

# **THE CORRELATION BETWEEN LEARNING MOTIVATION AND STUDENTS' ACHIEVEMENT OF HIGH AND LOW-PROFICIENCY STUDENTS IN LEARNING ENGLISH AT SMK HIDAYATUL MUBTADI'IN SINGOSARI**

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**Abstract:** Motivation to learn is crucial, Motivation is one of the critical elements that will affect students' success or performance in English. This study aims to determine whether or not there is a significant correlation between learning motivation and students' achievement of high and low-proficiency students in learning English at SMK Hidayatul Mubtadi'in Singosari. The researcher selected 44 participants as a sample, 19 were classified as students with high achievement, and 25 as students with low achievement in learning English. The data was analyzed by using Pearson Product Moment Correlation of IBM Statistical for Social Science (SPSS) 20.0. The tool was a questionnaire with 25 items. According to the research findings, the level of significance for high-proficiency students is 0.025, and the level of significance for low-proficiency students is 0.041 which means the p-value is lower than 0.05. It means that the correlation between two variables was positively correlated. It can be concluded that there is a significant correlation between learning motivation and student achievement of high and low-proficiency students at SMK Hidayatul Mubtadi'in Singosari.

**Keywords:** Correlation, Motivation, Achievement.

## **INTRODUCTION**

English is a universal language widely used worldwide and the first language spoken in this world. From the secondary level through the university level, English has been taught in Indonesia as a crucial foreign language in formal education. Every student in Indonesia should learn English as a foreign language because so many academic and scientific texts are written in English (Mardalena, 2009). The Indonesian government has made English a

compulsory subject in the curriculum due to its importance in teaching students science and technology. The ability of students to communicate is the main focus of English instruction in Indonesia. There are four types of skills: speaking, writing, and reading. These four aspects are needed by students to master English.

Learning English can be boring for students because English is a foreign language spoken in Indonesia. The teacher must learn how to deliver content or convey information to their students. Learning English should be a strong passion because when someone is motivated to study, they will do it wherever and whenever they can. Motivation is one of the critical elements that will affect students' success or performance in English. A desire to learn is the process that provides the spirit of learning, direction, and endurance of behavior. That is, motivated behavior is the action that is focused, lasting, and full of energy (Asvio, 2017). For the accomplishment of learning success, motivation to learn is crucial. Students must be able to motivate themselves because doing so is essential for achieving such goals. The forces that account for arousal, choice, direction, and continuation of activity are often referred to as motivational factors.

Motivations are divided into intrinsic and extrinsic categories in educational psychology (Nur, 2016). Intrinsic motivation from each individual, the pattern of intrinsic motivation is actions, planning, and feelings connected with striving to achieve some internalized standards of excellence. Besides, extrinsic motivation from outside the self-somebody. According to Harmer (2001), extrinsic motivation results from a variety of external causes, such as the necessity to pass a test, the desire for financial gain, or the prospect of future travel.

Motivations have two types: Instrumental motivation and Integrative motivation. Rosmayanti (2018) said, "The motivation of students can affect how well their English learning achievement". Learning achievements are the outcomes a person gets after carrying out particular tasks or activities (Tu'u, 2004). According to Lee (2015), student achievement is the transformation that takes place in a student after they complete a learning process. One of the parameters used to evaluate the level of students is their achievement. The learning process is successful if the students have high learning achievement. On the other hand, when students exhibit low achievement, the learning

process fails.

Furthermore, researchers in Agustin (2018) have explored the correlation between students' motivation and their achievement. Students' motivation and performance are positively correlated with their achievement in English. Similar research was shown by Nur (2017). There was no relationship between motivation and learning achievement being additional motives for investigating this factor.

From the several studies above, it turns out that these studies are still inconsistent, the researcher continues research on the correlation between learning motivation and the achievement of high and low-proficiency students in English learning at SMK Hidayatul Muhtadi' in Singosari. The thing that is of concern to the researcher is the background of the vocational high school students in Islamic boarding schools, where no gadgets or laptops can help students learn. Whereas, nowadays modern tools that are an integral part of students' lives include their cell phones, laptops, computers, television, and the internet (Rahman, Mustofa, & Nisa, 2022). English for senior or vocational high school students is the main focus of this study. According to (Auliya et al., 2022), High school vocational education is more significant than its preceding level. Most vocational high school students are emotional, which means they must communicate their thoughts, feelings, and other emotions openly. The assumption above makes the writer like to prove the importance of motivation and its correlation with achievement. The researcher set out the following research question: "What is the correlation between learning motivation and students' achievement of high and low-proficiency students in learning English?"

## **METHODOLOGY**

The researchers used a correlational research design. In this case, research focused on the correlation between learning motivation and students' achievement of high and low-proficiency students in learning English. The purpose of this research design was to determine the relationship between variables X and Y. The X variable also referred to as a predictor or explanatory variable, represented students' motivation, while the Y variable, often referred to as an outcome or criterion variable, represented English learning success.

The population and sample of the research are chosen from two classes of students in the first grade in SMK Hidayatul Muhtadi'in Singosari in the year 2022/2023. The researcher picked the classes because they reflected the population and included high and low-proficiency students.

The data of the present study was collected using a questionnaire sheet and the Score of English test to identify the correlation between learning motivation and student achievement of high and low-proficiency students in English learning. The questionnaire was adopted by (Choosri & Intharaksa, 2011). This research has two sections that make up the questionnaire. The first section includes 17 questions about instrumental motivating goals such as in momentary examination and receipt of a job. The second section had 8 questions about integrative motivation in learning English. The researcher translated the question into the Indonesian language to make it easier for the students to answer the question. To calculate the self-confidence questionnaire, The researcher gave 5 points for strongly agree, 4 points for agree, 3 points for neutral, 2 points for disagree, and the last 1 point for strongly disagree, adopted by (Choosri & Intharaksa, 2011).

Table 1 Likert Scale

| No | Alternative Options | Score |
|----|---------------------|-------|
| 1  | Strongly Agree      | 5     |
| 2  | Agree               | 4     |
| 3  | Neutral             | 3     |
| 4  | Disagree            | 2     |
| 3  | Strongly disagree   | 1     |

The researcher also uses English scores in this study. The English score is taken from the English teacher to know the student's achievement. The English score was taken from the final exam scores in the first semester that was added so that the average score of students appears. To find out the categories of high and low students, researchers divided into several categories, for high students the average score was above 70, and for the low

category students, the average score was below 70. The students' scores are classified based on Kriteria Ketuntasan Minimal (KKM) which is given by the school (KKM = 70).

Table 2 Criteria of students' English achievement

| No | Score | Criteria  | Categories |
|----|-------|-----------|------------|
| 1  | >70   | Very good | High       |
| 2  | 70    | Good      | High       |
| 3  | <70   | Not good  | Low        |

The steps involved in data collection are as follows: In the first step, the researcher requested a letter of support from the FKIP UNISMA administration to undertake the research and asked the teacher for permission to carry out this investigation. Second step, The questionnaire that the researcher utilized as their first tool comprised the following steps:

- 1) The researcher explained to the students how to fill out the questionnaire.
- 2) Students answer the questionnaire
- 3) The results of the students were analyzed using SPSS.

After collecting data, the researcher analyzes the data by using Pearson Product Moment Correlation of IBM Statistical for Social Science (SPSS) 20.0, and the significance level is set at 0.05 for the statistical analysis. If the P-Value < 0.05 it means there is a significant correlation coefficient between two variables, and If the P-Value > 0.05 it means there is no significant correlation coefficient between two variables. Analyzing the data involves multiple procedures. The first step is assessing the questionnaire responses of the students. The second is determining the questionnaire's reliability and validity. The researcher used class XI which is not included in the research class as a reliability and validity test. After the results were normal and tested, the researcher continued the research. The third is calculating the frequency and percentage of each response item. The last step is choosing. Indicators of student motivation are categorized. The distribution of the data's normalcy is then tested. Following that, the correlation coefficient is calculated. The final step is to interpret the research findings.

## FINDINGS AND DISCUSSIONS

In the current study, the researcher presents the results of the descriptive statistics computation of the learning motivation questionnaire and the student achievement of high-proficiency students'. To get a better understanding, the researcher presents the result of the data computation as follows.

Table 3 Descriptive Statistic for High-Proficiency Students'

### Descriptive Statistics

|             | Mean  | Std. Deviation | N  |
|-------------|-------|----------------|----|
| Motivation  | 97.53 | 12.660         | 19 |
| Achievement | 78.84 | 4.969          | 19 |

The data in Table 3 shows the descriptive statistic computation of the student achievement and learning motivation of high-proficiency students. The number of participant in this current study are 19 students (N=19); the table also reveals the mean score of both variables. The mean of the learning motivation is 97.53 by standard deviation is 12.660. Then the students' achievement mean is 78.84 with a standard deviation is 4.696

Table 4 Correlation between Students' Achievement and Learning Motivation of High-Proficiency Students.

| Correlations |                                   | Motivation | Achievement |
|--------------|-----------------------------------|------------|-------------|
| Motivation   | Pearson Correlation               | 1          | .325        |
|              | Sig. (2-tailed)                   |            | .025        |
|              | Sum of Squares and Cross-products | 2884.737   | 367.579     |
|              | Covariance                        | 160.263    | 20.421      |
|              | N                                 | 19         | 19          |
| Achievement  | Pearson Correlation               | .325       | 1           |
|              | Sig. (2-tailed)                   | .175       |             |
|              | Sum of Squares and Cross-products | 367.579    | 444.526     |
|              | Covariance                        | 20.421     | 24.696      |
|              | N                                 | 19         | 19          |

Table 4 above reported that the Pearson Correlation which represents the correlation between learning motivation and students' achievement is 0.325. Then the level of significance is at 0.025, which means the p-value is lower than 0.05. The result indicates learning motivation and students' achievement correlate significantly. It can be inferred that learning motivation can predict the students' achievement in learning English.

In the current study, the researcher presents the results of the descriptive statistics computation of the learning motivation questionnaire and the student achievement of low-proficiency students'. To get a better understanding, the researcher presents the result of the data computation as follows.

Table 5 Descriptive Statistic for Low-Proficiency Students'

**Descriptive Statistics**

|             | Mean  | Std. Deviation | N  |
|-------------|-------|----------------|----|
| Achievement | 54.28 | 13.508         | 25 |
| Motivation  | 96.56 | 14.575         | 25 |

The data in Table 5 shows the descriptive statistic computation of the student achievement and learning motivation of low-proficiency students. The number of participant in this current study are 25 students (N=25); the table also reveals the mean score of both variables. The mean of the learning motivation is 96.56 by standard deviation is 13.508. Then the students' achievement mean is 54.28 with a standard deviation is 14.575.

Table 6 Correlation between Students' Achievement and Learning Motivation of low-proficiency students.

**Correlations**

|             |                                   | Achievement | Motivation |
|-------------|-----------------------------------|-------------|------------|
| Achievement | Pearson Correlation               | 1           | .411*      |
|             | Sig. (2-tailed)                   |             | .041       |
|             | Sum of Squares and Cross-products | 4379.040    | -1941.920  |
|             | Covariance                        | 182.460     | -80.913    |
|             | N                                 | 25          | 25         |
| Motivation  | Pearson Correlation               | .411*       | 1          |
|             | Sig. (2-tailed)                   | .041        |            |
|             | Sum of Squares and Cross-products | -1941.920   | 5098.160   |
|             | Covariance                        | -80.913     | 212.423    |
|             | N                                 | 25          | 25         |

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



Table 6 above reported that the Pearson Correlation which represents the correlation between learning motivation and students' achievement is 0.411. Then the level of significance is at .041 which means the p-value is lower than 0.05. The result indicates learning motivation and students' achievement correlate significantly. It can be inferred that learning motivation can predict the students' achievement in learning English.

Table 7 Coefficient Correlation of Product Moment Score "r"

| <b>Coefficient Correlation of Product Moment Score "r"</b> | <b>Interpretation</b>            |
|------------------------------------------------------------|----------------------------------|
| 0.00 - 0.20                                                | The Correlation is Neglected     |
| 0.20 - 0.40                                                | The Correlation is Weak          |
| 0.40 - 0.70                                                | The Correlation is Strong Enough |
| 0.70 - 0.90                                                | The Correlation is Strong        |
| 0.90 - 1.00                                                | The Correlation is Very Strong   |

Adopted from Burns and Grove, page: 157 as cited in Murniasih (2013). The result of the coefficient correlation score for high-proficiency students = 0.325. According to the simple interpretation above, 0.325 was a weak correlation, and the result of the coefficient correlation score for low-proficiency students = 0.411 was strong enough. This indicated that the two variables had a positive correlation. Based on the estimation calculation, it was determined that there was a significant enough between learning motivation and students' achievement of high and low-proficiency students in English learning.

Based on the findings of this study, the researcher can answer the research question that there is a significant correlation between learning motivation and student achievement of high and low-proficiency students in learning English at SMK Hidayatul Muhtadi'in Singosari. This data used the motivation questionnaire from (Choorsi & Intharaksa, 2011). (see Appendix 1) and the final exam scores in learning English by students at SMK Hidayatul Muhtadi'in Singosari (see Appendix 2) were used in this study to collect data

from students who were at different levels of proficiency in studying English.

The correlation computation confirmed the interpretation, which was that there was a positive correlation between learning motivation (X variable) and students' achievement in learning English (Y variable). From the calculation of Pearson's Product Moment correlation above, the researcher has the result of the coefficient correlation score for high-proficiency students = 0.325. According to the simple interpretation above, 0.325 was a weak correlation, and the result of the coefficient correlation score for low-proficiency students = 0.411. According to the simple interpretation above, 0.411 was strong enough. It means that the correlation between the two variables was significantly correlated.

It was different from Nur (2017) In this study, The result of the correlation coefficient between students' motivation and English achievement of the fourth-semester students of English department at Islamic University of Malang is no significant correlation between students' motivation and their English achievement. The second study was conducted by Agustin (2018) who analyzed about Correlation between Students' Motivation and Their Achievement Scores in English Learning at SMPN 1 Mande-Cianjur. This study showed that there is a significant correlation between students' motivation and their achievement. This study is different from previous studies, this research used two calculations. Firstly, the researcher has calculated the correlation between learning motivation and students' achievement of high proficiency students, and secondly, the researcher has calculated the correlation between low-proficiency students. The result of the correlation showed that the level of significance for high-proficiency students is 0.025. Then the level of significance of low-proficiency students is at 0.041. which means the p-value of both is lower than 0.05. It can be concluded that there is significant correlation between learning motivation and student achievement of high and low-proficiency students in SMK Hidayatul Mubtadi' in Singosari.

## **CONCLUSIONS AND SUGGESTIONS**

This conclusion showed a positive result because the coefficient correlation obtained in the table was 0.325 by taking 19 high-proficiency students and 0.411 by taking 25 low-proficiency students as the sample. The result of the correlation showed that the level of

significance for high-proficiency students is 0.025, and the level of significance for low-proficiency students is 0.041 which means the p-value is lower than 0.05. It means that the correlation between the two variables was significantly correlated. Accordingly, the Null Hypothesis ( $H_0$ ) is accepted, it means that there is a significant correlation between learning motivation and students' achievement of high and low-proficiency students in learning English.

In conclusion, one of the elements affecting students' performance in English language learning is their level of motivation. Additionally, motivation can support students in improving their English proficiency.

The suggestion for students, they can enter the classroom in a positive mood and with increased motivation, especially in English class. The students should practice English and make it a habit. The most important one is they must have a big desire to learn English.

For teachers, it is highly suggested that teachers create engaging and innovative teaching materials (Mustofa & Sari, 2020). Be a good teacher, a good motivator for students, create a good atmosphere in the class, and employ a variety of teaching methods to help students become more motivated to learn.

For parent can give positive encouragement to their children to learn harder and give an understanding that English is one of the important languages in this era.

For further researchers can obtain a more comprehensive understanding of the factors that can significantly influence English accomplishment, future researchers should expand on their findings by using additional independent variables that are suspected of having an impact on English achievement.

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