THE CORRELATION BETWEEN STUDENTS' MOTIVATION
AND ENGLISH ACHIEVEMENT OF THE FOURTH SEMESTER STUDENTS
OF ENGLISH DEPARTMENT AT ISLAMIC UNIVERSITY OF MALANG

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Abstract

This study was aimed to answer a research question, is there any significant correlation between students' motivation and English achievement at the fourth semester of English department at Islamic University of Malang. This study is classified into descriptive research and for more specific; the researcher used quantitive design, which is correlation study. The procedure of this study used the correlation formula of Person Product Moment. Based on the calculation of this research, the result of correlation between two variables is lower than the critical value. The research hypothesis was rejected and the null hypothesis was accepted. In other words, if this research had used only motivation as independent variable, it would not had significant correlation to the students' English achievement of the fourth semester students of English department at Islamic University of Malang.

Keywords: *Correlation, Motivation, Achievement.*

Introduction

In this world, language is very important to communicate with one another. Everyday people always have contact with others in their lives, and for such contacts, they have to use a language, which becomes a very important communication in our daily life. For instance, if we meet foreigner we do not know how to speak with them. Therefore, we can use English language. English is one of international languages used by people in the world. Language is obviously a vital tool. Not only it is a means of communicating thoughts and ideas, but it forges friendships, cultural ties, and economic relationships. In Indonesia, English is as foreign languages. Recently, English taught to the students begin from kindergarten up to university. Learning and understanding English is not easy to learn and understand for us because English is purely a foreign language for us.

Teaching English in Indonesia is focused on the ability of student's communication. The communication can be in the form of oral or written forms. In this study, the learners should be capable of learning the five language skills, namely: structure, listening, speaking, reading, and writing. All of them are needed by students to master in

English.

Learning English as foreign language can be boring for the students if the teacher does not know how to give the material or how to present their materials to their students. Sometimes the students' will feel bored on their teaching. Therefore, the teacher must give a motivation to make the student interest to learn. Much life has been change because of motivation. Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. In educational psychology, motivations are divided into two types intrinsic and extrinsic. The former is generally belived to relate to long-term success and the latter to short-term success (Ellis in press). Defining motivation in the context of second language learning, Gardner (1985: 10) stated that "motivation is refers to the combination of effort plus desire to achieve the goal of learning the language along with favorable attitudes toward learning that language". Therefore, motivation in second language learning is defined in terms of the learners overall goal or orientation.

Motivation is one of the most important factors that will influence students' English achievements or performance. It has a close relationship with students' success or failure in English teaching in college. Therefore, Teachers must pay more attention to this aspect. As Gardner (1985) emphasized that, the motivation constructed the primary factor to influence students on English learning. He believed that motivation for language learning can not only include goal orientation but the combination of effort, desire to achieve the goal of learning the language and favorable attitudes toward learning the language. High motivation in learning has always been linked to reducing failure rates and increasing levels of student success. To keep student's interest and motivate them to succeed are challenging for most the teachers. Moreover, the involvements of parents to support their English leaning play more important role to improve the student's motivation in learning English.

Gardner (1985b) asserts that motivation is composed of four elements: a goal (orientation, found in the first and second levels), a desire to attain the goal (the third level), positive attitude toward learning the language (the third level), and effortful behavior to that effect (the third level). This simplification leaves out some aspects of the second level: general foreign language interest, attitudes toward the target community, evaluation of the teacher, and evaluation of the course.

Research shows that motivation directly influences how often students use second language learning strategies, how much the students interact with native speakers, how much input they receive in the language being learned (the target language), how well they do on curriculum-related achievement tests, how high their general proficiency level

becomes, and how long they persevere and maintain Foreign language/Second language skill. Therefore, motivation is extremely important for Foreign/Second language learning, and it is crucial to understand what the students' motivations are.

Methodology

This study is classified into descriptive research and for more specific; the researcher used quantities design, which is correlation study. It can be used to determine the relationship between two pairs of scores. Correlation coefficient is statistical indices to show both the direction (negative or positive) and the strength of a relationship between variables. It attempts to investigate correlation between two variables: the students' motivation on learning English and their English achievement. To answer whether there is a correlation between the students' motivations in learning English and English achievement the researcher used questionnaire test of motivation as independent variable and English achievement as dependent variable. Therefore to find out the coefficient of correlation between two variables, the data was analyzed by using the correlation formula of Person Product Moment.

In this study, the researcher used two variables: independent variables (x) and dependent variable (y).

1. Scores of students' motivation (x)
2. Scores of students' English achievement (y)

This study conducted in all of the fourth semester of English department students at Islamic University of Malang of academic year 2010-2011, which had 142 students and divided into four class, start from A, B, C, and D. In this study, the researcher takes two classes, A and B as a sample. A class consists of 18 students and B class consists of 19 students. The researcher chosen those classes because it represented the population and this class had varieties of ability: high, moderate, and low ability.

The procedure of this study was done into two steps, the first is data collection and the second is data analysis. The data collection is done by doing several steps. The steps for collecting data are: Firstly, The researcher asked a letter recommendation to conduct a research from Dean of FKIP UNISMA and asked permission to the teacher to conduct this research. Secondly, the researcher used the first instrument that is questionnaire, which had several step as follows:

1. The researcher inform the respondents how to complete the questionnaire
2. The respondents asked to answer the questionnaire
3. The results of the questionnaire collected to obtain the data

Thirdly, the researcher collects the data of English achievement that was taken from students' semesterly academic transcript of first until third semester. Then the researcher only took five subjects as representative to measure the students'

English achievement. The researcher classified the score according to this classification:

Table 3.4: The classification of students' score

Qualification	Score
A	4
B	3
C	2
D	1
E	0

Table 3.5: The way to sum of students' English achievement score

Student A				Total
Subject	I	II	III	
Structure	A (4 x 4) 16	A (4 x 4) 16	A (4 x 4) 16	48
Listening	A (2 x 4) 8	A (2 x 4) 8	A (2 x 4) 8	24
Speaking	A (4 x 4) 16	A (4 x A) 16	A (4 x 4) 16	48
Reading	A (4 x 4) 16	A (4 x 4) 16	A (2 x 4) 8	40
Writing	A (4 x 4) 16	A (4 x 4) 16	A (4 x 4) 16	48
English Achievement Score				208

For the next procedure used data analysis. Data analysis is a research process of analayzing the information obtained from the instrument. The instruments are document of students' semesterly academic transcript and questionnaire of students' motivation. In this case, the researcher use correlation formula of Pearson-product moment to analyze the data collection.

$$r = \frac{\sum XY - \frac{(\sum X)\,(\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N}\right]\left[\sum Y^2 - \frac{(\sum Y)^2}{N}\right]}}$$

Where:

r = Coefficient correlation between two variables

N = the number of respondent

$\sum X$ = Total score of the students' motivation on learning English

$\sum Y$ = Total score of students' English achievement

$\sum X^2$ = Total score of square of the students' motivation on learning English

$\sum Y^2$ = The total score of square of students' English achievement

$\sum XY$ = Total score of students' motivation on learning English toward students' English achievement

To support the use of formulate above, the researcher use the following table:

N	X	Y	X^2	Y^2	XY
A B Z					
$\sum N$	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$

In getting the quality of variable X and Y, the following scales are used to determine the degree of the correlation.

0.00 - 0.20 = very low correlation

0.20 - 0.40 = low correlation

0.40 - 0.60 = Moderate correlation

0.60 - 0.80 = High correlation

0.80 - 1.00 = Very high correlation

In addition to the interpretation of the correlation coefficient based on the criteria above, the result of the study also compares this result obtain the critical value of coefficient correlation at the 0.01 level of significance. It was intended to knew whether the correlation was significant or not. If the result of computation show the compute "r" is greater than the critical value of "r" in the table, the correlation of this study is significant and the research hypothesis (HI) is accepted.

The Findings

As revealed above that the data were analyzed by using the correlation formula of Person Product Moment in order to find out the correlation coefficient.

After the researcher gave the questionnaire of students' motivation in Learning English to 37 students, the researcher analyzed the data collected and gave score for each question based on the procedure of scoring the questionnaire. The scores of students' motivation are presented in Appendix I. Furthermore, the researcher calculate the mean score of students' motivation is:

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{7906}{37}$$

$$\bar{X} = 213.675$$

Note:

N = the number of respondent

$\sum X$ = the total score of students' motivation

$\bar{X}$ = the mean of students' motivation

So, the result of computing the mean of students' motivation score ($\overline{X}$) was 213.675.

The score of students' English achievement were collected from the students' semester academic transcript from semester one till semester three. The score are presented in appendix II. Furthermore, the researcher calculate the mean score of students' English achievement is:

$$Y = \frac{\sum Y}{N}$$

$$= \frac{6246}{37}$$

$$Y = 168.810$$

Note:

N : the number of respondents

$\sum Y$: the total score of students' achievement

Y : the mean of students' English achievement

So, the result of computing the mean of students' English achievement score (Y) was 168.810.

The last calculation is correlation between students' motivation and their English achievement. The scores of correlation of these two variables are presented in appendix III, and to calculate those correlations, the researcher applied the Pearson Product Moment Formula as follows:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N}\right]\left[\sum Y^2 - \frac{(\sum Y)^2}{N}\right]}}$$

$$r = \frac{1337370 - \frac{(7906)(6246)}{37}}{\sqrt{\left[1701878 - \frac{(7906)^2}{37}\right]\left[1074316 - \frac{(6246)^2}{37}\right]}}$$

$$r = \frac{1337370 - \frac{49380876}{37}}{\sqrt{\left[1701878 - \frac{62504836}{37}\right]\left[1074316 - \frac{39012516}{37}\right]}}$$

$$r = \frac{1337370 - 1334618,27}{\sqrt{[1701878 - 1689319.89][1074316 - 1054392.32]}}$$

$$r = \frac{2751.73}{\sqrt{[12558.11][19923.68]}}$$

$$r = \frac{2751.73}{\sqrt{250203765}}$$

$$r = \frac{2751.73}{15817.83}$$

$$r = .173$$

Based on the calculation above, the result of correlation coefficient between students' motivation and English achievement of the fourth semester students of English department at Islamic University of Malang is .173. The critical value is .325 with 35 degree of freedom (37-2) at .05 level of significance. So, the result of correlation between two variables is

lower than the critical value.

The researcher formulates two hypotheses. The first hypothesis in this research is null hypothesis that is stated as "there is no significant correlation between students' motivation and their English achievement of the fourth semester students of English department at Islamic University of Malang". And the second hypothesis is research hypothesis stated as "there is a significant correlation between students' motivation and English achievement of the fourth semester students of English department at Islamic University of Malang".

The correlation coefficient is .173; it is lower than critical value at .05 level of significant. So, the Null Hypothesis (H0) is accepted, it means that there is no significant correlation between students' motivation and their English achievement of the fourth semester students of English department at Islamic University of Malang and the Hypothesis Research (HR) which asserted that there is a significant correlation between students' motivation and English achievement of the fourth semester students of English department at Islamic University of Malang is rejected.

DISCUSSION

Based on the finding of this study, the researcher can answer of the research problem that there is no significant correlation between students' motivation and English achievement of the fourth semester students of English department at

UNISMA. If the coefficients near .00, the variables are not related. This means that a person's score on one variable is no indication of what the person's score is on the other variable (Gay, 1987:231). The result can be said as the significant value by looking at the comparison of the value of correlation coefficient and the critical value. It means that the result of this study can be seen by value of correlation coefficient is .173 lower than the critical value is .325. Therefore, based on this result the research hypothesis was rejected and the null hypothesis was accepted.

It was different from Gardner (1985) theory, stated that L2 motivation as "the extent to which the individual works or strives to learn the language because there is a desire to do so and the satisfaction experienced in this activity" (p.10). But motivation is not one thing that influences the English achievement because many factors out of motivation can influence English achievement. Ellis (1994:522) said that there are general factors contributing to individual differences in second language acquisition, which include age, aptitude, learning style, and personality.

As Ellis stated that one of factor influencing second language acquisition is age. Age of a person is most influential to their pronunciation or grammar. Younger learners generally do better than older learners. Larsen-Freeman and Long (1991) point out, the age issue remains an important one

of theory building in SLA research, for educational policy-making, and for language pedagogy.

Beside age is factor that influence SLA, there is language aptitude that caused second language acquisition. Carroll (1981) defines general aptitude as 'capability of learning a task', which depends on 'some combination of more or less enduring characteristics of the learner'. In the case of language aptitude the capability involves a special propensity for learning an Second language.

The next factor is learning style. The idea of learning style comes from general psychology. It refers to the characteristic ways in which individuals oriented to problem-solving. So, they can develop their learning style to improve their English achievement.

Personality is also one important factor that caused in SLA. In the eyes of many language teachers, the personality of their students constitutes a major factor contributing to success or failure in language learning. There are two personality of the students; extroversion and introversion.

Extraverts are sociable, like parties, have many friends and need excitement; they are sensation-seekers and risk-takers, like practical jokes and are lively and active. Conversely, introverts are quite, prefer reading to meeting people, have few but close friends and usually avoid excitement. (Eysenck and Chan 1982: 154)

Both of kind personality is important to develop second language acquisition. So, as the teacher should understand their students' personality in order to improve students' achievement.

Conclusion and Suggestion

Conclusion

Based on the data of the questionnaire and the records of the students' English achievement, it can be concluded that motivation have no correlation with their English achievement because correlation coefficient (r= .173) is lower than critical value. Motivation is not one thing that influences the English achievement because many factors out of motivation can influence English achievement. In other words, if this research had used only motivation as independent variable, it would not have significant correlation to the students' English achievement of the fourth semester students of English department at Islamic University of Malang.

Suggestion

From the conclusion above, it is found that there is no significant correlation between students' motivation and their English achievement. So, the researcher gives some suggestions to the following people:

1. For English Lecturers

Since there is no significant correlation between students' motivation and their English achievement, the English lecturers are expected to improve students' English achievement not only through motivation but also from other sides such as using good teaching strategies and developing students' aptitude, and personality.

2. For Students

Because motivation is not one of way to improve their learning English and achievement, the students should look for another way to improve their English achievement. They can make study club, look for additional book, and have own learning style therefore they can enjoy in learning English.

3. For Further Researchers

There are many factors out of motivation that can still be explored and investigate dealing with English achievement. Because in fact, not only motivation that can influence the English achievement. It is expected that further researcher will conduct research by using another variable.

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