS 20. The description of each analysis will be described as follow.

Normality Test

Before doing hypothesis testing, the researcher analyzed the normality of the test. The normality of the data consists of the students' motivation and students' English learning achievement. The normality test was used to know whether the data was dsitributed normally or not. The result of normality test was in the following table.

Table 2
Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Motivation	.130	353	.200*	.952	353	.191
English Achievement	.139	353	200*	.946	353	.129

a. Lilliefors Significance Correction

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

The df was 353 which found by the total of sample (355) – 2= 353. Table 4.5 showed that the significant of students' motivation and English achievement were 0,200 > 0,05. It means that the data both students' motivation and learning achivement were distributed normally.

Liniearity Test

To know whether the data was liniear or not, the researcher did linearity test of students' motivation and writing score data. The liniearitytest of this research was analyzed by using SPSS 20. The output of statistic result of liniearity test was in table 4.6.

Table 3
Liniearity Test

			Sum of es	Df	Mean Square	F	Sig.
English_Achevement * Motivation	Between Groups	(Combined)	1241.667	13	95.513	.633	.794
		Linearity	218.945	1	218.945	1.452	.246
		Deviation from Linearity	1022.721	12	85.227	.565	.839
	Within Groups		2412.500	16	150.781		
	Total		3654.167	29			

Table 4.6 revealed that the data of students' learning achievement and motivation was linear since the sig. = 0,839 > 0,05. It means that all the data was linear both correlation and regression.

Correlation Analysis between Motivation and English learning achievement

After analyzing the normality and linearity of the data, the researcher attempted to examine the hypothesis of this research. The hypothesis of this research is:

H_1= There is a significant correlation between students' motivation and English learning achievement

H_0= There is no significant correlation between students' motivation and English learning achievement

To examine the hypothesis above, the researcher analyzed the

Pearson Product Moment Correlation between students' motivation and English learning achievement. The analysis result was in the following table.

Table 4
Correlations of Motivation and Students' English learning achievement

		Motivation	Learning Achievement
Motivation	Pearson Correlation	1	.788**
	Sig. (2-tailed)		.000
	N (Total Sample)	355	355
English Learning Achievement	Pearson Correlation	. 788**	1
	Sig. (2-tailed)	.000	
	N (Total Sample)	355	355

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

Table 3 revealed that there was a significant correlation between students' motivation and English learning achievement. The sig. (2-tailed) Pearson correlation = 0.00 < 0.05 which means that H_1 was accepted. In conclusion, there was a correlation between students' motivation and English learning achievement.

Discussion

This research aimed to figure out whether there is any correlation between students' motivation and English learning achievement at Grade XI Madrasah Aliyah Negeri 1 Kota Bengkulu. After collecting and analyzing the data, the researcher found that the sig. (2-tailed) Pearson correlation = 0.00 < 0.05 which means that there was a correlation between students' motivation and English learning achievement at XI A students of SMAN 1 Kota Bengkulu. The finding showed that the students' motivation contributed the students' English learning achievement. By having positive motivation, the students can enjoy the English class, they admitted they are able to communicate in English and they think that learning English is easy. The motivation to learn English they have can help them to reach highest achievement in learning English.

The findings of this research showed that mostly the students had positive both intrinsic and extrinsic motivation. There were seventy six percent of the students answered positive for intrinsic motivation and seventy eight percent of them answered positive for extrinsic motivation. Extrinsic motivation comes from sources external to the student and the task. It can come through praise, recognition, or a system of rewards. For example, for students who do not enjoy reading, a token economy involving stickers or a class store may prompt them to read more often. Intrinsic motivation comes from within the student or from factors inherent in the task being performed. For example, students who love to read are intrinsically motivated to read - there is something about reading that they enjoy and that makes them want to do it

even if there is no "reward" for it.

Moreover, this research finding also in line with some previous studies result. First, (Dwinalida & Setiaji, 2022) entitled "Students' Motivation and English Learning Achievement in Senior High School Students". This study aims at investigating the relationship between students' motivation and their English learning achievement of the tenth-grade students of a Senior High School. 100 students were randomly chosen as the sample to evaluate and determine the students' motivation and their English learning achievement. The finding shows that there was a significant relationship between students' motivation and their English learning achievement. The findings could be useful for researchers and teachers in improving students' achievement by conducting effective teaching and learning strategies to develop students' motivation. Another study by Chalermporn Choosri and Usa Intharaksa (2011) in the study titled Relationship between Motivation and Students" English Learning Achievement: A study of the Second – year vocational certificate level Hatyai Technical College Students also helps the writer to know deep about the study of motivation and achievement. This research conducted in order to (a) find out the levels of motivation in students with high and low achievement, (b) investigate the differences and similarities in motivation of students with high and low achievement, (c) to investigate the relationship between motivation and students" achievement. The subjects were 140 second-year students in electronics technology program and building construction program, Hatyai Technical College in the first semester of the Academic Year 2010. The instruments used for data collection where a questionnaire was statistically analyzed by using the SPSS program for percentage, frequency, mean, standard deviation, t-test and correlation coefficient and interview. The participants mentioned that they have studied English in order to be successful in their future education and career and instrumental motivation was found to have more impact on students than integrative one. In conclusion, motivation has positive relationship with students" English learning achievement.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result, it can be concluded that there was a correlation between students' motivation and English learning achievement at XI students of MAN 1 Kota Bengkulu. This research aims to figure out whether there is any correlation between students' motivation and English learning achievement at Grade XI Madrasah Aliyah Negeri 1 Kota Bengkulu. This research concluded that there was a correlation between students' motivation and English learning achievement. It means that motivation becomes one of the important terms in improving students' learning achievement.

Suggestion

The researcher suggested for:

1. English teachers
   It is suggested to find some strategies to improve students' motivation in learning English.
2. Students
   They are also suggested to develop some strategies to have a good motivation in learning English.
3. Further research

It was suggested to be attempted about the stduents motivation toward each skill of English such as; speaking, lstening, reading, and writing skill.

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