

THE CORRELATION STUDY BETWEEN STUDENTS SELF-MOTIVATION IN LEARNING ENGLISH AND THEIR ENGLISH ACHIEVEMENT

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Abstract: This article aims to find out the correlation study between students' self-motivation in learning English and their achievement. The research design of this study used a quantitative correlation. The subject is 40 students in the first semester of English education. The researchers collected the data using Likert scale questionnaires, and midterm test scores from three teaching lecturers of Intensive Course at the Islamic University of Malang. The data was analyzed using Pearson product-moment correlation IBM SPSS 27. The research results of descriptive data on student self-motivation, the maximum score is 470 the lowest is 116, and the mean of self-motivation is 341.55. Their English Achievement, the maximum score is 87.5, the minimum score is 34, and the mean English achievement score is 70.98. The significance value (sig) obtained was 0.817, greater than 0.05, there is no a significant. Based on the findings of the study, it found that hypothesis H0 was rejected, and the alternative hypothesis was accepted. So, it is concluded that the higher students' self-motivation they have, it does not make their English achievement higher. In addition, the students have quite good self-motivation but they still need development to achieve the goal of their achievement continuously.

Key Words: Correlation Study, Self-Motivation, Achievement

INTRODUCTION

The psychological idea of self-motivation is important in education since it encourages and motivates students to learn and do better academically because it has applications to everyday life. As self-motivation influences everything students do, including their desire to finish assignments that advance their knowledge, motivation is crucial to learning. Therefore, it was determined that one of the most urgent issues facing education is pupils' lack of enthusiasm to learn. Self-motivation among students to learn is crucial now, perhaps more than in previous generations. Self-motivation in students is very influential in realizing the goals to be achieved in learning. Students

will increase their self-confidence and enthusiasm for learning in learning new things in the form of English language skills by building self-motivation through several aspects, namely internal and external aspects. In this aspect, students will gradually investigate what they will do to increase their self-motivation in learning because they want to achieve specific positive goals through learning.

Self-motivation is important in education since it encourages and motivates students to learn and do better academically because it has applications to everyday life. Self-motivation in students is very influential in realizing the goals to be achieved in learning. Students will increase their self-confidence and enthusiasm to learn a new things in the form of English language skills by building self-motivation through several aspects, namely internal and external aspects. (Odanga, 2018: 3), can be increased with an increase in students' awareness of self-learning. In this aspect, students will gradually investigate what they will do to increase their self-motivation in learning because they want to achieve specific positive goals through learning.

In forming a good motivation, students will be guided by the idea that self-motivation will form a positive goal, so in developing their motivation, students need to convince themselves that they can develop in learning so that they can realize self-motivation in learning English. That is the reason for research (Alsehri, 2019) in Saudi Arabia which examines the views of teachers and students regarding motivation. The results show there are differences in teachers' and students' beliefs about how students should be motivated. Teachers prefer motivation that helps students achieve desired academic results while students prefer motivation that focuses attention on the learning process and encourage the social aspects of learning, such as participation and interaction.

Widodo (2019: 48) explains that three factors influence learning, namely internal factors such as physical health, level of intelligence, attitudes, talents, interests, and motivation; External factors such as parents' characteristics, family management practices, school buildings and their locations, learning tools; as well as learning approach factors such as motivation used by students in the learning process. As a professional teacher teaching requires creativity in developing professionalism, one of which is a motivate students so that learning runs successfully by the objectives. This motivation can be used by teachers to help explore and increase student motivation in

learning English. Self-confidence is relatively important to accelerate the learning process, especially in speaking because it can determine whether the students will hone their English speaking skill quickly or slowly (Alifah, Ashari & Ni'mah, 2021).

The students will be motivated if they get encouragement through certain factors that make the learning atmosphere comfortable and enjoyable so that it can create a desire to learn through the effort to achieve the desired goals. As Mistar, and Zuhairi (2023) said, "It is revealed that attitudinal and motivation factors significantly influence the use to learn. Exploring self-motivation that is still buried within students through learning English will work well if the teacher provides active and fun learning that it can be easily understood by students, therefore students will feel that learning English is very enjoyable, thus the motivation that is buried within students will begin to appear and students will feel motivated to be even more active in learning English. In contrast, Thorndike's theory (Uno, 2023:11) contends that learning is "the process of interaction between inputs (which may be thoughts, feelings, or movements) and reactions" (who may also be thought, feeling, or movement). Thorndike asserts that behavioral changes in learning can manifest themselves in either non-concrete or concrete ways, such as by anything that can be witnessed (not observed).

Students' self-motivation can be explored by giving directions that will make students think positively about the goals to be achieved. Exploring self-motivation that is still buried within students through learning English will work well if the teacher provides active and fun learning so that it can be easily understood by students. This has a very positive impact because students will have a sense of liking and interest in learning English. Teachers and students will play an active role in each other in learning English, therefore indirectly the teacher helps students in exploring self-motivation in learning English through the motivation used by the teacher by exploring several fun learning methods and models. Students will feel that learning English is very enjoyable, thus the motivation that is buried within students will begin to appear and students will feel motivated to be even more active in learning English.

Based on the description above, the previous researchers suggested that the results of this study be reviewed in a broader and specific form regarding students' self-motivation in English learning. Thus, the research was prepared based on suggestions from previous studies, to update the results of these studies with more in-depth results.

The researcher wants to know if "is there any correlation between student self-motivation and student achievement". Through this research, researchers want to explore students' motivation so that learning English can run more effectively and efficiently. In addition, the researcher wants to share the benefits of knowledge regarding student learning motivation that can be used by several parties who need it and can give a benefit those who are studying English or becoming new or professional English teachers through research entitled Correlation study between student self-motivation in learning English and their English achievement.

METHOD

The analysis method used quantitative descriptive in the form of tow variable correlation as the research design. In this study, the descriptive and type of research are continuous so that the author can describe and be able to analyze a problem that exists in the study, to find out the results between the self-motivation used by students in increasing motivation to learn English and the average value of courses covering Intensive course. The researchers applied the correlation value using the Pearson Product Moment Correlation Formula Test.

In this study, the researchers used a questionnaire in the Google form of a Likert scale about increasing the self-motivation and using the average score of courses that include Intensive courses. This test contains 76 questions in the form of agreeing or disagreeing opinions. There is no right or wrong answer because it only to get students opinion.

The subjects of this study were two classes of 40 students in first semester of English Education Department at the Islamic University of Malang that will be sampled in this study. This sample is used so that the research produces quality research.

From the view above, the researcher uses a research sample that has been prepared so that the research results are more effective and efficient. The location used is flexible because students first semester fill out questionnaires contained in Google forms anywhere. Researchers send a Google Forms link through the class leader that is distributed to all class members (research sample). The use of time is limited by the researcher to a maximum of 1 hour starting from the questionnaire link being distributed. Thus, the data collected will be of higher quality.

In this study, the data collection procedure used was a questionnaire distributed via Google Forms. The time required in data collection is flexible because it follows the data collected, however, researchers still limit the time so that the data results remain of high quality. Before starting to take the test, the researcher explained how to work so that students are more realistic and honest according to their abilities. Furthermore, researchers collect English achievement from the average score of Intensive Courses which will later take an average value. The self-motivation in learning English and English achievement will be analyzed descriptively. At the time the data from the self-motivation questionnaire results were completely collected, then the researcher would ask the English lecturer for the students' pure average score. The researcher analyzed the results of the self-motivation questionnaire using the SPSS version 27 technique with the pure average value of English students in detail. These results will be correlated using the instrument that has been applied by the research instrument. Thus, there will be a correlation study between students' self-motivation in learning English and their English achievement.

FINDING AND DISCUSSIONS

The purpose of this research was to find out a correlation between self-motivation and English achievement. , the researchers found that the correlation between self-motivation as an independent variable and English achievement as a dependent variable that variables had a positive relationship between self-motivation and English achievement.

Self-Motivation

The research questions were adapted from the questionnaire translated into Indonesian from the Attitude/Motivation Test Battery (AMTB) (Gardner, Tremblay & Masgoret, 2004). Researchers conducted a questionnaire test to determine self-motivation in semester one students of the University of Islam Malang English education. The researcher provided the statistical result in the table below.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Self-motivation	40	116.00	470.00	341.5581	48.93937
English Achievement	40	34.00	87.50	70.9884	13.47373
Valid N (listwise)	40				

The table explains the calculation of standard deviation, mean, and subject of the research by using IBM SPSS version 27. The sample of the research was 40 students. The even score of self-motivation for the student was 341.55, with a standard deviation of 48.93. The maximum self-motivation score was 470 and the lowest score was 116.

English Achievement

The researcher collected data in the form of initial grades for the intensive course midterm test to find out students' English achievement in half a semester, which the researchers obtained from four lecturers in the first semester of the intensive course of English education at the University of Islam Malang. The table above explains the computation of standard deviation, mean, and subject of research by using IBM SPSS version 27. The lowest score of English achievement was 34, while the higher score was 87,5. From the data above, the score was 70,98, and the standard deviation was 13,47.

The Normality Test

Normality tests are performed to test data in samples or populations following normal distribution. This can be done using the Kolmogorov-Smirnov test. If the significance value (Sig.) in the Kolmogorov-Smirnov (p) table is > 0.05 , it can be said that the data fits the normal curve. On the other hand, if the significance value (Sig.) in the Kolmogorov-Smirnov table (p) < 0.05 it concluded that the data does not conform to the normal curve. If the data distribution is not normal, Spearman non-parametric statistics can be used.

Tests of Normality			
	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Self-Motivation	.184	40	.001
English Achievement	.255	40	.000
a. Lilliefors Significance Correction			

In the table data of self-motivation and English achievement students showed a significance value (sig) of 0,001, and 0,000 is smaller than 0,05 it obtained a decision to reject H0 with the conclusion that the data of self-motivation and English achievement students are not distributed normally. Then non-parametric test will be performed using the Spearman correlation.

The Correlation between Self-Motivation and English Achievement

The hypothesis test was carried out with Pearson Product Moment correlation analysis. Pearson's product-moment has the purpose of measuring and evaluating the relationship between self-motivation and English achievement. The hypothesis is accepted when the value of significance ($p < 0.05$) or ($p < 0.01$). This analysis can also determine the direction of the correlation properties if linear then (+) and if not linear or opposite then (-). The result of the calculation will be presented as follows.

Correlations		Self-Motivation	English Achievement
Self-Motivation	Correlation Coefficient	1.000	.036
	Sig. (2-tailed)	.	.817
	N	40	40
English Achievement	Correlation Coefficient	.036	1.000
	Sig. (2-tailed)	.817	.
	N	40	40

The table showed the correlation coefficient was 0.036, which means that there is a positive relationship between self-motivation and English achievement. It concluded that increasing self-motivation will align with increasing English achievement and vice versa. The significance value (sig) obtained was 0.817 which was greater than 0.05, so it was concluded that there was no significant relationship between self-motivation and English achievement.

In addition, the current research has similarities with the previous studies conducted by Purtanto (2021) the findings showed that the relationship between students' motivation and students' achievement in English is not significant. 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.

However, this research is also different in the level of significance from Witasari and Yunus (2021:8) who found that there is a significant correlation value between students' motivation and English learning Achievement. Meanwhile, this research showed there is no significant value between students' self-motivation and their English achievement. From another point of view, previous research conducted by Lestari

(2022) the current study's findings revealed that the r observed students' self-confidence and speaking achievement was 0.247, with a level of significance greater than 0.05 implying that there is no relationship between students' self-confidence and their speaking achievement. In other words, self-confidence cannot be used to predict the students' speaking achievement in some situations. It can be inferred that other factors besides self-confidence impacted students' speaking achievement. These studies mostly imply a positive relationship between students' self-motivation and English achievement.

In another finding as Mistar and Zuhairi (2023) said, "The fact that the student's attitude and motivation influence their strategies to learn reading and that their strategies in learning reading affect their reading comprehension entails several implications for reading classroom practices". Finally, there are opinions regarding student motivation to increase learning achievement. Tresnawati, Dzulfikri, and Mustofa (2022) said, "Learning improves students' motivation to learn English the researcher found some interesting facts on how online learning motivates students. First, students are highly motivated to learn English since they have to do some tasks regarding online learning. As a result, students have high discipline to the deadline task." From this opinion, researchers agree with the factors that influence the existence of self-motivation in students with their learning achievements.

As seen in the data above, the results of statistical calculations showed that the relationship between self-motivation and English achievement had a positive correlation, therefore students should have self-motivation to get English learning achievement better.

CONCLUSIONS AND SUGGESTIONS

As indicated in the earlier chapters, motivation serves as one of the key elements in the learning process, as was covered in the earlier chapters. If someone is highly motivated to take the steps needed to reach their goals, motivation can help them do it. Thus, it is positive for students as well as teachers to be aware of it. The researchers completed this research to support the hypothesis. Based on the data described in the previous chapter, it found that hypothesis H_0 was rejected, and the alternative hypothesis was accepted. So, it concluded that the higher students' self-motivation they

have, it does not make their English achievement higher. In addition, increasing self-motivation will align with increasing their English achievement and vice versa.

The suggestion for the teachers, teachers and schools need to motivate students to learn, for example by providing instructions to help them learn English well and expressing appreciation for their motivation. Motivating students is very important, and if students lack motivation to learn, then their learning outcomes will also decrease. For students, it is supposed students to take initiative and focus on improving their learning achievement outcomes in all disciplines, not just in English learning. The last, for future researchers who will conduct similar research by adding a new variable Further exploration and investigation of self-motivation in learning English and their English achievement, and other factors such as attitude, attitude motivation, emotion, intelligence, self-efficacy, learning style, etc. can be explored in more depth in future research and giving the tests directly to the students.

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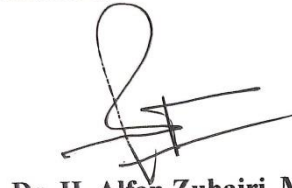
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