

THE RELATIONSHIP BETWEEN STUDENTS' MOTIVATION AND STUDENTS' ENGLISH ACHIEVEMENT

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Abstract: The aim of this research was to find out the relationship between students' motivation and their achievement in learning English. Quantitative method are used in this research. There were 49 students of class VIII in SMP Wahid Hasyim Malang as a participant in this research. In this research, students' motivation as X variable and students' English achievement as Y variable. This research used a student motivation questionnaire and an English assignment score document from an English teacher as two instruments. The research procedure consisted of two steps: scoring the questionnaire test and taking the students' assignment scores from the English teacher's document. The researcher used descriptive analysis and Pearson Product Moment Correlation in SPSS 20.0 version to analyze the data. The findings showed that the score of sig (2-tailed = 0.534) < 0.05 means that the relationship between students' motivation and students' achievement in English is not significant at the 0.05 level. Meanwhile, the Pearson Correlation score is 0.091, which means that the relationship between students' motivation and their English achievement is correlated in a very low category. It concluded that there was no significant relationship between students' motivation and their achievement in English. The conclusion shows that students with low motivation do not always get lower scores in English achievement. On the other hand, students with higher motivation do not guarantee that they get higher achievement scores in English.

Keywords: English language, Motivation, English Achievement

INTRODUCTION

Language has a central role in students' emotional development, social, and intelligence and is a crucial determinant of success in studying all areas of study.

Therefore, it is hoped that with language, students can get to know themselves, their culture, and the culture of others. Alsagoff, Mc Kay, Hu, and Renandya (2012) said that the role of the spread of English as a means of communication such as entertainment, advertising, diplomacy, education, scientific advancement, and others. Communicating is meant to understand and express information, thoughts, feelings, and develop science, technology, and culture by using this language. It is in line with Rosmayanti and Yanuarti (2018), who claim that English is the language used by most people worldwide to communicate. Teacher learning is placed in a position as a communicator because of the task and role of the teacher as a learning leader, while students are placed as communicants or learners. In addition to good interactions, teachers must provide motivation for good students' performance results in class because the lack of self-confidence makes students unable to take the initiative to develop their learning motivation. Unfortunately, students in Indonesia lack self-confidence, so they have low motivation (Purmama, 2019). Students need to be better motivated and guided to become critical individuals in doing something related to learning. In the spirit of learning, someone who does not have the motivation to learn cannot carry out learning; therefore, motivation is essential (Purmama, 2019). Another opinion from Rehman and Haider (2013), which claimed that the impact of motivation on the learning of students in education is essential.

Motivation is a fundamental core and regulates the course of humans' life. Humans have a particular goal if they have motivation in their life. It is in line with Tohidi and Jabbari (2012), they argued that motivation is the countershaft of direction, tenacity in human attitude, and rule. There is motivation into two major types; extrinsic and intrinsic motivation (Harmer (1983) as cited in Wang, 2009). Later, these two motivations will be linked to the students' achievements in learning English. From the extrinsic side, parents, the house environment, and the school environment like teachers played an essential role in shaping motivation to have good performance later. Parents and teachers' role is vital for motivating students (Rehman & Haider, 2013). Next, teachers in school also play an essential role in build student motivation and performance. Sharipovna and Oybekovna (2019)

believed that some teachers apply powerful coaching motivation for students to gain knowledge. If students feel motivated, they will have excellent performance, and also the objective of learning is achieved. Students develop their goals for learning and understand learning objectives regardless of the subject (Farrel & Jacobs, 2020). The school environment is a vital factor that can motivate students to motivate themselves.

Good grades will be achieved if students are assiduous in doing tasks and studying English diligently. It all comes from the students themselves without being forced and naturally not influenced by others. In line with Oletic and Illic (2014), they claimed that internal motivation refers to want to do something related to intrinsic motivation. Interests and desires from within the student are called intrinsic motivation. If students have motivation from themselves, they will do everything with a happy feeling. According to Mahadi and Jahadi (2012), they argued that interest and desire to do and participate in certain activities because individuals feel fun and interesting is called intrinsic motivation. Another opinion from Hayikaleng, Nair, and Krishnasami (2016), they said that in language learning, the motivation to participate in an activity because it is exciting and fun to do is called intrinsic motivation (IM).

Both internal and external motivation greatly influence student learning behavior. Bakar (2014) claimed that student learning behavior is determined by learning motivation both from themselves and outside. Tokan and Imakulata (2019) said that two critical factors are motivation and learning behavior because these can determine student achievement. If students already have the motivation to learn English and good learning behavior in English, then automatically, their English learning achievement will be good. In this case, once students have high motivation, they will try and do numerous ways to obtain a good accomplishment (Mastur, Roviqoh, & Suriaman, 2020). Considering the importance of students' motivation in learning English and their English learning achievement in class, the researcher is interested in proving whether there is a relationship between students' motivation and their English learning achievement. Therefore, this research tries to find out the relationship between students' motivation and students' English achievement.

METHOD

The researcher used quantitative research to discuss the relationship between students' motivation and their English learning outcomes. To quickly see a relationship between two variables, the researcher used the Pearson Product Moment Correlation analysis technique. The score of student motivation as the independent variable and the score of students' achievement in English used students' assignment score as the dependent variable of this research. This research was established in SMP Wahid Hasyim Malang, which was located on Jl.MT Haryono gg. 10 No.165, Dinoyo, Lowokwaru, Malang, East Java.

The researcher used a student motivation questionnaire and an English assignment score document from an English teacher as two instruments. First was a questionnaire of students' motivation to learn English such as intrinsic and extrinsic motivation and students' score of English assignments from English teachers to know students' English achievement as a document.

The questionnaire constructed by Freedy Frans Danar (2012) has been used to collect the data because it was related to this research topic about students' motivation and English achievement and it was already used in Indonesian to make the participants easier to understand the questionnaire. The questionnaire consists of 30 and a 5-point Likert scale—fifteen statements for intrinsic motivation and fifteen statements for extrinsic motivation. There are five statements of Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree.

The second data was taken after the researcher got the student's score of English assignment from English teacher of eighth grade at SMP Wahid Hasyim. The students' English score from the teacher was pure students' assignment not being added another score. Then, student's scores were compared with the result of questionnaires to know the relationship between them. After finding out the data using Pearson Product Moment Correlation, the researcher can see the results and interpret whether the students' motivation has a significant relationship with their English Achievement.

FINDINGS AND DISCUSSIONS

Pearson Product Moment Correlation test types in the SPSS 20 program in this research were used to analyze the data technique. The goal is to quantify the significant relationship between students' motivation and English achievement in SMP Wahid Hasyim, Malang.

Table 4.1 Descriptive statistic of Motivation and Students' English Achievement

Statistics		Motivation	English Achievement
N	Valid	49	49
	Missing	0	0
Mean		127.16	51.84
Median		129.00	60.00
Mode		133	60
Std. Deviation		11.408	20.983
Minimum		99	10
Maximum		146	100
Sum		6231	2540

From the table 4.1, it can be seen that mean of X variable (motivation) is 127.16, the median is 129.00, the mode is 133, standard deviation is 11.408, the minimum score is 99 while maximum score is 146. Lastly, total scores is 6231. Next, the mean of Y variable (English achievement) is 51.84, the median score is 60.00, the mode score is 60, standard deviation is 20.983, the minimum score is 10, while maximum score is 100. The total scores of Y variable is 2540.

Table 4.2 the Relationship between Motivation and Students' English Achievement

CORRELATION			
		Motivation	English Achievement
Motivation	Pearson Correlation	1	.091
	Sig. (2-tailed)		.534
	Sum of Squares and Cross-products	6246.694	1045.306
	Covariance	130.139	21.777
	N	49	49
English Achievement	Pearson Correlation	.091	1
	Sig. (2-tailed)	.534	
	Sum of Squares and Cross-products	1045.306	21134.694
	Covariance	21.777	440.306
	N	49	49

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

From the table 4.2, Pearson Product or the symbol r realized the relationship between students' motivation and their English achievement. Besides, the level of significance was shown by the symbol P of Sig. (2-tailed). Lastly, the number of samples was named by N . In this research, the researcher divided $N= 49$, which means that the sample was 49 students. The score of sig (2-tailed = 0.534) > 0.05 indicates that the relationship between students' motivation and students' English achievement is not significant at the 0.05 level, according to the results. Meanwhile, the Pearson Correlation score is 0.091, which means that the relationship between X variable (students' motivation) and Y variable (students' English achievement) is correlated but in the very low category. Students' motivation is not related to students' English achievement with a very low degree correlation.

This finding is in tandem with the study from Gitawaty (2010), which reported that no significant relationship between students' motivation and their English achievement. Another study from Manangkari (2019) same with this research finding which found the correlation between motivation and English

achievement of the eleventh grade students of SMK Muhammadiyah I Palu was 0.24. Therefore, there was no significance of the correlation between motivation and English achievement of the eleventh grade students of SMK Muhammadiyah I Palu. This finding is equal with the study from Tiara, Supardi, and Salam (2017), which found the correlation between the students' motivation and English learning achievement score is -0.26. It showed that there is weak negative correlation. The last same finding was study from Rosalina in 2014, who found that relationship between students' motivation and their English learning achievement in number 0.143, it is included in the first category that the correlation between X variable and Y variable is very weak that be stated there is no correlation.

Nevertheless, this finding is not in line with Mastur, Rofiqoh, and Suriaman in 2020, Becirovic in 2017, and Al-Qahtani (2013) who found a significant positive relationship between students' motivation and their English achievement result.

Overshadowing the findings of this research which found that there was no relationship between motivation and achievement, the researcher found a theory that supports that extrinsic and intrinsic motivation do not always affect learning outcomes. External motivation correlated negatively with intrinsic motivation and English achievement, which is partially conformable with other research (Shaikhholeslami, 2006). In the past, the researcher found that extrinsic motivation sometimes has a detrimental impact on intrinsic motivation by perceived restraints on autonomy (Lepper, Greene, & Nisbett, 1973). Hennessey and Amabile (1998) also found that a promised prize for non-specific achievement receded intrinsic motivation by reducing perceived self-determination.

CONCLUSIONS AND SUGGESTIONS

After researching at SMP Wahid Hasyim, the researcher got the answer of the research question. A score of sig (2-tailed = 0.534) > 0.05, it means 0.534 is more than 0.05. The correlation between students' motivation and their English learning achievement not have a significant relationship correlated with each other. Meanwhile, the Pearson Correlation score is 0.091, which means that the relationship between students' motivation and their English achievement was in the very weak category. Based on data that has been calculated before, the researcher

concluded that there was no significant relationship between students' motivation and their achievement in English.

The conclusion showed that students with lower motivation do not always get lower scores in English achievement. Students with higher motivation do not guarantee that they will get higher achievement scores in English. Ineffective and not conducive learning conditions during the covid-19 pandemic made their English scores low. In this case, the teacher in the school must have an effective and efficient way to deal with this problem.

Then, the researcher would like to give some suggestions based on the findings in this research. First, students must have an enthusiast in learning English more actively so that their learning goals are achieved. Based on the findings of this research, students' motivation does not affect their English achievement results, so the teacher pays more attention to the problem that occur in the learning process. Students with high motivation but get low grades in English, one of which is caused by ineffective learning conditions. Teachers must be able to create quality strategies to overcome this serious problem.

The researcher conducted this research during the COVID-19 pandemic. All schools in Indonesia conducted online classes. It makes the researcher unable to conduct research directly in the classroom. Therefore, future researchers are expected to conduct research directly in the classroom. Increasing the sample and population of the research is also crucial to make the data more valid and up-to-date. Further researchers also can add more instruments such as interviews, test, and observations to get more actual research data.

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Approved by,

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A handwritten signature in black ink, appearing to be 'Alfian Zuhairi', written over a faint rectangular stamp.

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