



**THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN
LEARNING ENGLISH AND THEIR ENGLISH LEARNING ACHIEVEMENT
AT 2ND GRADE STUDENTS OF MA HIDAYATUL MUBTADI'IN
LOWOKWARU MALANG**

SKRIPSI

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BY:

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ABSTRACT

Witasari, Anike. 2021. *The Correlation between Students' Motivation in Learning English and Their English Learning Achievement at 2nd Grade Students of MA Hidayatul Mubtadi'in Lowokwaru Malang*. Skripsi, English Department Faculty of Teacher Training and Education Universitas Islam Malang Malang. Advisor I: Dr. Muhammad Yunus, S.Pd., M.Pd., ; Advisor II: Dzurriyatun Ni'mah, S.S., M.Pd.

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Motivation is the important thing for better achievement in studying English. The aim of this study is to figure out the correlation between students' motivation and their English learning achievement at Madrasah Aliyah Hidayatul Mubtadi'in Lowokwaru Malang. The researcher collected the data from questionnaire and documentation, then analyzed the data through percentage of questionnaire using Pearson product moment coefficient of correlation SPSS 20. This study involved 43 students of second grade Madrasah Aliyah Hidayatul Mubtadi'in Lowokwaru Malang.

The findings of this research showed that the descriptive statistics analysis of motivation score of the participants, the maximum score is 69, and minimum score is 40; the mean of the motivation score is 54.81. For English learning achievement, the maximum score is 100, and the minimum score is 35, the mean of the English learning achievement score is 72.79. The relationship is showed by the .669 Pearson correlation, which is significant at the .05 level, where it is higher than the .301 correlations coefficient table. This indicated that the null hypothesis is rejected and the alternative hypothesis is accepted.

In conclusion, the correlation coefficient showed that there was significant relationship of both variables. There is a correlation between students' motivation and their English learning achievement. From the statistics above show that motivation is very influential for 2nd grade students of Madrasah Aliyah Hidayatul Mubtadi'in Lowokwaru Malang. It means that they had a pretty good motivation to learn, but still need for development in order to reach optimal learning results.

CHAPTER I

INTRODUCTION

In this chapter the researcher explains about (1) Background of the Study, (2) Research Problem, (3) Objective of Study, (4) Hypothesis, (5) Significance of the Study, (6) Scope and Limitation of the Study, and (7) Definition of the Key Terms.

1.1 Background of the Study

Education is an effort to develop the potential of human resources through teaching activities. According to Mohammadi (2006), in educational perception, motivation has a correlation with learning and academic achievement. Learning motivation is one of the things that is very influential in the world of education. Learning motivation is one of the internal factors that determines the success or failure of the teaching and learning process. The Students are encouraged by this motivation to successfully complete a task or achieve a goal. Motivation is practically the reason behind the behavior of people and determines why they act in a specific way (Amrai, et al. 2011).

In the teaching and learning process for students and educators, motivation plays a significant role. According to Elliot and Covington (2001), motivation means formulating the acts, expectations and individuals. Motivation may also be defined as the path to conduct or what causes a person to want a behavior to be replicated. Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior.

The role of motivation during learning is really important. Here are some studies which found that motivation was related to achievement in language learning:

Harmer (2007) stated that it is accurate to assume that the enthusiasm that learners bring to class is the most important single factor influencing their success. From this statement, we know that motivation in the classroom affects both learning and behavior of the students who are motivated to learn more.

This statement is proven by study this done by Rafasah (2009), with the title “The Correlation between Students’ Motivation and Their Achievement in Studying English” in third grade SMAN 1 Woyla, which examined about motivation and achievement. The data showed that the third grade students at SMAN 1 Woyla had very high motivation in learning English. The findings indicated that there was a positive correlation between motivation and achievement of the third grade students in SMAN 1 Woyla.

In the classroom context, the concept of student motivation is used to explain the degree of which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teacher. For teachers, knowing the motivation to learn from students is very necessary in order to maintain and increase student’s enthusiasm for learning. To maximize learning outcomes, teachers are required to be creative in generating students’ learning motivation, so that it can create effective students’ learning behavior. For students, learning motivation can create enthusiasm for learning, so that students are motivated to do learning actions. According to Gardner and Lambert (as cited in Alizadeh, 2016), students are inspired to learn because they think of themselves

as capable individuals, to work with materials organized at their level, to see their goals in their activities, to see their research as significant, to have a tough career, to live in a healthy place, to have the ability to articulate psychological needs for success, recognition and acceptance, accept that learning is for them and not for their teachers. Sivrikaya (2019) stated that through such motivation, people are encouraged to complete an assignment successfully, achieving a target or a degree of qualification in their careers. Moreover, students do learning activities with pleasure because they are motivated. Webster (2009) argued that motivation is defined as the desire or willingness to do something', the highlight of being willing to take action or activity, a force or influence that causes someone to do something. It means that the success of motivation in learning has a positive impact on teachers and students.

Madrasah Aliyah Hidayatul Mubtadi'in is educational institution based on Islamic boarding school. The teaching principle at *Madrasah Aliyah Hidayatul Mubtadi'in* is to maintain a balance between religious education and general education. The majority of students at *Madrasah Aliyah Hidayatul Mubtadi'in* are students from Islamic boarding schools, where they are accustomed to use Arabic as a foreign language. The foreign language is their main focus. Almost all religious activities use Arabic. *Santri* are more familiar with how to read *hijaiyah* letters than other foreign languages. Pronunciation of Arabic that is easier on the tongues of the students also makes them more comfortable and "safer" when learning Arabic in class. Different from English, they only use it on one occasion in classroom learning.

Teaching English in a boarding school is a challenge for English teachers. Lack of exposure to English caused students less motivated to learn. From the attitude of students who were out of focus, it can be seen in the learning process, they neither pay attention to the teacher nor submit the assignment given to them.

In this present study, the researcher is curious to explore whether there is any significant correlation between students' motivation in learning English and their English learning achievement at *MA Hidayatul Mubtadi'in Lowokwaru Malang*. This research is very important to do, because it was conducted to prove whether the students' learning motivation will affect their English achievement.

1.2 Research Problem

Based on the background of the study above, the research problem can be described as follows:

“is there any significant correlation between students' motivation in learning English and students' English learning achievement at *MA Hidayatul Mubtadi'in Lowokwaru Malang*?”

1.3 Objective of the Study

This present study intends to figure out the correlation between students' motivation in learning English and students' English learning achievement at *MA Hidayatul Mubtadiin Lowokwaru Malang*.

1.4 Hypothesis

Based on the research objective above, the researcher formulated the Alternative hypothesis that there is significant correlation between students'

motivation in learning English and their English learning achievement at *MA Hidayatul Mubtadi'in Lowokwaru Malang*.

1.5 Significance of the Study

There are two significances of this study; theoretical and practical significance. Theoretically, according to Gardner (as cited on Chunmei, 2013) motivation in language learning is very important. It seems to support this idea. This study is used to contribute on existing theories of correlation between students' motivation in learning English and their English learning achievement. Within this study, the researcher wants to share the newest result about that.

Practically, the result of this study can be used as information for teacher and lecturer that motivation can be the reference point for improving students' achievement in language learning. Furthermore, it may help the teacher or lecturer to improve the teaching strategy to increase the students' interest in learning English.

For the students, hopefully they know how much their level of motivation in learning English to improve their achievement. It is expected that this study will significantly assist students in learning English.

1.6 Scope and Limitation of the Study

This study discussed about the existence of motivation in learning a foreign language. This research focused on how motivation influences and correlates the students' achievement in the classroom. The scope of the present study are two classes, they are a social class and a science class. Both are the eleventh grade students of *MA Hidayatul Mubtadi'in*.

During the study, the researcher had a limitation. The researcher was given 4 meetings; the first meeting for preparation, the second meeting for collecting the data, the third and fourth meeting to fix the data. The teachers gave a limited time, this was caused by the pandemic so that learning time at school was also reduced. More than that, some students learned through an online system.

1.7 Definition of Key Terms

To stop misconceptions and misunderstandings in this research, the researcher would like to explain some terms in this study.

Correlation, Correlation is one of the analytical techniques in statistics. It has been used to find a correlation between two variables, students' motivation and students' achievement in learning English.

Motivation, Crookes and Schmidt (as cited in Alizadeh, 2016) defined Motivation as the orientation of the learner regarding the objective of learning a second language. This definition refers to the encouragement which influences the students of *MA Hidayatul Mubtadi'in* to improve their English achievement.

Learning Achievement, Learning Achievement is the result that was achieved by students of *MA Hidayatul Mubtadi'in* in mastering English subject. In this case, the researcher used the midterm test score to determine the students' achievement.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presents two main sections. First, the conclusion of the study and second section presents the suggestions from the findings of the study.

5.1 Conclusion

According to the previous chapter, it shows that the students' motivation is linked to their English learning achievement of second grade student of MA Hidayatul Mubtadiin. The relationship is showed by the .669 Pearson correlation, which is significant at the .05 level, where it is higher than the .301 correlations coefficient table. This indicated that the null hypothesis is rejected and the alternative hypothesis is accepted. The correlation coefficient showed that there was significant relationship of both variables. Therefore, the conclusion is the students' motivation is the significant aspect to influence the English learning achievement.

5.2 Suggestions

In this study, the suggestions were focused in practical purposes which are presented as follows:

5.2.1 Teachers

For teachers and schools are expected to provide more learning motivation, such as giving instructions to the students about how to be successful in learning English, giving appreciation to motivate the students, and so on. Giving motivation is very important because without the motivation in learning, the students

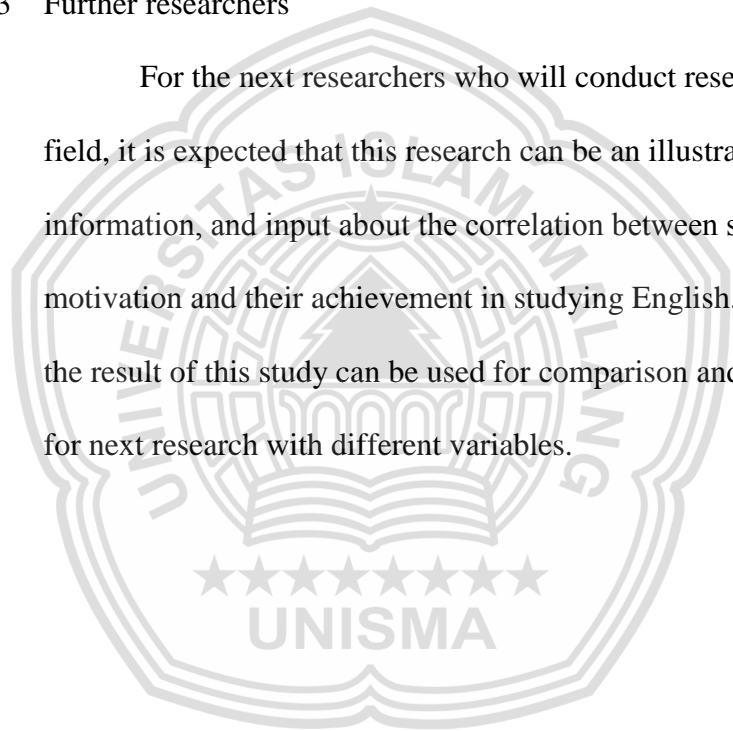
will be less interest in learning and it will affect their learning achievement.

5.2.2 English students

For students, they are expected to motivate themselves and give more attention to improve their learning achievement, not only on English subjects but also on other subjects

5.2.3 Further researchers

For the next researchers who will conduct research in this field, it is expected that this research can be an illustration, information, and input about the correlation between students' motivation and their achievement in studying English. In addition, the result of this study can be used for comparison and reference for next research with different variables.



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