

THE CORRELATION BETWEEN MOTIVATION AND STUDENTS' ENGLISH ACHIEVEMENT IN COVID PANDEMIC ERA.

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Abstract: This research generally focused on proving a significant correlation between motivations and students' English achievement during E-Learning in the Covid-19 pandemic era. This study used quantitative method with 30 students as a participants. The research procedure consisted of two steps: scoring the questionnaire test and taking the students' midterm test scores from the teacher's document. To analyze the data the researcher used SPSS version 20. The score of sig (2-tailed = 0.008) < 0.01 , it means the correlation between students' motivation and students' English achievement is significant at the 0.01 level. While the score of Pearson Correlation was 0.473, it means the level of relationship between students' motivation and their English achievement is correlate in moderate category. Based on the finding, it is addressed to the English teacher to motivate their students in learning English effectively. Teachers as educators need to increase students' enthusiasm to use online learning applications inside and outside the classroom to maximize their learning process so that students' English achievement will be better.

Keywords: Learning Motivation, English Achievement, and E-Learning

INTRODUCTION

English is the most widely spoken of 4,000 to 5,000 living languages (Broughton, Brumfit, Flavell, Hill, & Pincas, 1980). It comes in second as a

mother tongue, after Chinese, which is effectively the equally unintelligible six, a dialect that is spoken only in China. On the other hand, According to Broughton (1980), there are 300 million native English speakers on every continent, and a second evenly distributed body language speaker population of about 250 million people who utilize English for their daily requirements. Teaching English as a Foreign Language needs to create conditions in which students can learn effectively. Effective language learners, according to Erben, Ban, & Castaneda (2009) will learn languages best if they are given favorable conditions as; 1) They are considered as unique persons with distinct needs and interests, 2) They were allowed to participate in the communicative use of language in various activities, 3) They are open to communicative understandable data and relevant to their own needs and interests, 4) They deliberately focus on multiple languages' form, skill, and strategy to support the language acquisition process, and 5) They are exposed to sociocultural facts as well as firsthand experience of the target language's culture.

As teachers, we find difficult questions to answer about what teaching is. We do it in lectures, classes, seminars, workshops, tutorials, over the phone, in teaching books, websites, and online. We try to help our students become better at expressing their ideas and feelings orally and in writing. When the teacher teaching, and if they could be said to be teaching at all, they should, at the very least, aim at creating the conditions that make learning possible. Hirst & Peters (1975) identified three conditions that are logically necessary for the center of the case of teaching activities: 1) They must be undertaken with the goal of promoting learning, 2) They must show or indicate what is to be learned, and 3) They must do so in a style that is understandable to the learners and within their capabilities.

There are a lot of teaching and learning activities in Indonesia still emphasis face-to-face meetings in class. However, due to the massive Covid-19 outbreak in Indonesia, all activities must be conducted from home. Education, research, sports, entertainment, transportation, religion, social contact, economics, business, and politics are all affected by the Covid-19

pandemic over the world. Although the whole world is in a difficult phase due to the threat of COVID-19, this challenging situation must still be overcome. The recent coronavirus pandemic has increased inequality in the education sector globally. The Covid-19 outbreak has been created disruptions to education and global health problems that are proving very difficult for the global health system to manage.

During the Covid-19 epidemic, E-learning is the greatest option for schooling. Because of its many benefits, such as flexibility, internet accessibility, and cost-effectiveness, e-learning has gained in popularity throughout time. Nadiem Anwar Makarim, Minister of Education and Culture, issued Circular Number 4 of 2020 on the Implementation of Education in the Corona Virus Emergency Period (Covid-19). One of its policies is to emphasize online learning as a means of providing students with a meaningful learning experience without being burdened by the demands of completing all curriculum achievements for class and graduation. The process of learning activities and school assignments can be adapted to the interests and circumstances of students in each class, including paying attention to access and learning facilities in the local area. Educators may contact and communicate with their students from any location via e-learning, they can take advantage of existing learning applications to complement online classroom learning and also can develop their digital skills according to current educational trends.

From the Minister of Education and cultures' policy, learning activities from home that were implemented in the Covid-19 pandemic era more meaningful. Through e-learning, learning materials can be accessed anytime and anywhere, in addition to materials that can be enriched with various kinds of learning resources, including multimedia, which teachers can quickly update. According to Utami, 2020 the dissemination of learning materials for everyone, anywhere, and at any time utilizing multiple technologies in an open, flexible, and dispersed learning environment is referred to as e-learning. Flexibility in terms of time, location, learning style, type of assessment, and collaborative learning are a form of the effectiveness of E-learning.

However, in Indonesia not all students are familiar with the E-Learning system so this is a new thing that requires adaptation and motivation in the implementation process. Gagne (2008) stated that when a student has high motivation and good learning strategy in learning English, he or she will feel interested in and enjoy learning English. That way it will increase student English learning achievement. Dornyei (2001) believes that the complexity of the idea lies in its attempts to describe one's actions on behavior that cannot be explained by only one approach. Motivation refers to the combination of effort plus the desire to acquire language learning goals plus the desired attitude towards language learning. That is, motivation to learn a second language refers to the extent to which individuals work or try to learn a language because of the desire to do so and the satisfaction experienced in this task.

Motivation to learn English comes from integrative and instrumental motivation. According to Mili, A (2020) integrative motivation is a type of motivation in which second language learners strive to become fully integrated into the target language group. So that learners can gain competency in a new language and participate in the life of a language-speaking community. While Hudson (2000) stated, the purpose of instrumental motivation is to acquire something valuable and concrete out of learning a second language. The objective of acquiring fluency in a foreign language for utilitarian reasons, such as acquiring a job and receiving incentives, is driven by instrumental motivation. The techniques and consequences of learning a second language may be influenced and controlled by these two forms of motivation. Gardner and Lambert (1972) argue that integrative and instrumental motivation are both important and successful factors in second language learning. Knowing the types of motivation is certainly very useful for second language teachers because the level of student motivation in learning English certainly varies depending on the goals of each student.

Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough

motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning. It can be stated that teachers should be aware of the significance of motivation in learners' language learning and through some changes they can help learners increase their motivation. From the description above, the researcher was interested in conducting research on the topic of the correlation between motivation and students' English achievement during E-Learning in the Covid-19 pandemic era. This research was taken to prove the correlation between motivation and students' English achievement during E-Learning in the Covid-19 pandemic era. The opinions of students' motivation on doing the online learning process were different. Therefore, this study tries to find out how motivation correlates with students' English learning achievement during E-Learning which is applied in the world of education in the era of the Covid-19 pandemic.

METHOD

This study was conducted with quantitative research used Pearson Product Moment Correlation design. Correlation allows the researcher to clearly and easily see if there is a relationship between variables. In this correlational research, the researcher wants to analyze the correlation between two variables. The score of student motivation as the independent variable and the score of students' achievement in English learning used students mid-term test score as the dependent variable of this study. The respondents used in this study were class X MIPA 1 with 30 students.

In conducting the research, the researcher used two kinds of instruments, namely a questionnaire and documentation. The questionnaire adapted from Gardner's Attitude / Motivation Test Battery (AMTB) with 104 questions divided into different sections. From the 104 statements, the researcher took 30 items which were then translated into Indonesian to reduce misunderstanding and make it easier for students to fill in the questionnaire. Indonesian language questionnaire has received validity and reliability by

ELT experts. The questionnaire is divided into two sections: instrumental motivation and integrative motivation.

Subsequently, the documentation in this research was taken from the midterm test scores of tenth grade students at SMA 1 Keerom, Papua. The researcher took the scores of English subjects for the second semester midterm test from the English teacher to know about students' achievement in English. The Students' English score by the teacher was pure students' midterm test scores without being added to students' assignment scores and students' assignment presentation. After that student's midterm scores were analyzed and compared with the results of the questionnaire to see the correlation between them.

FINDINGS AND DISCUSSIONS

In this part, the researcher describes and analyze the finding of the research, which would answer the question in the research problem as stated in chapter one. As it has been mentioned in chapter one, the objective of this study is to identify and describe the significant correlation between motivations and students' English achievement during E-Learning in the Covid-19 pandemic era.

The motivation of tenth grade students to study English is an independent variable (X). While the English achievement of tenth grade Students at SMA 1 Keerom Papua is used as a dependent variable (Y). After obtaining the total scores for student motivation and English achievement, the researcher proceeded to calculate both of those scores. The data analysis technique used in this research was the SPSS 20 program which types Pearson Product Moment Correlation Test.

Descriptive Statistics

	Mean	Std. Deviation	N
Motivation	111.5667	16.43311	30
English achievement	67.6000	18.21254	30

CORRELATION

		Motivation	English achievement
Motivation	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.008
	Sum of Squares and Cross-products	7831.367	4106.800
	Covariance	270.047	141.614
	N	30	30
English Achievement	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.008	
	Sum of Squares and Cross-products	4106.800	9619.200
	Covariance	141.614	331.697
	N	30	30

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

From the table above, the result in this research was the score of sig (2-tailed = 0.008) < 0.01, the correlation between students' motivation and students' English achievement is significant at the 0.01 level, according to the results. While the score of Pearson Correlation was 0.473, it means the level of relationship between students' motivation and their English achievement is in the moderate category.

Based on the data above, it can be concluded that there is a significant correlation between motivation and students' English achievement during E-learning in the pandemic era. Students that are very motivated to learn English will attain higher levels of proficiency in the language. The study's findings were backed up by scholars and professionals. Sepideh (2012) states, of the three elements that influence second language learning, motivation is the most important. Motivation, according is a motivator for achieving a learners' goal (Dornyei Z., 2001).

However, motivation of the teacher is needed to increase students' learning motivation so that their English achievement is even better. Teachers as facilitators are expected to boost students' enthusiasm for learning, especially

in this era of the corona pandemic. This assertion is in line with Patrick et al. (2000), who believe that teacher excitement is channeled toward achieving great teacher performance.

The researcher took the data of motivation from two categories, namely instrumental and integrative. From that aspect, it can be concluded that various students have different objectives when it comes to studying English. Some learners are motivated to study English in order to improve their work, position, or status, while others are encouraged to learn English in order to better comprehend the culture of the second language group and become a part of society. In this study, participants were more motivated in the instrumental aspect. This means that students are more motivated to learn English to get certain targets such as getting a scholarship or a decent job. Students who are motivated to learn English will be happier and enjoy the class, making it easier for them to understand the material. Of course, Students will be held accountable for following the teacher's instructions inside and outside the classroom.

Furthermore, motivated students allows them to focus on studying English lessons. The more learners concentrate in class, the more they will learn better in class. When students are motivated to complete a task because it makes them happy, they feel it is important or that what they are learning is valuable. Students that are highly driven might increase their emotional and mental connection to their studies. One of the most essential factors affecting students' success is motivation. According from the description above, students that are highly motivated in learning process will achieve a better score in their achievement.

CONCLUSIONS AND SUGGESTIONS

As described in the previous data and finding, it can be concluded that there is a substantial correlation between the students' motivation and their English achievement in learning English. The higher motivation of the students, the higher students' English achievement. High motivation scores are obtained by students with high mid-semester test scores at school.

Students' motivation influence students' English achievement during E-learning in the pandemic era. It happens because students with high learning motivation have clear learning plans and programs than students with low learning motivation. Students with high motivation will be more enthusiastic in participating in the learning process and always want to know more about what they are learning. Finally, it can be said that students motivated in learning English will more attentive and responsible to follow the lesson so they will get a better achievement in English.

Then, the researcher would like to give some suggestions based on the findings in this study. First, teachers should inspire their students to be enthusiastic about study English using online learning applications to improve students' English achievement during covid-19 pandemic era. Teachers must motivate their students based on the learning goals they have to be more active in the learning process and of course their English achievement will be better. Second, in conducting further research, next researchers should be better to use not only questionnaire and documentation but also need to use interview and observation to manage students' activities and to get the actual data of the research. Third, the larger sample size with a longer time frame should be expanded to increase the level of research generalization and make findings more valid and believable.

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