

THE RELATIONSHIP BETWEEN MOTIVATION AND ENGLISH ACHIEVEMENT OF STUDENTS OF HOTEL MANAGEMENT STUDY PROGRAM AT BRAWIJAYA UNIVERSITY

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Abstract

The study aims to identify the relationship between motivation and English achievement of students of Hotel Management study program at Brawijaya University. The motivation itself consists of 12 aspects, those are interest in foreign language, motivational intensity, parental encouragement, English class anxiety, English teacher evaluation, attitudes toward learning English, attitudes towards English-speaking people, integrative orientation, desire to learn English, English course evaluation, English use anxiety and instrumental orientation which is correlated by achievement. These indicators of Motivation tried to be correlated with the basic score of English as achievement instrument. The research method used in this study is quantitative research procedures with multiple correlation design. It involves 31 students study program of Hotel Management at Brawijaya as the sample. To collect the data, the writer used AMTB questionnaire consisting of 104 items as the instrument of motivation and the basic score of English as an achievement instrument. Indeed, the result of this study is shown by the R-value is 0.647 converted to F value which has 1.079 while the significance value is 0.429. Since 0.429 is higher than 0.05, it can be stated that the alternative hypothesis is rejected. Therefore, the conclusion is that there is no relationship between motivation and English achievement of students of Hotel Management study program at Brawijaya University.

Key Words: correlation, motivation, achievement

BACKGROUND OF STUDY

School is an organization that has a role in facilitating the attempt to accomplish education purposes in general and students in specific. The school has a responsibility in controlling students to reach the purposes formed. A purpose or goal would never be obtained if the students themselves do not understand the importance of the purposes set for them.

People who are included directly in increasing the quality of human resources in school are teachers. Therefore, they would do their best to improve learning ability through learning activities and assignments to get maximum progress. In reality, somehow, it is often found some conditions that show students have not been able to develop completely. For instance, we find under achievers case namely students with low achievement. Most students must be highly motivated.

Unfortunately, In Indonesia there are some problem that face the students motivation. For example, a study by Supiah (2018) that were sixty students of senior high schools in Pangkalpinang and nearby who enrolled in English Education Study Program in academic year 2013-2014. The result found that most of the students have little motivation in learning English. They tend to have instrumental motivation. They have enough self-confidence in understanding oral communication, reading, writing, and speaking but the aspect of culture is less exposed in English language learning.

Learning accomplishment on each student is dissimilar in motivation. Usher and Kober (2012) assert that Motivation influences the attitude of students to school, teachers, how much time and effort they spend on learning, how much support they seek when they encounter difficulties, how they carry out on assessment, and how much they attempt to interact with other students. Lightbown and Spada (2013) showed that there is adequate proof that positive motivation is related to students' enthusiasm to keep learning. (Jafari, 2013) Motivated language learners will be more successful in getting their goals compared to unmotivated learners. Kong (2009) described that motivation is not only students' desire to learn and gaining knowledge, but it is also one of the aspects that make students learn a language with enthusiasm and enjoyment. Additionally, Gottfried (2009) explains that higher motivation has been related to better academic performance, better conceptual comprehension, social adjustment, students' belief in learning and feeling of agreement towards the environment.

In reality, some school teachers don't understand that they need to inspire their students to learn. Teachers are just providing the learning process without guiding students to be interested in learning or even not letting their students know what their learning goals are. It makes the students do not have a desire to learning English. In other word, vocational education has been an important part of the Indonesian education system for decades. During the past decades, The vocational system in Indonesia has already successfully cultivated many professionals who make a significant contribution to their organizations and society. However, Due to the system of university admission examinations and the high value of Indonesian culture in academic performance, the majority of students who choose to attend vocational colleges tend to be those who do not perform well in academic subjects. The higher qualified career makes students have to have better English skills. It is expected At the end of the learning process, students are able to use English. They are able to read, listen, speak and write in English by topics that are chosen based on the level of maturity and interest of the students. Because of that reason, vocational education has played an important role in the Indonesian

Several studies have been conducted to determine the relationship between motivation and academic achievement The results of their study are debatable Based on those studies, there are two distinctive results.

Additionally, Bećirović (2017) investigated the relationship between gender, motivation, and achievement in learning English as a foreign language in Bosnian Schools. The research sample consists of 185 students aged ten (fifth grade), fourteen (ninth grade) and eighteen (twelfth grade). The research findings revealed that there is a positive significance relationship between motivation and achievement in learning English as a foreign language.

The second result is that a study by Niebuhr (1995) examined relationship between a number of variables and student academic achievement. The research included an analysis of the relationship between individual motivation and its impact on academic achievement. Findings indicate that students' motivation showed no significant effect on the relationship with academic achievement. Seen in some of the researches, there are no researches that focus on non-English students.

Based on the fact above, The writer is going to find out whether there is a relationship or not among students' motivation and achievement. However, the researcher uses different participants with the previous study. It is going to investigate the relationship between motivation and achievement of non-English department students of hotel management study program at Brawijaya University.

METHOD

The approach used in this research was a correlation tool in quantitative design. This study measured the relationship between two variables, so the writer will use a correlational research design. The multiple correlations has been held to answer research problems predictor variable is symbolized with x and criteria variable is symbolized with y. This analysis focused on finding out the correlation between one dependent variable and one dependent variable as a predictor. Students' achievement as the dependent variable was treated as the y variable and motivation as the predictor was treated as x. The population of this research was the students of a sophomore who is third academic level students at non-English students of Hotel Management study program at Brawijaya University. The number of population is 31 students in the class. In this research, the writer used purposive sampling because of saving the time and chose the students of third grade as the sample from the data of the population. The writer chooses the third grade since, they had already taken English basic program. The questionnaire items were adapted from Gardner's Attitude/Motivation Test Battery (AMTB) consisted of 104 items in which participants are required to choose one of seven options rated on the seven-point Likert scale ranging from strongly disagrees to strongly agree. Students' score of English basics was to be analyzed to find out whether there was a significance difference in students' achievement scores based on their type of motivation.

FINDINGS

This chapter describes the results of the research and the review of this analysis on the basis of the data collected during the research period. This research was held to answer the question of whether the twelve indicators of motivation (Foreign Language, Motivational Intensity, Parental Encouragement, English Class Anxiety, English Teacher Evaluation, Attitudes toward Learning English, Attitudes towards English Speaking People, Integrative Orientation, Desire to Learn

English, English Course Evaluation, English Use Anxiety, and Instrumental Orientation) have any correlation with students' achievement or not.

Table 4.1
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.647 ^a	.418	.031	8.707

a. Predictors: (Constant

Table 4.2
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	982.087	12	81.841	1.079	.429 ^b
	Residual	1364.752	18	75.820		
	Total	2346.839	30			

a. Dependent Variable: SCORE

b. Predictors: (Constant), Instrumental Orientation, English Use Anxiety, English Teacher Evaluation, Interest In Foreign Language, Parental Encouragement, Motivational Intensity, English Class Anxiety, Attitudes Toward Learning English, Desire To Learn English, Integrative Orientation, English Course Evaluation, Attitudes Towards English Speaking People

Because the R-value is 0.647 converted to F value which has 1.079, Since the significance value is higher than 0.05, it means the null hypothesis is accepted or there is no relationship between motivation and achievement of non-English department students of hotel management study program at Brawijaya.

DISCUSSIONS

The purpose of this study was to investigate the correlation between motivation and students' achievement of students of Hotel Management study program at Brawijaya University. Two kinds of scores; AMTB questionnaire to determine motivation and the score English basic in the third semester were administered to find out whether there is a significance relationship between motivation and achievement. Because of the sampling error is 0.429 which is higher than 0.05, the finding indicates that there was no significance correlation between both variables. It means that other factors possibly influence.

The result is similar to by Niebuhr (1995) examined relationships between several variables and student academic achievement. Findings indicate that students' motivation showed no significant effect on the relationship with academic achievement. Additionally, James C (2018) has similarity with this study that there was no determinately influence between motivation and education career academy. Furthermore, many studies still needed to elaborate on this topic.

There is something that needs to be considered in this case. Note, student motivation indices are not the only factor that influences student achievement. In other words, there are still many factors that contribute to student achievement.

For instance, environmental factors are natural, social and cultural. The instrumental considerations are the curriculum, the school program, the teacher and the services. On the other hand, the internal factors are the physical and psychological conditions of the students. The physical factors of the students include the condition of the student body, particularly their senses. Psychological factors for students include their preferences, abilities, intellect, and motivation.

Additionally, the previous studies has been taken more than 100 participants as sample so, It is better if the further researchers take more than 31 participants as their sample, thus the data has more variants.

In this study, the researcher took a score of their Basic English in their third semester. For this reason, the researcher assumed that the distribution of data is not optimal. The scores are taken by the score of students which is not genuine as the achievement of students so, the accuracy of the score still debatable. It can be taken in other indicators of achievement like using TOEL test/TOIEC which more concerned about their subject of vocational studies. Plus, there are plenty of choices in questioner that makes participants had to have a lot of energies to think.

Teachers in schools will face many challenges to motivate their students to study. Teachers are just giving the learning process without directing students to be interested in learning, or even not letting their students know what their learning purposes are. In line with the development of the world, the teacher is forced to know why students should learn English. It is believed as a big challenge for the teacher.

In short, the finding reveals that there is no relationship between motivation and achievement of non-English department students of hotel management study program at Brawijaya University. It is indicated that the null hypothesis (H0) is accepted and alternative hypotheses (H1) is rejected.

CONCLUSIONS AND SUGGESTIONS

This study concerns the correlation between motivation and achievement of students of Hotel Management study program at Brawijaya University. The study aims to identify the correlation between motivation and student achievement. By taking Gardner Theory (1985) the motivation itself consist of 12 aspects of motivation, 12 aspects as a reflection the learning environment, those are interest in foreign language, motivational intensity, parental encouragement, English class anxiety, English teacher evaluation, attitudes toward learning English, attitudes

towards English speaking people, integrative orientation, desire to learn English, English course evaluation, English use anxiety, and instrumental orientation.

Indeed, the result of this study is shown by the coefficient $0,429 > 0,05$ table which means there is no relationship between motivation and achievement which is null hypothesis accepted and alternative hypothesis is rejected. Therefore, the conclusion is that motivation is not an influential element in student's achievements of students of the Hotel Management study program at Brawijaya University.

As consideration in this category, they are expected to improve their students' motivation in learning English, because motivated students will concentrate and enjoy the teaching and learning process. They have to notice the other aspects of Motivation such as natural, social and cultural situation curriculum, school program, teacher and facilities. In addition, teachers will advise their students about the importance of English knowledge. Second, students are expected to increase their motivation to learn English, and they are also expected to be more aware that English is very important in their lives. To those who are interested in conducting a similar study, this research can be used as a guide to help their analysis. Further researchers According to the research, the researcher took a score of their Basic English in their third semester. The researcher took a score of their Basic English in their third semester. For this reason, the researcher assumes that the distribution of data is not optimal. The scores are taken by the score of students which is not genuine as the achievement of students so, the accuracy of the score still debatable. It can be taken in other indicators of achievement like using TOEL test/TOIEC which more concerned with their subject of vocational studies. Additionally, the previous studies has been taken more than 100 participants as sample so, It is better if the further researchers take more than 31 sample.

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