

THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN LEARNING ENGLISH AND THEIR ENGLISH LEARNING ACHIEVEMENT AT 2ND GRADE STUDENTS OF MA HIDAYATUL MUBTADI'IN LOWOKWARU MALANG

Anike Nur Witasari¹, Muhammad Yunus²

Universitas Islam Malang^{1, 2}

anikewita1@gmail.com¹, m.yunus@unisma.ac.id²

Abstract: Motivation is the important thing for better achievement in studying English. The aim of this study is to figure out the correlation between students' motivation and their English learning achievement at Madrasah Aliyah Hidayatul Mubtadi'in Lowokwaru Malang. The researcher collected the data from questionnaire and documentation, then analyzed the data through percentage of questionnaire using Pearson product moment coefficient of correlation SPSS 20. This study involved 43 students of second grade Madrasah Aliyah Hidayatul Mubtadi'in Lowokwaru Malang. The findings of this research showed that the descriptive statistics analysis of motivation score of the participants, the maximum score is 69, and minimum score is 40; the mean of the motivation score is 54.81. For English learning achievement, the maximum score is 100, and the minimum score is 35, the mean of the English learning achievement score is 72.79. The relationship is showed by the .669 Pearson correlation, which is significant at the .05 level, where it is higher than the .301 correlations coefficient table. This indicated that the null hypothesis is rejected and the alternative hypothesis is accepted. In conclusion, the correlation coefficient showed that there was significant relationship of both variables. There is a correlation between students' motivation and their English learning achievement. From the statistics above show that motivation is very influential for 2nd grade students of Madrasah Aliyah Hidayatul Mubtadi'in Lowokwaru Malang. It means that they had a pretty good motivation to learn, but still need for development in order to reach optimal learning results.

Keywords: *correlation, motivation, English learning achievement.*

INTRODUCTION

Education is an effort to develop the potential of human resources through teaching activities. According to Mohammadi (2006), in educational perception, motivation has a correlation with learning and academic achievement. Learning motivation is one of the things that is very influential in the world of education. Learning motivation is one of the internal factors that determines the success or failure of the teaching and learning process. The Students are encouraged by this motivation to successfully complete a task or achieve a goal. Motivation is practically the reason behind the behavior of people and determines why they act in a specific way (Amrai, et al. 2011).

In the teaching and learning process for students and educators, motivation plays a significant role. According to Elliot and Covington (2001), motivation means formulating the acts, expectations and individuals. Motivation may also be defined as the path to conduct or what causes a person to want a behavior to be replicated. Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior.

The role of motivation during learning is really important. Here are some studies which found that motivation was related to achievement in language learning:

Harmer (2007) stated that it is accurate to assume that the enthusiasm that learners bring to class is the most important single factor influencing their success. From this statement, we know that motivation in the classroom affects both learning and behavior of the students who are motivated to learn more.

This statement is proven by study this done by Rafasah (2009), with the title “The Correlation between Students’ Motivation and Their Achievement in Studying English” in third grade SMAN 1 Woyla, which examined about motivation and achievement. The data showed that the third grade students at SMAN 1 Woyla had very high motivation in learning English. The findings indicated that there was a positive correlation between motivation and achievement of the third grade students in SMAN 1 Woyla.

In the classroom context, the concept of student motivation is used to explain the degree of which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teacher. For teachers, knowing the motivation to learn from students is very necessary in order to maintain and increase student’s enthusiasm for learning. To maximize learning outcomes, teachers are required to be creative in generating students’ learning motivation, so that it can create effective students’ learning behavior. For students, learning motivation can create enthusiasm for learning, so that students are motivated to do learning actions. According to Gardner and Lambert (as cited in Alizadeh, 2016), students are inspired to learn because they think of themselves as capable individuals, to work with materials organized at their level, to see their goals in their activities, to see their research as significant, to have a tough career, to live in a healthy place, to have the ability to articulate psychological needs for success, recognition and acceptance, accept that learning is for them and not for their teachers. Sivrikaya (2019) stated that through such motivation, people are encouraged to complete an assignment successfully, achieving a target or a degree of qualification in their careers. Moreover, students do learning activities with pleasure because they are motivated. Webster (2009) argued that motivation is defined as the desire or

willingness to do something', the highlight of being willing to take action or activity, a force or influence that causes someone to do something. It means that the success of motivation in learning has a positive impact on teachers and students.

Madrasah Aliyah Hidayatul Mubtadi'in is educational institution based on Islamic boarding school. The teaching principle at *Madrasah Aliyah Hidayatul Mubtadi'in* is to maintain a balance between religious education and general education. The majority of students at *Madrasah Aliyah Hidayatul Mubtadi'in* are students from Islamic boarding schools, where they are accustomed to use Arabic as a foreign language. The foreign language is their main focus. Almost all religious activities use Arabic. *Santri* are more familiar with how to read *hijaiyah* letters than other foreign languages. Pronunciation of Arabic that is easier on the tongues of the students also makes them more comfortable and "safer" when learning Arabic in class. Different from English, they only use it on one occasion in classroom learning.

Teaching English in a boarding school is a challenge for English teachers. Lack of exposure to English caused students less motivated to learn. From the attitude of students who were out of focus, it can be seen in the learning process, they neither pay attention to the teacher nor submit the assignment given to them.

In this present study, the researcher is curious to explore whether there is any significant correlation between students' motivation in learning English and their English learning achievement at *MA Hidayatul Mubtadi'in Lowokwaru Malang*. This research is very important to do, because it was conducted to prove whether the students' learning motivation will affect their English achievement.

METHOD

The methodology used in this research was a correlation method for quantitative design. According to Leedy (as cited on Rosmayanti and Yanuarti, 2018) Quantitative analysis approaches deal with numbers and all that can be calculated in a standardized way to analyze phenomena and their relationships, and are used to respond to questions or relationships within observable variables in order to understand, predict and control phenomena. This research consisted of two variables, namely students' motivation (independent variable) and students' achievement (dependent variable). Minimum (1993) defined that a correlation study is a relationship between two variables.

In this analysis, the researcher would like to see a correlation between the enthusiasm of the students as an independent variable (X Variable) and their achievement in learning

English as dependent variable (Y Variable). The subject of this study is the whole students of second grade of Madrasah Aliyah Hidayatul Mubtadi' in Lowokwaru Malang. The number of 2nd grade students is 43 students. This second grade is distributed in 2 classes, one class for science class and the other class for social class.

In collecting the data, the researcher used two instruments, they are questionnaire and documentation. To get the data for the variable X, the researcher used the questionnaire. The questionnaires were adopted from The Attitude/ Motivation Test Battery (AMTB) by Gardner (1972). The Attitude/Motivation Test Battery is the kind of technical report to know students' motivation and attitude toward language learning. It is consisted of many statements describing students' perception in learning a language. AMTB is made to assess non-linguistic aspects in language learning. Many researchers also adopted AMTB to assess their study about attitude and motivation because the questionnaires are quite valid and reliable to assess students' motivation. This study also adopted some questionnaires from International AMTB Research Project by Gardner. This AMTB is the English-language version for use with students studying English as a foreign language. However, the researcher only took the questionnaires about motivation which are suitable with this study. So the researcher only took the motivation statement from AMTB. The questionnaire was translated into Bahasa Indonesia so the respondents can understand it easily. Respondents were required to put a check mark on the column based on their own answer. The statement has some alternative options based on Likert Scale; Strongly Agree (sangat setuju), Agree (setuju), Disagree (Tidak setuju), and Strongly Disagree (Sangat tidak setuju).

From the descriptions above, the researcher formulated them into some statements in the questionnaire. Then, the researcher used the paper to explain the English learning performance of the students. It is the English midterm score list for teachers. Information was received from their English teacher.

The researcher conducted the research at MA. Hidayatul Mubtadiin Lowokwaru Malang. The Number of the participants is 43 students from 2nd grade. The researcher introduced herself and explained to the students the aims and objectives of the research. In addition, the researcher gave instructions to students about how to fill out the questionnaire correctly. Students were directed to fill in the questions according to how they felt in English learning. The questionnaires from Gardner's (1972) Attitude/Motivation Research Battery (AMTB) were implemented. The researcher translated the questionnaires into Bahasa Indonesia, consisting of 20 elements of statements concerning attitude and motivation that are fitting for this study.

In order to know the relationship between motivation and learning achievement of students, the researcher measured the data between the questionnaire and the record of English student scores from their English teacher. The researcher used SPSS to analyze the data.

To analyze the data, researcher used IBM SPSS to obtain reliable calculations. Pearson's Product-Moment-Product Correlation formula is used to determine the relationship between the two variables. The steps for analyzing the data were described as follows:

1. Collecting the questionnaires which were filled out by the participants.
2. Obtaining and calculating the result of the students' questionnaire used SPSS program.
3. Interpreting the data to test the hypothesis
4. Concluding the result of research.

FINDING AND DISCUSSION

This research was conducted in January 2021. This study focused on the second grade of MA Hidayatul Mubtadiin which located in Lowokwaru Malang. The researcher delivered the questionnaire to the second grade students to get the motivation scores. The number of students are 43 students which divided into social and science class. For the students' English scores, the researcher obtained them from the English teacher, Mrs Ayu.

The investigator eventually analyzed the facts. Next, the motivation of the students was measured using a questionnaire. Then, to explain the connection between the motivation of students and their achievement in English learning, the researcher evaluated the details by applying the Pearson Product Moment formula in the SPSS 20 program.

In this study, the normality of the data was tested to determine the distribution score whether the score of participants was normal or not. Furthermore, the standard deviation and mean for all variables were calculated. The standard deviation was necessary to know how much the score of each student spread out around them, while the mean was needed to sum up the variable of all participants.

The participants were 43 students. Because the subjects were less than fifty students, best-suited normality test was *Shapiro-Wilk* with SPSS application. The following table shows the descriptive statistical analysis.

Table 4.1/Descriptive/Statistics Analysis

		Statistic	Std. Error
X	Mean	54.81	1.128
	Median	53.00	
	Variance	54.679	
	Std. Deviation	7.395	
	Minimum	40	
	Maximum	69	
Y	Mean	72.79	2.840
	Median	75.00	
	Variance	346.931	
	Std. Deviation	18.626	
	Minimum	35	
	Maximum	100	

From Table 4.1, the descriptive statistics analysis of motivation score of the participants shows that: the maximum score is 69, and minimum score is 40; the mean of the motivation score for the participants is 54.81 and the standard deviation is 7.395. For English learning achievement, the maximum score is 100, and the minimum score is 35; the mean of the English learning achievement score for the participants is 72.79 and the standard deviation is 18.626.

In addition, the following table shows the output of normality test.

Table 4.2 Normal Test

Group	Shapiro-Wilk		
	Statistic	df	Sig.
X	.962	43	.160
Y	.949	43	.055

The Shapiro-Wilk formula statistical performance from Table 4.2 indicates that the significant value of student motivation is .160, with $.160 > .05$. In addition, .055, with $.055 > .05$ shows the significant value of the English learning achievement of students. Because both of the significant values are greater than .05 or 5 percent, this implies that both the student motivation and the student's English learning achievement score are currently distributed. In order to determine the correlation, the next statistical study used the Pearson Product Moment formula as a prerequisite for the main statistical test.

The research was held to answer the question whether student motivation had a correlation with their English learning achievement or not. Therefore, the researcher applied the Pearson-Product Moment Correlation. The Product Moment Correlation formula is used to test the students' motivation and English learning achievement data as the main the quantitative method for the analysis of this study's results.

Table 4.3 Pearson Product Moment Output

	X	Y
Pearson Correlation	1	.669
Sig. (2-tailed)		.000
N	43	43
Pearson Correlation	.669	1
Sig. (2-tailed)	.000	
N	43	43

Based on Table 4.3, the correlation coefficient was .669, and the level of probability (p) significance (sig.2-taileds) was .000. It means that p (.000) was lower than .05. Thus, there was significant correlation between the students' motivation and the students' learning achievement.

In the hypothesis testing, the correlation coefficient of the calculation is compared to the correlation coefficient table. In the term of the statistical hypothesis, the Significance Table (See Appendix IV) indicated that correlation coefficient tables of df at 5% significant is consider to be .301. It showed that it is lower than the Pearson correlation score, which is $.669 > .301$. It means that H_0 is rejected and H_1 is accepted. Namely, there is significant relationship between students' motivation and students' learning achievement.

The main objective of this study was to figure out the correlation between students' motivation in learning English and their English learning achievement at MA Hidayatul Mubtadi' in Lowokwaru Malang. This research provides predictions about the direction of the relationship between 2 variables, namely motivation and English achievement. This research is very important to do, because it was conducted to prove whether the students' learning motivation will affect their English achievement. Two different instruments; questionnaire and English learning achievement score were used to obtain the data. The researcher proposed two instruments. For the first instrument, the researcher used questionnaire, and the second instrument, the researcher used English score. Then, the researcher used correlation formula of Pearson Product Moment to analyze the data. The questionnaire was given at the first meeting and the data about students' midterm test scores were collected from their English teacher.

To figure out the motivation of the students, the researcher used a questionnaire composed of 20 questions. The total sample are 43 participants. The result from the questionnaire shows that indicated most of students of MA Hidayatul Mubtadiin especially at the second grade had very high motivation. It can be seen in the table 4.1 that, the descriptive

statistics analysis of motivation score of the participants showed that: the maximum score is 69, and minimum score is 40; the mean of the motivation score for the participants is 54.81

To know the students' achievement, the researcher used the documentation which is English score. Then, the researcher calculated the data using SPSS program. The researcher found that correlations coefficient tables of df at 5% significant is consider to be .301. It showed that it is lower than the Pearson correlation score, which is $.669 > .301$. The score indicated that there is a positive correlation between two variables (X and Y).

From the data above, the researcher concluded that motivation has influence in learning English. This is similar with the result of the research conducted by Wahyuni (2007) who said that "the learning motivation influences positive effects on students' achievement". Thus, motivation is one of the factors that has a close relationship with the students' achievement. In addition, from the previous study of Rafasah (2009) showed that the third grade students at SMAN 1 Woyla had very high motivation in learning English. The results found that there was a positive correlation between motivation and achievement of the third grade students in SMAN 1 Woyla.

CONCLUSION AND SUGGESTION

According to the previous chapter, it shows that the students' motivation is linked to their English learning achievement of second grade student of MA Hidayatul Muhtadiin. The relationship is showed by the .669 Pearson correlation, which is significant at the .05 level, where it is higher than the .301 correlations coefficient table. This indicated that the null hypothesis is rejected and the alternative hypothesis is accepted. The correlation coefficient showed that there was significant relationship of both variables. Therefore, the conclusion is the students' motivation is the significant aspect to influence the English learning achievement.

Based on the result of this research, the researcher would like to give some suggestions. For teachers and schools are expected to provide more learning motivation, such as giving instructions to the students about how to be successful in learning English, giving appreciation to motivate the students, and so on. Giving motivation is very important because without the motivation in learning, the students will be less interest in learning and it will affect their learning achievement. For students, they are expected to motivate themselves and give more attention to improve their learning achievement, not only on English subjects but also on other subjects. For the next researchers who will conduct research in this field, it is expected that this research can be an illustration, information, and input about the

correlation between students' motivation and their achievement in studying English. In addition, the result of this study can be used for comparison and reference for next research with different variables.

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