

THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND ENGLISH LEARNING ACHIEVEMENT IN SMK KARTANEGARA KEDIRI

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Abstract

The aim of this study was to investigate the correlation between students' motivation and English learning achievement. This research used quantitative method and correlation design. The participant was 90 students, while the sample was 30 students on second grade in SMK Kartanegara Kediri. The instrument tools used AMTB (Attitude Motivation Test Battery) questionnaire and students' final exam score. The result revealed P-value .018 with r-counted .428. It indicated that the correlation between students' motivation and English learning achievement was positive significant and the degree of correlation was in moderate level.

Keywords: correlation, students' motivation, English learning achievement

INTRODUCTION

English in Indonesian as a foreign language. English as a subject in public or private schools, from kindergarten until university. In language learning, there are four skills; listening, reading, speaking and writing. As stated by Morrow in Demirbas (2013:108), productive and receptive skills are combination of four skills – listening, reading, writing and speaking skills.

The objectives of teaching English in Indonesia based on the newest Curriculum K.13 are; (1) develop communicative skills in oral and written form (speaking, listening, reading and writing), (2) build the importance of learning English as one of foreign language to be main learning material, and (3) develop an understanding about interrelation between language and culture and expanded sight, so the students have cross cultural sight and involve in (Depdiknas,2003). It can be inferred generally that teaching English practices in Indonesia has function to develop communicative ability in the four of language skills as mention before.

In fact, English as a foreign language in Indonesia is very difficult to be mastered. According to Normazidah, Koo, &Hazita (2012) "English as a foreign language is a difficult subject". Trawiński (2005) defined there are several factors influencing this condition such as; there is a lack of support to use English, there is no desire or motivation to learn English.

Motivation can be obtained through input or output from someone. According to this theory, “individuals should be more motivated to the extent that they feel they are in control of their own successes and failures (Eccles & Wigfield, 2002). Motivation is one of the factors that can affect the increase in student learning, motivation also encourages students to be more confident and not afraid to making mistakes when learning English. Motivation is the key factor that influences the rate and success of language learning (Dornyei, 2009).

There are many previous studies that also investigate the correlation between students' motivation and English learning achievement such as Suci Lia (2017) and Chi and Tareq (2015). They found a positive significant correlation between students' motivation and English learning achievement. Yet, there was study that contrast with foregoing research. That was a study by Rosalina (2014) and Handayani (2012). The result of their study revealed that there was no correlation between students' motivation and English learning achievement.

Based on the previous studies above, the researcher want to prove whether there is relationship between students' motivation and English learning achievement or not.

METHOD

This study identified about the correlation between students' motivation and English learning achievement. The independent variable on this research was students' motivation and the dependent variable was English learning achievement. The research method was quantitative, while the research design was correlation. The population was 90 students on second grade in SMK Kartanegara Kediri and the sample was 30 students at TKR2. This study used three kinds of instruments. The first instrument was AMTB questionnaire that adapted from Gardner (2004). This instrument was to measure the motivation of students. And the last instrument was students' final exam score. This score was to use measuring the English learning achievement.

The procedure of data collection, the researcher asked the recommendation of later to Department of Religious Affairs to conduct a research in SMK Kartanegara Kediri. And then the researcher collected the data by distributing questionnaire at TKR2. The time to fill the questionnaire was 20 minutes. After distributing the AMTB questionnaire, the researcher asked the students' final exam score to the English teacher. The procedure of data analysis, the researcher used correlation coefficient by using SPSS analysis program to analyze the correlation between students' motivation and English achievement.

FINDING AND DISCUSSIONS

And the aim of this study was to find out whether there was any correlation between students' motivation and English learning achievement. There were two variables in this study, first was students motivation as variable X and the last was English learning achievement as variable Y. And then, the researcher analyzed those variables by used Person Product Moment Correlation. The samples of this study were 30 students of otomotif program on the second grade in SMK Kartanegara kediri. And the result of analysis was in below.

Table 4.1 Analysis Result of Pearson Product Moment

Descriptive Statistics			
	Mean	Std. Deviation	N
Motivation	68.73	8.128	30
English_Achievement	78.00	2.704	30

Correlations			
		Motivation	English_Achievement
Motivation	Pearson Correlation	1	.428 [*]
	Sig. (2-tailed)		.018
	N	30	30
English_Achievement	Pearson Correlation	.428 [*]	1
	Sig. (2-tailed)	.018	
	N	30	30

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

As table 4.1 the symbol N was participants. The total participants were 30 students. Moreover, mean of students' motivation was 68.73 with the standard deviation 8.128. While the mean belongs English achievement was 78.00 with the standard deviation 2.704.

The symbol of Sig. (2-tailed) showed the level of significant. The r-counted of students motivation and English achievement is .428. And the result of P-values was .018. It means that P-value was higer than 0.01 or .001 >0.01 but less than 0.05. So, there was a

correlation between students motivation and English achievement. And the score r-counted .428 emphasized that the correlation was in moderate level.

The findings of this study showed that the correlation between students' motivation and English achievement was significant. This finding is supported by by Rosalina (2014) and Handayani (2012). They had the similar result on their study that there was a significant correlation between students' motivation and English achievement. It is highlighted by Trawiński (2005) defined there are several factors influencing this condition such as; there is a lack of support to use English, there is no desire or motivation to learn English. Dornyei (2009) conclude that Motivation is the key factor that influences the rate and success of language learning.

CONCLUSION AND SUGGESTION

The purpose of this study was to explore how students' motivation relate to English achievement. Based on analysis revealed P-value .018 and r-counted .428. So, this study proved that the correlation was in moderate level but statistically significant correlation was found between students' motivation and English achievement on second grade in SMK Kartanegara Kediri. Based on the research finding and discussion, the researcher would like to propose some suggestions as follows:

1. For teacher

Students need to have an enjoyable atmosphere in their English class. Hence, the teacher in the English class should build up a comfortable atmosphere in the learning process and create an interesting activity. Then, the teacher also should build up the students' motivation in order that the students' can express their idea bravely and motivate them.

2. For further researcher.

There are many factors that influence English learning achievement. But, in this study the researcher only uses students' motivation. So, for further researcher should observe other factors that influence English achievement students' motivation

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