

Students' Motivation and Students' Learning Achievement in English Teaching Learning Process

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Abstract

The purpose of this research is to find a correlation between students' motivation and students' learning achievement in English of class VIII at MTs Al-Asas. Design in this research is a correlation research consisting of two variables, namely students' motivation as the independent variable and students' learning achievement as the dependent variable. The sample in this study was 44 students of class VIII at MTs Al-Asas. The instrument to measure students' motivation uses a questionnaire adopted from Attitude/Motivation Test Battery (AMTB) by Gardner and the score of report cards for English subjects is used to measure students' learning achievement in English. After testing the validity and reliability, the researcher distributed the motivation questionnaire to the sample. Then, the researcher analyzed the correlation between students' motivation and students' learning achievement in English using the correlation product moment formula by Pearson with the help of SPSS version 25.0. The finding showed that the value of $\text{sig} = 0.000 < 0.05$ and the value of $r = 0.661$. The Alternative Hypothesis is accepted (H_a) and the null hypothesis (H_0) is rejected. Therefore, there is a significant correlation between students' motivation and students' learning achievement in English class VIII at MTs Al-Asas.

Keywords: *correlation, students' motivation, students' learning achievement*

INTRODUCTION

One of the crucial elements in any learning process at school is learning achievement, especially in learning English. According to Chairunnisa et.al (2017), learning achievement may be used as a parameters or suggestions to decide whether or not or no longer have the students mastered the substances of the studying object. In general, learning achievement is indicated by the score listed on the students' report cards. As revealed by Hermanto (2017), score of the report card is also referred to as the final score of the learning process which symbolizes the level of the students' achievement within a certain period time.

A good learning process will get optimal learning achievement. Nonetheless, not all processes of language learning always successful. Learning English as foreign language is not easy for EFL students to learn. Hibatullah (2019) states that the capacity demanding situations for learning English in non-English speaking international locations is in particular high. The problem of gaining knowledge of English is possible that the problem could be greater severe than in English-speaking nations. Therefore, in the process of learning English, the elements that support success in learning English can be considered. According to Wati (2018), numerous elements consisting of teachers, students, curriculum, teaching materials, and learning facilities can support students' success in learning. From these numerous elements, the role of students, especially the psychological aspect namely motivation is seen as having a major contribution to the process of learning English. As revealed by Rahmalia (2019), the most important element in determining English learning achievement is students' motivation.

Students' motivation seems to be a fundamental prerequisite in obtaining optimal learning achievement. According to Ramirez (2014), student motivation has a crucial role within the success of the foreign language studying method, lack of motivation can purpose students' loss of effort and the end do not get success in learning a foreign language. It means, the role of motivation is needed for students, due to the fact can increase activities and initiatives, as well as keep perseverance in carrying out mastering activities, especially in learning English which claims to be a difficult subject. As stated by Rahman and Sahayu (2020), students who have high learning motivation will get tremendous English learning achievements. Thus, students' motivation can be stated to be a vital variable this is taken into consideration to have a positive correlation with learning achievement in English.

Research on the scope of the relationship between students' motivation and students' learning achievement in English has been carried out by several researchers. Among them, Becirovic (2017) examined the correlation between students' motivation which is influenced by gender and age with learning achievement in English. The result showed that there was a positive correlation between students' motivation and students' learning achievement in English. Furthermore, Manalu (2014) examined the relationship between attitudes, motivation, and learning achievement. The results showed that students' motivation and students' learning achievement in English didn't have a positive correlation. Previous research has shown contradict results, so further research is needed in the hope of knowing correlation between students' motivation and

students' learning achievement in English. Thus, this study aims to further examine the correlation between students' motivation and students' learning achievement in English, but in this study will focus on students' motivation as an independent variable, without examining other variables to determine the correlation with learning achievement in English.

METHOD

This research was conducted at MTs Al-Asas because based on the results of observations on March 23th, 2021 researcher get information from one of the English teachers at MTs Al-Asas, that the learning achievement of class VIII students is still relatively low. Score of students' report card on second semester subjects in English is understood to have a predicate C with a score of 73 till 79. When learning English, most of the students were less enthusiastic about participating in learning English. They don't pay attention when the teacher explains the English material, some of them talk with their friends, and seemed lazy to listen the teacher's explanation about the English material. They admit that learning English is very difficult and said that learning English is boring. This phenomenon encourages researcher to find out whether students' motivation have a correlation with students learning achievement in English of class VIII students at MTs Al-Asas.

FINDINGS AND DISCUSSION

The researcher used a data collection technique in the form of a questionnaire to find out data about students' motivation to learn English, while for data of students' English learning achievement used report cards. The questionnaire items used to measure students' motivation were adopted from the AMTB (Attitude/Motivation Test Battery) International Gardner research project. The sort of questionnaire with a view to be used in this study is a closed-ended questionnaire, the answers to every instrument item use a Likert scale.

Table 1. Students' Motivation

Range	Frequency	Category	Percentage
< 59	8	Very Low	16%
59 - 78	24	Low	55%
78 - 97	12	Medium	27%
97 -116	0	High	0 %

> 116	0	Very High	0%
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From table 1 included in the very low category, there was 8 students (16%), low category was 24 students (55%), medium category was 12 students (27%) and there was no student who had a high level of motivation and very high level. Therefore, from 44 students as the sample in this study, the level of motivation of class VIII students at MTs Al-Asas in learning English is dominated by the low level.

Table 2. Students Intrinsic Motivation

Range	Frequency	Category	Percentage
42	10	Very Low	23%
42-56	15	Low	34%
56-70	10	Medium	23%
70-84	9	High	20%
84	0	Very High	0%

From the table 2, it can be seen that the very low category was 10 students (23%), the low category was 15 students (34%), in the medium category was 10 students (23%), the high category was 9 students (20%), and there was no student who had a very high category. It can be known that the students' intrinsic motivation in learning English was also included in the low category.

Table 3. Students' Extrinsic Motivation

Range	Frequency	Category	Percentage
17	18	Very Low	41%
17-22	8	Low	18%
22-27	11	Medium	25%
27-32	7	High	16%
32	0	Very High	0%

From the table 3 above, it can be seen that the very low category was 18 students (41%), the low category was 8 students (18%), the medium category was 11 students (25%), the high category was 7 students (16%), and there was no student who had a very high category. It can be concluded that grade VIII students at MTs Al-Asas had a very low category.

Table 4. Students' Learning Achievement in English

score	Predicate	Description	Frequency
73	D	Less	0
73-85	C	Pass	44
84-92	B	Good	0
87-93	A	Very Good	0

From the table 4, it can be seen that the 44 students who were the samples in this study, all students belonged to the pass category. It can be concluded that learning achievement in English class VIII at MTs Al-Asas was pass category.

Correlation Between Students' Motivation and Students' Learning Achievement in English

The researcher correlated two variables, namely students' motivation and students' achievement using Pearson's product moment correlation formula with the help of SPSS version 25.0. The results of the correlation test can be seen in table 5 as follows.

Table 5. Correlation between Two Variables

		Students' Motivation	Students' Learning Achievem ent in English
Stude nts'	Pearson Correlation	1	.661**
	Sig. (2- tailed)		.000
	N	44	44
Students' Learning Achievem ent in English	Pearson Correlation	.661**	1
	Sig. (2- tailed)	.000	
	N	44	44

** . Correlation is significant at the 0.01 level (2-tailed).

From the table 5, it can be seen that the results of the calculation of the correlation between students' motivation (Variable X) and students' learning achievement in English (Variable Y) $r_{xy} = 0.661$, significant (2-tailed) = 0.000, and the number of research subjects was 44 students. Therefore, there was a significant correlation between student motivation and student achievement in learning English, because the value of the correlation coefficient = 0.661 (positively correlated) and the value of sig 0.000 were smaller than 0.05. To interpret the magnitude of the correlation between student motivation and student achievement in learning English, the correlation coefficient value of 0.661 is included in the positive category, namely in category number 4 (0.600 - 0.799). It can be concluded that the value had a high correlation. The results of the hypothesis test showed that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) is rejected. So, it can be concluded that the results of this study, there was a statistically significant correlation between student motivation and student achievement in learning English in Class VIII at MTs Al-Asas.

The purpose of this research was to find out whether there is the correlation between students' motivation and students' learning achievement in English of class VIII at MTs Al-Asas. Based on the results of data analysis, this study revealed that there was a statistically significant correlation between students' motivation and students learning achievement in English of class VIII at MTs Al-Asas. The alternative Hypotheses (H_a) in this research was accepted and the null hypothesis (H_o) was rejected.

The results of the correlation test between students' motivation (Variable X) and students' learning achievement in in English (Variable Y) showed correlation coefficient value is $r = 0.661$ which indicated in the high correlations and a significance value of $p = 0.000 < 0.05$ which indicated significant correlation. Hence, students' motivation was an important component that had a major contribution in the process of learning English. Motivation acts as a stimulus providing energy to try harder. High or low motivation can affect the level of students learning achievement in English.

The results of this research was similar to the results of Becirovic's research (2017) which found a significant correlation between students' motivation and students' learning achievement in Sarajevo, Bosnia. In addition, the results of this study contradicted with the results of study

by Asrul (2018) and Manalu (2014) which found that there was no significant correlation between students' motivation and students learning achievement in English.

Another finding in this study showed that the level of students' motivation of class VIII students at MTs Al-Asas was dominated by the low category (55%). The low motivation of students can be influenced by intrinsic and extrinsic motivation. More specifically, researcher found the level of intrinsic motivation and extrinsic motivation as follows.

1) The Level of students' Intrinsic Motivation

Based on questionnaire about students' motivation, the level of students' intrinsic motivation of class VIII was dominated by the low category (34%). Most of the students in the sample did not get a stimulus from internal as their motivation to learn English. Low intrinsic motivation was caused by low interests, hobbies, goals, and needs about learning English. They were not intrinsically motivated because they thought that learning English was boring and did not make them enjoy it, they would give up and did not pay attention to learning English if they did not understand the subject matter. Besides, they also thought that learning English was not the main goal because they had lack of awareness about the importance of learning English for their future.

This phenomenon was the fact that the position of English is seen as a foreign language in the context of Indonesian and not use as a media of communication in its environment. Finding that is in line with the result of this research was found in the result of Khazaie & Mesbah's research (2014) which found that students in Iran were also not intrinsically motivated, and were more dominantly motivated by Extrinsic.

2) The Level of students' Extrinsic Motivation

Based on questionnaire about the level of students' extrinsic motivation were dominated by very low category (41%). Most of the students did not get stimulus from external to learn English. They were not extrinsically motivated because their parents did not encourage them to learn English, they even tended not to think that English is important to learn. Besides, students thought that the way of the teacher presented English learning did not have an attractive teaching style. Similar findings were also found in Junian's research (2018) which found that

students in were also not motivated extrinsically and more dominantly motivated by intrinsic motivation.

In Addition, the findings in this research also show that students learning achievement in English of class VIII were dominated by the pass category (100%). All students in the sample of this research obtained report cards in English subjects with a predicate of C. Hence, students had achieved the KKM or Minimum Completeness Criteria score, but these scores did not reach the criteria of good and very good. Therefore, the achievement of class VIII students can be said to still have low learning achievement in English.

In connection with the above findings, to summarize the result of this research was that students' motivation variable and students' learning achievement in English variable class VIII had a statistically significant correlation, the alternative hypothesis in this study was accepted. It is because the motivation of class VIII students at MTs Al-Asas was in the low category. Low motivation can lead to low students learning achievement in English, it can be that the two variables have a significant correlation. In addition, the low motivation of class VIII students at MTs Al-Asas was influenced by intrinsic motivation which was included in the low category and extrinsic motivation which was included in very low category.

CONCLUSION

Based on the results of the research that has been described in the preceding chapter, the researcher makes the following conclusions.

1. The results of the correlation test using of the product moment correlation formula with the help of SPSS 25.0 showed that the Pearson correlation between students' motivation and students' learning achievement in English is $r_{xy} = 0.661$ with a sign (**) which indicated that the two variables are correlated. The significance value, $\text{Sig} = 0.000 < 0.05$, this indicated that the two variables were significantly correlated. There was a significant correlation between students' motivation and students' learning achievement in English for class VIII at MTs Al-Asas.
2. The level of students' motivation of class VIII at MTs Al-Asas in learning English was mostly dominated by the low category, which was as much as 55%. The low of students' motivation was influenced by Intrinsic and Extrinsic Motivation. The level of intrinsic motivation was mostly dominated by the low category, which was as much as 34%. In addition, the level of

extrinsic motivation was mostly dominated by students in the very low category, which was 41%. Students also had a lack of encouragement from outside, such as encouragement from parents and teachers, or how to teach teachers in class. The level of students' learning achievement in English for class VIII at MTs Al-Asas was include in the pass category. All students in the sample of this study had English scores in the pass category.

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