CORRELATIONAL STUDY BETWEEN STUDENTS' MOTIVATION AND ENGLISH LEARNING ACHIEVEMENT

A RESEARCH ARTICLE

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CORRELATIONAL STUDY STUDENTS' MOTIVATION AND ENGLISH LEARNING ACHIEVEMENT

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Abstract

Motivation plays an important role to the success of the students' learning. Each individual who has motivation will drive directly to achieve his goal to facilitate himself. Motivation needed to reach a successful of English learning achievement. This research has porposes to find out how high the students' motivation and students' English learning achievement, how strong the correlation between students' motivation and English learning achievement and investigate the most dominant factor influencing students' low English learning achievement. The population of this research was the eleventh grade students of MAS Hidayatul Muslimin 2 Sungai Raya. They were 20 students as the samples from 34 were students. The method of this research was conducted correlational study. The data collected from the questionnaire and documentary. From the reserach finding, the data analysis showed that the students' motivation was clarified moderate qualification with mean score 50.2% and the students' English achievement was categorized poor with mean score 38.6. The correlation between students' motivation and English learning achievement is categorized low with $r = 0.34$ and the contribution of motivation on English learning achievement was 34%. It was low impact to contribute the students' English learning achievement, it might be caused by other factor. Last, the most dominant factor influencing students' low English learning achievement was clarified students' attitude. Students have negative attitude toward English subject. Most of them did not pay good attention while the learning teaching process in the classroom and the school also was lack of media and facilities to support them in learning English.

Keyword: Correlational Study, Students' Motivation, English Learning Achievement

INTRODUCTION

Motivation plays a big role in determining English learning achievement. It also leads the students to achieve a goal that is mastery of the language. Motivation and the learning achievement is the one of elements factor that cannot be separated. Learning is closely related to the motivation. According to Brown (1980) that the motivation is a key to learning. The process of learning shows that effort plays an big role as one of the elements to compose motivation, then to reach the goal. However, to achieve the goal is not simple. It needs support from every part involved in the teaching learning process. From the learners' part, the learners need optimum motivation to get the goal of the learning achievement. According to Johnson (2006) the factors affecting language study into two groups; internal and external factors. The first, Internal factors come from the inside students' individual such as motivation, attitude, personal practice and study habit. The next,

external factors can be different for each individual, those factor plays an important role to influence the learning achievement, such as self-esteem, family environment, school environment, and the learning style. Student has motivation will directly drive their action to achieve their goal. Many thoeritical found that the motivation has a strong related with a learning achievement. who has a high motivation will automatically has a high learning achivment too. It is supported by what a previous research found by Lili Rosana (2011) her research found that the correlation between students' motivation and English learning achievement was strong. But, a researcher still curious to find out what a previous researcher did with some new additional like to find out how much the contribution of motivation on the students' learning achievement, what the most dominant factor that influencing students' low learning achievement and what is the best types of motivation prominently students have. The researcher was really interested to do this because in my belief that each individual has different motivation; different places, samples, and students background will find a different result. The location where the researcher did the research is MAS Hidayatul Muslimin 2 in Desa Mekar Baru Sungai Raya is one of districts in Kubu Raya regency. MAS Hidayatul Muslimin 2 Desa Mekar Baru has four classes, each class for each grade but this school only has one English teacher to manage and teach all classes. The researcher chose this school because this school is far from the city, where the motivation condition might be different from motivation condition in large city.

One of the problems students face is low achievement in English subjects. The students of this school often get low score for English which is less than 60 while comparing to the standars score to pass the English subject (KKM) it is still far. According to the KKM, the students must get the minimum 73 score to pass it. The teacher said that their students lack awareness of how important English for them and most of them are low motivation. Even, there are some problems faced by this school relate to the students' low achievement in English.

Besides, lack of media and lack of new material also add complications for teachers. Then the use of the library in this school is also not really good. There is only small amount of English literature in this library. The English teacher thinks that is because of these problems, most of students lack motivation in learning English. This may happen, because the students feel bored and uninterested in the subject.

The other problem is about their family background. Most of the students' parents in Desa Mekar Baru are farmers or merchants and just a few of these parents work in government institutions. This situation made their understanding about how important education, especially in English subject less in motivation. Being aware this problems the researcher is interested to find out how strong the correlation between students' motivation and English learning achievement, what the most dominant factors that influencing students' low English learning achievement, what types of motivation prominently students have that can give a better improvement to increase students' English learning achievement in that school and how much the contribution of motivation on English learning achievement.

Based on these issue above, the researcher strongly will do the research by conducted method of correlational study. Correlational study used to measure the relationship from one variable to another variable or more variables. That is why, the researcher used this method to support this research will be well done.

RESEARCH METHODOLOGY
Form of Research

The appropriate form of this research is correlational study and the researcher intends to describe the correlation between students' motivation English learning achievement. The goal is to determine the relationship between one variable and another variable. According to

Babbie (2010:421) quantitative methods emphasize on objective measurement and numerical analysis of the data collected through polls, questionnaires or surveys. Quantitative research focuses on gathering numerical data and generalizing it across groups of people. The appropriate method that uses to achieve the purpose of this research is correlation study according to Urdan (2005:79), correlation study simply means the variation in the score on the variable correspondent with variation in the scores on the second variable. It refers to a study in which the purpose is to discover the relationship between two or more variables. It is a way to find out the answer of how strong is the correlation between students' motivation and English learning achievement.

Procedure of Research

There were some steps that the researcher followed in conducting this research. Firstly, observ the classroom and discuss to the teacher. Secondly, defining the population and taking the sample. Thirdly, collecting the students' summative test scores. Fifthly, giving the students questionnaire.

Population and Sample

Population can be defined as the whole participants of research subject. According to Best (2006, p. 13), a population is defined as a group of individuals with at least one common characteristic which distinguishes that group from other individuals. It means that population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. In this research the population is all the Eleventh Grade students of MAS Hidayatul Muslimin 2 in Academic Year 2016/2017. The researcher chose this school based on the consideration that the researcher wa one of alumnus there and small observation to the school of MAS Hidayatul Muslimin 2 Sungai Raya. The researcher had known the condition and situation in that school especially the eleventh grade. There are 35 students of MAS Hidayatul Muslimin2 Sungai Raya.

Sample is the small number of people who is being observed by the researcher (Cohen, Manion, & Morrison, 2005 p.93). Moreover, Marczyk, Dematteo, & Festinger (2005, p. 18) stated that sample is the subset of the population being observed in the study. Considering the features of correlation between the sudents' motivation and English learning achievement. The reseacher chose 20 students of the eleventh grade students of MAS Hidayatul Muslimin 2 Sungai Raya.

Technique and Tool of Collecting Data

In this research, the researcher applied two techniques. In collecting the data of students' motivation, the researcher employed indirect communication. Indirect communication technique is by a questionnaire. Milson and Mc Lean (In Cohen, Manion & Morrison 2000) state that the questionnaire is widely used and useful instrument for collecting survey information, providing structured, often numerical data being able to be administered without the presence of the researcher and often being comparative straight-forward to analyze.

Besides that, the researcher also used documentary technique to gather the data on students' English learning achievement. Documentary technique was selected to gather the data about the students' English learning achievement. it was obtained from the English teacher of second semester of the academic year 2016/2017 by selected their final examination score (ulangan umum).

Technique of Analyzing Data

In technique of data analysis, the researcher got all data from the students; summative test score and students' questionnaire. The purpose of analyzing the data was to find out the correlation between students' motivation and English learning achievement.

In relation to the problem formulations, technique of data analysis presented some

analysis to find out the result of this research. Therefore, the following analysis was done by the researcher concerning to the problem following by formula:

Firstly, to find out how high the students' motivation. Secondly, to find out how high the students' English learning achievement.

Thirdly, to find out the correlation between students' motivation and the English learning achievement, the following formula was applied:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}} \ ....(1)$$
$$r = 0.34$$

Fourthly, to find out the contribution of students' motivation on the students' English learning achievement, the following formula was applied:

$$r^2 = ...(2)$$
$$r^2 = 34\%$$

Lastly, to find out the most dominant factor influencing students' low English learning achievement, the following formula was applied:

$$\text{Percentage of students' response} = \frac{\sum X}{(N \, x \, S \, x \, B)} \ x \ 100\% ......(3)$$

Table 1. The persentages of types of motivation

Types of motivation	Percentages
Internal Motivation	
Integrative motivation	40%
Instrumental motivation	54.37%
Attitude	91.25%
Personal practice	48.12%
Study habit	50%
External Motivation	
Self esteem	71.25%
Family environment	34.25%
School environment	36.25%
Learning style	58.75%

FINDINGS AND DISCUSSION
Research Findings

After the researcher got analysis data, based on the calculation above, the researcher found some finding, they were: Firstly, the students' motivation was categorerized moderate with score 50.2%. Secondly, the students' English learning achievement was categorized poor with mean score 38.6. Thirdly, the correlation between the students' motivation and English learning achievement was positively low with r= 0.34. Fourthly, the contribution of students' motivation on English learning achievement was 34%. The last, the dominant factor influencing students' low English learning achievement indicated students' attitude.

Discussion

From the data analysis, it is found some findings. The first, the qualification for students' motivation was positively moderate with score 50.2%. The second is the students' English learning achievement is categorized poor with mean score 38.6. The third, the correlation between students' motivation and English learning achievement is positively low with r = 0.34. The fourth, the contribution of motivation on the English learning achievement was 34%. The last, the most dominant factor that influencing students' low English learning achievement was students' attitude toward English.

The first is the students' motivation and the students' English learning achievement. The students' motivation of the eleventh grade students of MAS Hidayatul Muslimin 2 Sungai Raya was moderate qualification but their English learning achievement is categorized low criteria. Based on several research finding reported by Oxford, Ito & Sumrall (2000), motivation was found to be the best predictor of students achievement in two studies that investigated factors influencing students achievement and effects of the factors on students' achievement in learning foreign language. Lili Rosana (2011) on her research found that the correlation between students' motivation and the students' learning achievement was high. Based on the research finding, the correlation between students' motivation and English learning achievement

was categorized low and the researcher found the contributions of students' motivation on the students' English learning achievement indicated low qualification. It is found that this research was disagree with the previous research, it might be caused by the others factor that should be discuss.

Hakim (2008) stated that factors influenced learning achievement is divided as two parts they are internal and external factor. The internal factor came from the students' individual such as students' motivation and their attitude to the lesson, personal practice and study habit while the external factor it can be from the outside students such as from the teacher, school and family envevronment, and others factor that supported. Event students have high motivation that is not enought to influence students' learning achievement, it must support from the outside students too. One of the factors would discuss on this section was the dominant factors influencing students' low English learning achievement.

Based on the data finding, the researcher found that the most dominant factor influencing the students' low English achievement was students' attitude. It means that most of the students had a bad attitude toward English lesson. They did not pay attention to their English teacher and also have a bad habit ; did not do the task given by the teacher, cheated their friend's answer, and made their own activity such talking with their friends, singing, laughing and talking loudly when teaching learning process happened. They are often absent in English lesson. It would be worse, if the material given was important material and be one of the parts of summative test. They would not be able to answer. Then, it influenced the students' achievement low.

It is showed by of the students' answer on the questionnaire **"Apakah anda memperhatikan dan mengikuti dengan baik pada saat guru menjelaskan materi pelajaran bahasa Inggris?" (Do you pay a good attention and follow the English teacher while the teaching learning process)** They were 15 students responded never, 2 students responded sometime and only 3 students responded always. Besides, the eleventh grade students of MAS Hidayatul Muslimin 2 also have a problem in their study habit. It is shown by their aresponded on the questionnaire **"Apakah anda mempunyai strategi tertentu untuk mempelajari bahasa Inggris dengan mudah dan menyenangkan ?" (Do you have your own strategies to learn English easily and fun)** They were 5 students responded never, 11 students responded sometime, 3 students responded often and only 1 students responded always. Based on this analysis the researcher found that most of them did not have the strategies how to learn English easy and fun.

Teacher is external factor which might give contribution to the students' low English learning achievement. Teacher plays a big role to encourage the students interest to learn English in the classroom. Based on the students' responded on the questionnaire in variation teaching aspect **"Pernahkah guru bahasa Inggris anda membawa media untuk mengajar contohnya gambar, video, dan lain-lain yang ada hubungan dengan materi bahasa Inggris yang akan disampaikan?" (Did you teacher bring the media like pictures, videos, and the other thingsa that related to the lesson in teaching learning English)** They were 16 students responded never, 2 students responded sometime, and only 1 students responded often and always.

Opening-closing the lesson, reinforcement, explanation, and also organizing the class were belonged to teacher factor indicator. To open the lesson, teacher (sometime) said interesting introduction related to the material that will gave to the students. Before, closed the lesson, teacher (sometime) concluded all of the material that have been learned. So the students still conduse about the material. The teacher used media in teaching but sometime he did not used. The technique of teaching used by the teacher was monotonous, so

the students did not give opportunity to develop their English learning achievement. the teacher never gave a funny story to the students. Therefore, the students felt bored in teaching learning process.

The teacher (sometime) explain the material clearly to make the students understand the material but sometime he did not. For example, he did not give clear example about the material; short functional text. After explained the material, teacher did not give a chance to the students to ask about the material that they did not understand yet. Te teacher (sometime) could not manage the class and time effectively. furthermore, the students often make a noise and having their own activities. For example, talking and launging in the class. These problem above, made the students complication in low English learning achievement.

CONCLUSION AND SUGGESTION
Conclusion

Based on the result of the research finding to the Eleventh grade students of MAS Hidayatul Muslimin 2 Sungai Raya in Academic Year 2016/2017, the researcher makes some conclusions are: Firstly, the students' motivation was categorized moderate with score 50.2%. Secondly, the students' English achievement was categorized poor with mean score 38.6. Thirdly, the correlation between students' motivation and English learning achievement is positively low with r= 0.34. Fourthly, the contribution of students; motivation on students' English learning achievement was 34%. The Last, the most dominant factor influencing students' low English learning achievement indicated 'students' attitude' with score 91.25%.

Suggestion

Based on the conclusion above, the researcher would like to give some suggestions. The result of this study showed that it is motivation is a power to increase students learning achievement. There are some points that the researcher might suggest: (1) The teacher should motivate the students continuously in order the students always keep reach their goal successfully. (2) Communicate the goal learning process clearly to the students, so that the students themselves can direct their own motivation energies toward attaining the goal (3) Invite the students to talk directly about their learning motivation so the teacher can help them to solve their own problem in learning English. (4) Teacher should know what factor that influence students' low English learning achievement, improve this factor and control the students'progress step by step. (5) Apply various method, in order to avoid students' boredom so the students will be motivated and be active in learning process.

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