THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND ENGLISH LEARNING ACHIEVEMENT

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Abstract

This study aims to observe the correlation between students' motivation and their English learning achievement at the Eighth grade of SMP Negeri 2 Sambas in academic year 2016/2017. The sample of this study was the 38 students in class VIIIA. The English learning achievement in this study refers to the students' English learning score. Based on the aim of the research, the researcher formulated study with correlational study. The students' motivation score was obtained from questionnaire administered in the class. The questionnaire consisted of 20 items. This questionnaire was adopted from Gardner's AMTB about motivation questionnaire for learners. For the students' English learning score, the researcher got it through documentation from the English teacher. This English learning score was obtained from the students' midterm test. In analyzing the data, the researcher used Pearson Product Moment in the program SPSS 16. The result from the calculation showed that the value of is -0.26. The researcher then compared it with at the significant degree 5% (0.355), the correlation between students' motivation and their English learning achievement is negative (: = -0.26 < 0.355). As a result, the alternative hypothesis which states that "there is correlation between X variable and Y variable" is rejected.

Keywords: Correlation, Students' motivation, English Language Achievement

English language is a compulsory subject that must be learned by students in secondary level of education in Indonesia as it is one of the subjects tested in national examination for Junior High School and Senior High School. The objective/goal of learning English at this level are as follow: (a) to develop communicative skills in oral and written form (the skills are listening, reading, writing and speaking), (b) to build the importance of learning English as one of foreign languages to be main learning material, and (c) to develop understanding about interrelation between language and culture, and expand sight so that the students have cross-cultural sight and involved in it.

There are several factors that affect the learners when learning English language; among of them are attitudes and motivations. In the process of English language learning, students are supposed to come to the classroom with certain motivation to help them set their learning goal. These students had different perceptions of their class, teacher and curriculum; such perceptions are responsible for their attitudes. That being said, both of these aspects have positive and negative impacts on the learners.

Motivated learners are every teacher's dream — they are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks at hand, persevere through

challenges, do not need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning. However, it is noticed that the motivation behind language learners' learning varies widely, ebbs and flows over the course of the year (or even during a single classroom activity), and stems from various sources, internal to the learner, external, or both. Teachers can generally see who is motivated and who is not. Also, teachers may wonder how or even if they can harness the motivation of some and spread it out to others. Tapping into motivation is crucial for language teachers because motivation is one of the key factors driving language learning success.

Based on an interview with an English teacher in SMPN 2 Sambas, it was found out that the eighth grade students in the school got some sort of motivation by learning English language. Because of that, the writer got interested in taking this topic for research. The writer thought that motivation is one of the keys of students' success in learning English language. In addition, she thought that the result from this research might help teachers to find more ways to motivate their students to learn. Correlation between students' motivation and English learning achievement might give people information about how important motivation in teaching learning process is.

Many researchers have studied about the correlation between students' motivation and learning achievement. Among of them are Yang & Mukherjee with their article entitled The Correlation between English Learning Motivation and Achievement in Three Chinese Junior Middle Schools. The sample was taken from three classes of first grade students selected from a Junior High School. The data were collected from motivation questionnaires administered to students and interviews with their English teacher to collect their average English grade which indicated their English achievement. They found out that there was positive correlation between students' English learning motivation and students' achievement.

Current research findings showed that when properly assessed, students' motivation is related to achievement of learning English as second language, and the relationship can be positive or negative. Viona Rosalina in her research entitled The Correlation between Students' Motivation and Their English Learning Achievement discovered that there was negative correlation between students' English learning motivation and students' achievement. The notion above made the writer more interested in verifying the findings that correlate students' motivation and English learning achievement in foreign language setting. In the end, it was hoped that this research could help English teachers to create motivating classroom environment where students' psychological needs can be properly fulfilled.

The teacher in the school might still be confused about the kinds of motivation which has the largest role in English learning achievement even though each kind of motivation has its role in learning achievement. In line with that, the writer thought that the percentage of the motivation must be different. By deliberating it, the teacher could concentrate on one kind of motivation which gave good effect to the students and the learning process.

The location where the writer did the research was SMP Negeri 2 Sambas. This school hires four English teachers. The writer chose this school because this school is situated in the city. The writer thought that the motivation of students who live in village might be different from those living in larger city. In addition, the writer also had better access to do the research there because she graduated from the school and therefore

could maintain a good relationship with some of teachers there.

From the researcher experiences, she had seen her friends in her school life seem to not have a high motivation. In spite of the fact, her friends got high scores in English language subject. Another experience that the researcher had recently got was from her students in an English course. Her students learned English because they love to learn. They love to learn through their own favorite activities like watching movies or playing games. The students who did it through those ways got high scores. Other students in the same English course learned English just because they had to learn it or because their parents wanted them to learn it. These students never felt excited to learn. This seemed to reflect on their scores. They obtained average score, and even worse for some others. Interestingly, there were some other students who never spent their time to learn outside of the class, but they were good enough in their English learning score.

The writer chose Junior High School students because the writer considered the students to be beginner in English Learning. The writer assumed that they could describe their motivation differently from senior high school students.

The purpose of this research was to find out how SMP Negeri 2 Sambas students' motivation correlates with English learning achievement.

The hypotheses in this research were as follow: the Null Hypothesis (H0) is that there is no correlation between students' motivation and English learning achievement while the alternative Hypothesis (Ha) is that there is a correlation between students' motivation and English learning achievement.

Generally, motivation is defined as some kind of internal drive which pushes someone to do things in order to achieve something. Motivation concerns the direction and magnitude of human behavior. It also concerns about the choice of a particular action; the persistence and the effort expended on it.

There are a few theories about motivation from the experts like expectancy-value theories which assume that motivation to perform various tasks is the product of two important factors: the person's expectancy of success in a given task and the value the individual attaches to success in that task (for reviews, see Brophy, 1999; Wingfield, 1994). Another is attribution theory (Weiner, 1992) that explained about the cognitive processes which shape the individual's expectancy of success and places the emphasis on how one processes past achievement experiences (success or failures).

Self-efficacy theory (Bandura, 1993) refers to people's judgement of their capabilities to carry our certain specific tasks. Whole self-worth theory (Covington, 1998) claims that the highest human priority is the need for self-acceptance and to maintain a positive face.

There are some other theories from the experts like goal theories (Ames, 1992; Locke and Latham, 1990) said that human action is triggered by a sense of purpose and for action to take place, goals have to be set and pursued by choice. Deci and Ryan in Vallerand (1997) reveled self-determination theory in that the accompanying intrinsic versus extrinsic motivational paradigm is that the desire to be self-initiating and self-regulating is a prerequisite for any human behavior to be intrinsically rewarding and therefore, the essence of motivated action is a sense of autonomy. The last one is the key principle in social psychological theories of action (Ajzen, 1988; Eagly and Chaiken, 1993) which assumed that attitudes exert toward a target influences the over-all pattern of their responses to the target.

Heckhausens (2008) says that an individual's motivation to aspire to a certain goal is influenced by person factors and by situation factors, including the anticipated outcomes of actions and their consequences"(p.3). Different factors can contribute to the emergence of different kinds of motivation.

Then, according to Gardner in Gass (2008) motivation involves four aspects: a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in the question. In the development, according to Brown (2000) motivation is separated into two types. Sometimes, students can not differentiate between them. There are two kinds of motivation. They are intrinsic motivation and extrinsic motivation.

Intrinsic motivation comes from within individual. Thus a person might be motivated by enjoyment of the learning process itself or by desire to make themselves feel better. Malone and Lepper (1987) have defines intrinsic motivation more simply in terms of what people will do without external inducement. Intrinsically motivating activities are those in which people will engage for no reward other than interest and enjoyment that accompanies them.

Intrinsic motivation happens when someone has strong will or desires to do something because he chooses to do it, without pressure and rewards. In other word, he does something for his pleasure. Intrinsic motivation is extremely having a good effect in the learning process. It has three elements, consist of needs, challenges, and emotions. These elements are the factors that influence students' intrinsic motivation.

On the different side, extrinsic motivation happens when someone do something for certain reasons that does not for his own good, for example a boy learn to ride a bicycle because his friends mock him or a girl wants to be the best student in her school because the governor will give money as a prize. It is caused by any number of outside factors, for example, the need to pass the exam, the hope of financial reward, or the possibility of future travel. Alderman (2004) defines that extrinsic motivation occurs when students engage in activities for external reason (outside of themselves) such as praise, grades, special privileges or material rewards.

Motivation is a key aspect of second language learning. Students need to be motivated in order to make the learning process will be more effective. This makes it as an important role in the process of learning English. Motivation is responsible for why students decide to do something, how long they are willing to survive ad how hard they are going to pursue it. Gardner in Wimolmas (2012:904) stated that motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it. Gass (2008) said "motivation is a social-psychological factor frequently used to account for differential success in learning a second language. This has an intuitive appeal. It makes sense that individuals who are motivated will learn another language faster and to a greater degree.

Brown (2000) defines "motivation is one of the most important factors in your success in English. Motivation means having a real purpose in learning English, or really wanting to learn English for a reason." (p.17). It means motivation has an important role in determine the purpose of learning. Students who are motivated to learn, may encourage their needs to learn, which followed by the process of finding information or knowledge that they need. It can be by reading books, asking to their teacher, or researching through the internet.

Skehan in Gass (2008) says in general, motivating appears to be the second strongest predictor of success, trailing only aptitude. It makes sense that individuals who are motivated will learn

another language faster and to a greater degree. It shows that motivation become of determiner of success in learning second language, especially English.

Hamzah Uno in M. Syarif (2015) say that motivation is internal and external desire of learning's students which can change their behavior. The indicator of behavior as: (1) there is a desire to success; (2) there is a desire and need to learn; (3) the students has hope and ideas for the future; (4) they have "hope" in the community/group; (5) there is a interested activities when learning; and (6) there is a good environment, so that the students will learn better.

Parsons, Hinson and Brown in Wimolmas (2012: 906) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process.

According to Ely, Dornye, William & Burden in Li & Pan (2009) motivation has been widely accepted by teachers and researchers as one of the key factors influencing the success of foreign language learning. When the subjects really have positive attitude towards the target culture and English-speaking people, they will enjoy learning English as much as possible and thinking English as an important part of learning and will put great effort to learn. Therefore, they will improve their language skill also.

Xiaoxing in Li & Pan (2009) says that motivation is a very important factor which determines the success or failure in second language learning, for motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting and the persistence in learning.

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both.

School is the place where the students develop the cognitive competencies and skills. They use their skill and cognitive competencies to reach the goal in the learning process. To achieve the goal they need motivation. Motivation and learning achievement are related and associated with students' success in L2 learning process. It means, motivation has influence in achievement that is taken by the students.

METHODOLOGY

This research used correlational study methodology. In collecting the data of research, survey method was applied as data collection technique; questionnaire and documentation in form of students' score were gathered to provide as data for the research.

The population of the research was the the eighth grade in SMP Negeri 2 Sambas. There were a total number of 324 students of the eighth grade in SMP Negeri 2 Sambas. The technique of sampling in this research was cluster sampling technique. From this sampling, class VIIIA was taken as the sample for this research. This class consisted of 38 students.

In this research, the researcher used questionnaire to know the students' motivation of SMP Negeri 2 Sambas at the eighth grade. The questionnaire consisted of 20 items, divided into 10 questions for observing intrinsic motivation statements and 10 questions for observing extrinsic motivation statements. The instrument has some alternative options based on Likert Scale; Strongly Agree (*sangat setuju*), Agree (*setuju*), Uncertain (*Ragu-ragu),* Disagree (*tidak setuju*), and Strongly Disagree (*sangat tidak setuju*).

The questions of questionnaire are taken from William and Burden's

framework about the indicator of motivated learner. The researcher formulated it into some statements in the questionnaire from the description.

To know the students' English learning achievement, the researcher used their midterm scores as the documentation. The data was collected from the English teacher.

After getting data from the students in the questionnaire, the researcher need to analyze the data and correlate between questionnaire result and students' English learning scores. The researcher did description analysis to describe the data statistically. The technique on data analysis used correlation technique from Pearson Product Moment, that is;

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}} \quad \ldots (1)$$

r_{xy} = *Coefficient of correlation between X variable and Y variable*
X = *Sum of score in X distribution*
Y = *Sum of score in Y distribution*
XY = *Sum of multiplication of X and Y*
N = *Number of Respondents*
X^2 = *Sum of X quadrate*
Y^2 = *Sum of Y quadrate*

With that formula, the researcher got r coefficient that could describe the correlation between X variable and Y variable.

Correlation can be positive or negative. According to Urdan (2005) a positive correlation indicates that the values on the two variables being analyzed move in same direction. A negative correlation indicates that the values on the two variables being analyzed move in opposite direction.

Correlation coefficients range in strength from -1.00 to +1.00. A correlation coefficient of .00 indicates that there is no relationship between the two variables being examined. The closer the correlation coefficient is to either -1.00 or +1.00, the stronger the relationship is between the two variables. Correlation coefficient between -.20 and +.20 indicate a weak relation between two variables. Those between .20 and .50 (either positive or negative) represent a moderate relationship, those larger .50 (either positive or negative) represent a strong relationship.

The statistical hypothesis with significance level 5% was formulated as follow:

Ho : r = 0 ....…(2)
Ha : r   0 ....…(3)

If $r_{xy} > r_{table}$ means there is correlation between X variable and Y variable, Ha is accepted and Ho is rejected.

If $r_{\neg xy} < r_{table}$ means there is no correlation between X variable and Y variable, Ho is accepted and Ha is rejected.

The data collecting activities were carried out in December 2017.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

Students' motivation score was indicated by X variable (Independent variable) in this study. To get the score, the researcher conducted her research through questionnaire in VIII grade class A as the sample. The result of students' motivation score was almost high. The researcher found out that the students' response to the intrinsic motivation statement is higher than extrinsic motivation. It was shown that the students got motivated by their own desire.

As Y variable (dependent variable), students' English learning score was taken from their midterm school report. The researcher got the data from students' English teacher, Mr. Mihraj.

To see how correlation between students' motivation and their achievement, see table below. The correlation was calculated through Pearson Product Moment.

By using SPSS, the researcher got the summary as follows:

Table 4.1. Summary of Motivation and English Learning Achievement Score

Parameter	X	Y
Minimum Score	2.65	62.81
Maximum Score	4.7	93.88
Std Deviation	0.4	8.07
Mean	3.59	80.08
Median	3.575	31.795
Mode	3.35	85
Sum	136.75	3043.18

Discussion

To get the result of relationship between students' motivation score and their English learning score, the researcher calculated the data through SPPS 16. Below is the result from the SPSS program.

Table 4.2. Correlations

		Students' Motivation	Learning Achievement
Students' Motivation	Pearson Correlation	1	-.260
	Sig. (2-tailed)		.114
	N	38	38
Learning Achievement	Pearson Correlation	-.260	1
	Sig. (2-tailed)	.114	
	N	38	38

From the table above, the researcher described that r coefficient is -0.26 (negative correlation) and the sig. (2-tailed) is 0.114. Then, the researcher looked at r table as mentioned in Chapter 3.

From the table, the number was included in the second category (0.20 – 0.40) which described that there is weak correlation between X variable and Y variable, or it can be stated that there is a weak correlation between 38 students' motivation score and their English learning score.

Below table shows the scatter plot of the correlation between students' motivation and their English Language achievement.
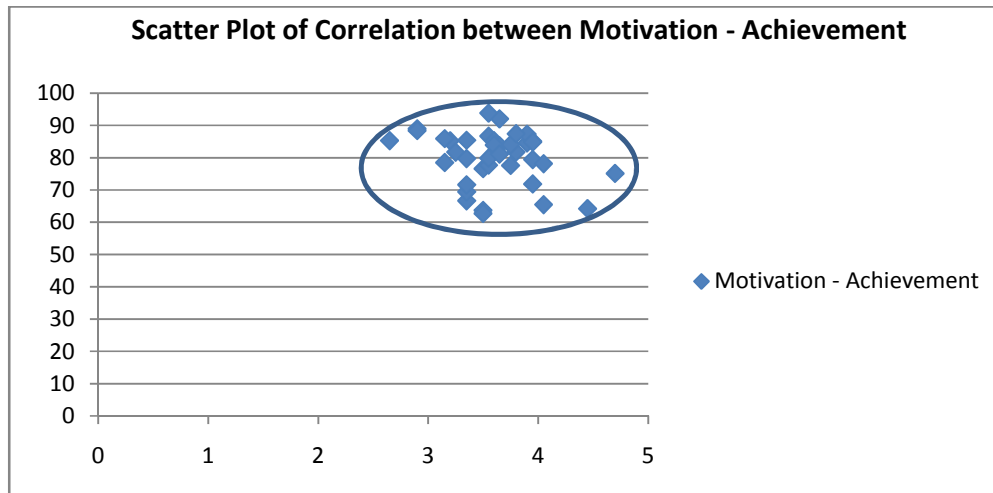
Figure 4.3 Scatter Plot of Correlation between Motivation - Achievement

Based on the chart above described that the shape of scatter plot almost being a circle which is show a weak correlation because the correlation -0.26, a correlation co-efficient closer to .00 indicates that there is no relationship between the two variables being examined.

As described that if $r_{xy}>r_{table}$, it means that there is a correlation between X variable and Y variable, making Ha is accepted and Ho is rejected. Then, if $r_{xy}<r_{table}$, it means that there is no correlation between X variable and Y variable, making Ha is rejected and Ho is accepted. From the result above, the researcher got that < ; - 0.26 < 0.355 which means that Ha is rejected and Ho is accepted. In other words, there is a weak downhill (negative) correlation between students' motivation and their English learning score.

CONCLUSION AND SUGGESTIONS
Conclusion

The conclusions are that the result of the correlation between the students' motivation and English learning achievement score is -0.26. It showed that there is weak negative correlation. The weak negative correlation occurred when the value of Y decreased slightly as the value of X increased. It told us that when the X variable (students' motivation) increases, it is not followed by the increase of Y variable (English students achievement). The null hypothesis in this research is accepted, that is: there is an insignificant correlation between students' motivation and English learning achievement.

Suggestion

Based on the conclusion above that there is no relationship between students' motivation and their English learning achievement, the teachers and the students might have not paid much attention to motivation in English teaching and learning process. Somehow, according to the 38 characteristics of motivated learner, there are some points that can become references for the teachers and also the students themselves to get better learning achievement. If the students and teachers work together to fulfill those characteristics, in which the high motivation involves, higher learning achievement can be achieved.

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